

The Development of Japanese English Learners' International Understanding

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Yuuki Ogawa

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### **Abstract**

Foreign language education promotes not only learners' language acquisition but also international understanding which is regarded as synonymous with cross-cultural/intercultural understanding. This is because language reflects the shared experience and values of the target group (Byram, 1989; Sellami, 2000; Moran, 2001; Thanasoulas, 2001; Quinn, 2006). By learning foreign language, learners experience cultures behind the target language, which leads to their understanding of culture as well as language. In Japan, English language is taught and learned because English is considered as an international language, and one of the goals in learning English is "deepening students' understanding of language and culture (MEXT, 2008)." Considering that English is a global language, Japanese learners may have more opportunities to communicate with speakers of English in countries where English is not the native language. Therefore, in this Teaching and Learning Project, supplementary activities will be created to develop Japanese learners' international understanding based on English language classes at junior high schools.

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## Introduction

Education for international understanding was proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1947 to never repeat the tragic history of wars by learning from the past. Education for international understanding is expected to include every subject taught and learned at schools and including foreign language education. This is because foreign language learning provides learners with the opportunity not only to acquire language but to understand cultures behind the language, which also gives learners better understanding of their own cultures (Mabuchi, 2007). The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), in fact, stipulates that one goal of learning a foreign language (English) is “deepening students’ understanding of the language and culture” (MEXT, 2008). Japanese learners of English, however, tend to perceive cultures and viewpoints through English language education as synonymous with understanding cultures and viewpoints in English-speaking countries (Matsuda, 2003a). This Japanese “Western-centered view of the world” may stem from the fact that English has been taught and learned as the inner circle language; the property of native speakers of English. Nonetheless, teaching English as the inner circle language fails to consider the following issues. First, this ignores the fact that the population of speakers who employ English as the second or foreign language outnumbered that of native speakers of English (Crystal, 2003; Kamiya, 2008). Second, employing American or British English as a dominant instructional model causes Japanese learners to pursue an unrealistic goal; acquiring native-like competence, which heightens their anxiety especially when speaking English (Chiba & Matsuura, 1995; Takeshita, 2000; Tokumoto & Shibata, 2011). Finally, teaching English as an inner circle language might not accomplish learners’ international understanding since this results in reinforcing the Japanese Western bias of the world (Kubota, 1998; Kubota, 2002; Matsuda, 2002). Therefore, this Teaching and Learning Project will be created to develop Japanese English learners’ international understanding in the context of English language classes at junior high schools. In this project, the history of education for

international understanding recommended by UNESCO and Japanese interpretation of UNESCO's policy are firstly introduced. In addition, problems regarding international understanding through English language education in the Japanese context and its effects on Japanese junior high school students are examined as literature review. In order to create 30-week lesson plans in the Teaching and Learning Project, interviews with three different groups, class observations, students' questionnaire and the English textbook analysis were conducted as data collection.

## **Literature Review**

### **Education for International Understanding**

Education for international understanding has been promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) since 1947. The primary purpose of education for international understanding is to never repeat tragic history of wars by learning from the past (Murakami, 2007). This covers four areas; (a) peace education, (b) education for human rights, (c) understanding each country and (d) understanding the United Nations. In 1974, UNESCO adopted *the Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. This recommendation proposes a global perspective at all levels of education, understanding and respect for other cultures; an awareness of the rights of individuals and groups, and a readiness on the part of the individual to participate in solving the problems of his or her country, nation and the world (Cates, 2002).

### **The Evolution of Education for International Understanding in Japan**

The Japanese education system also actively promoted education for international understanding as advocated by UNESCO, until the 1960s. The Japanese government, however, later utilized UNESCO's mandate as a means to resolve urgent matters (Sasaki, 2000). At that

time, Japanese government under the period of high economic growth had to deal with issues stemming from *kokusaika*, internationalization, such as education for returnees to help their re-adjustment to the Japanese educational system. Murakami (2007) mentions when UNESCO adopted *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* in 1974, the Japanese approach toward education for international understanding was found to be different from that of UNESCO since international understanding in the Japanese context is the part of the promotion of *kokusaika* or internationalization. The word, “*kokusaika*” may differ from internationalization in that *kokusaika* implies spreading Japanese culture, values, and history internationally and enabling others to perceive the world from a Japanese point of view to preserve Japan's interests and promote deeper understanding of Japan (Hashimoto, 2000; Liddicoat, 2007).

In addition, internationalization revealed that Japan as a nation lagged behind international society. This caused the government to consider how to foster Japanese who have talent and ability to work internationally. The government consequently equated education for international understanding with education for returnees to help the Japanese acquire the ability to take the initiative in international society (Sato, 2007). Since English ability was one component to foster Japanese to lead global society, the Japanese government started emphasizing the importance of English language education later under the name of promoting international understanding (Kubota, 2002). MEXT practiced the following education policies to internationalize Japanese education, which were (a) assigning certain schools for returnees to help their re-adjustment to Japanese school system, (b) creating the Japanese Exchange and Teaching (JET) Program and (c) reaching a goal of a hundred thousand foreign international students in Japan for short and long term undergraduate and graduate study (MacDonald, 2005).



### **Education for International Understanding through Foreign Language Learning**

UNESCO mentions that foreign language education is one of the most beneficial means to embody UNESCO's mandate in the field of education stipulated in *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* (UNESCO, 1974). UNESCO presents four rationales regarding the importance of incorporating international understanding into foreign language classes. That is, foreign language teaching enables learners to (a) build their knowledge of other cultures and other ways of thinking, (b) help to break down national stereotypes and prejudices which mostly stem from inadequate and superficial knowledge, (c) improve oral and written communication among individuals and groups belonging to different cultures, and (d) help students to perceive their own culture from a broader point of view, which helps them to be less ethnocentric (UNESCO, 1989). From these reasons, education for international understanding in foreign language education is often regarded as synonymous with cross-cultural/intercultural understanding. Cross-cultural understanding, *ibunka rikai* in Japanese, is defined as understanding foreign countries and cultures as well as the learners' own country and culture through learning foreign language to solve global issues and promote peace and welfare for humankind (Sano, Mizuochi, & Suzuki, 1995). The reason to put emphasis on cross-cultural understanding in foreign language learning is that language itself is a product of culture (Byram, 1989; Moran, 2001; Sellami, 2000; Thanasoulas, 2001; Quinn, 2006). More specifically, language reflects the shared experience and values of the target group in the form of words, structures, or discourse patterns; and by learning language, learners recognize and experience the culture. This recognition helps learners compare and contrast their own cultural norms and behaviors that they previously have been taken for granted, which leads them to develop the ability to relativize their own values, beliefs, and behaviors in comparison with other cultures (Byram, 1997).

### **Japanese Interpretation of International Understanding in Context of English Education**

UNESCO underscores the importance of teaching international understanding which is incorporated as cross-cultural understanding into foreign language education. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) stipulates the overall objective of English language classes at the lower secondary school level as follows.

To develop students' basic communication abilities such as listening, speaking, reading and writing, depending their understanding of language and culture and fostering a positive attitude toward communication through foreign languages (MEXT, 2008).

As this overall objective mentions, English language education in Japan aims at deepening students' understanding of language and culture. This is because foreign language learning provides learners with opportunities not only to acquire language but to understand culture behind language as well as better comprehending learners' own culture (Mabuchi, 2007). Promoting international understanding is the overall objective of all English language education in Japan from elementary school to senior high schools. In fact, MEXT introduced "Foreign Language Activities" to Japanese elementary schools in 2011 and its primary goal is to promote international understanding rather than language acquisition (Hashimoto, 2011).

The Japanese government, on the other hand, regarded international understanding as understanding Japanese identity in an international context in comparison with English-speaking culture (Liddicoat, 2007). That is, while UNESCO proposed that international understanding in foreign language education aims at fostering students' broader perspective by developing their attitude of respecting cultural diversity and the ability to live with others from other countries based on recognizing universality as human beings (Hashimoto, 2009), English education in Japan emphasizes the nature of Japanese language and culture (Hashimoto, 2011) and expects Japanese learners to acquire English proficiency enough to express Japanese identity and

viewpoints in an international context (Liddicoat, 2007). In other words, understanding language and culture in English education in the Japanese context means to understand the uniqueness of Japanese language and culture by comparing and contrasting to English-speaking cultures (Kubota, 1998). In fact, when Japanese teachers were asked what they should do to promote international understanding, the majority of teachers found fostering love of Japanese culture such as Japanese history, the natural features of Japan or Japanese tradition as most important (Hosoya, 2001; Onjohji, 2009).

### **Definitions of Culture in Foreign Language Education**

There are many views of culture in foreign language teaching. Moran (2001) introduces four definitions regarding culture. First, culture is categorized into big C and small c culture. Big C culture is perceived as civilization, the great achievements of human beings reflected in their history, social institutions, works of art, architecture, music and literature. Small c culture, on the other hand, views culture as the customs, traditions, or practices that people carry out as part of their everyday lives (Ihara, 1993). Both views are culture-specific and employ the nation as the frame of reference for culture. Second, culture is perceived as communication and all that people of a particular culture use to communicate, that is, language, verbal and nonverbal, including a variety of forms: body movement, eye contact, time, space, smells, touching and the social situation. Language teaching interprets these factors in terms of sociolinguistics, proficiency, and communicative competence, which indicates knowing how to communicate accurately and appropriately in a specific culture and language (as cited in Moran, 2001). Third, intercultural communication, the capacity and ability to enter other cultures and communicate effectively and appropriately, to establish and maintain relationships, and to carry out tasks with others from other cultures are considered primary components of culture. In this third definition, culture is viewed as a process, what people experience as they think, do, and feel to successfully communicate across cultures. Intercultural competence and intercultural communicative

competence which are considered as the necessary skills to be acquired in the present global society (Alptekin, 2002; Holmes & O'Neill, 2012) reflect this view. Finally, culture is perceived as a dynamic construction between and among people, comprising the values, meanings, or beliefs which they can create in their unique social circumstances. In other words, culture is viewed as constantly evolving; being actively constructed through interpersonal relationships; always in the process of becoming; and not static, fixed body of knowledge (Moran, 2001).

### **Issues Regarding Teaching Culture in Foreign Language Classrooms**

Although the importance of learning about culture in foreign language education has been well-documented, foreign language classrooms have three issues regarding teaching culture. Firstly, Tsou (2005) points out the fact that culture has a heterogeneous and constantly evolving nature which makes the specific contents and techniques about teaching culture unclear to foreign language teachers. Especially in modern, historically complex, open societies, language teachers regard defining the boundaries of any particular social group and the linguistic and culture identities of its members as much more difficult. As a consequence, what culture or cultures should be dealt with in ESL or EFL classrooms is far from clear. Without knowing what and how to teach about culture in the foreign language classroom, teachers are uncomfortable in teaching culture, which results in not talking about the target culture or partially teaching parts of the target culture described in the textbook (Tsou, 2005).

In addition to foreign language teachers' unfamiliarity to the contents and techniques about teaching culture, the teaching of culture might be perceived as the transmission of information from teachers to learners, which stems from teachers' recognition that culture is merely a static list of facts and experiences (Thanasoulas, 2001). In this approach, teaching culture is often conducted in terms of anecdotes, facts, artifacts, and explicit comparison between learners' native culture and the target culture in foreign language classrooms (Lazaraton, 2003). Even though knowledge regarding the people within the target community or country is important,

in this approach, culture is seen as a homogeneous and static entity. As a result, culture aspects are often unsystematically dealt with, for instance, when teachers have some extra time available (Forsman, 2010). Atkinson (1999) also describes this perception of culture as “a received view of culture,” which sees culture in the most typical form such as geographically distant entities, as relatively unchanging and homogeneous, and as all-encompassing systems of rules or norms determining personal behavior. However, Sellami (2000) cautions that this information-centered and fact-finding approach to teaching culture may clash with the truism that culture is constantly changing and variable. Quinn (2006) points out a problem with this interpretation that understanding is achieved through the accumulation of cultural facts and information. That is, this can not only place learners in a passive role as receivers of knowledge transmitted by teachers, but also lead them to cultural essentialism as students assume that patterns observed in one person can be attributed to his/her cultural affiliation.

Lazaraton (2003) and Sellami (2000) explain a third problem that foreign language teachers themselves do not rank teaching culture high compared to linguistic instruction. According to Lazaraton (2003) the majority of teachers perceive the teaching of culture as a “pedagogic device” and employ culture as a way to liven up and contextualize language learning. In their classrooms, learning culture might be viewed as skill-learning where there is a risk that culture might be regarded as a fifth skill in addition to the four linguistic skills, receptive; listening and reading, and productive; speaking and writing (Sellami, 2000). These teachers' perceptions may stem from the fact that there is a lack of time in a curriculum to teach culture. In addition, this problem may be more significant for nonnative teachers if they do not know enough about or have much direct experience with the target culture (Lazaraton, 2003). They feel that teachers are trained to teach language not culture, and feel hesitant to teach culture in the same principled way they teach grammar and vocabulary. In fact, Lazaraton (2003) claimed that nonnative-English speaking ESL teachers view themselves as culturally deficient and feel the necessity for more training.

### **Issues Regarding Teaching Culture in English Education in Japan**

In the context of English education in Japan, there are three significant issues which make incorporating international understanding into English language classrooms difficult. First, high school or university entrance examinations leave little room to insert international understanding in English language classrooms. In Japan, entrance examinations have significant influence both on Japanese teachers of English and students. Although teachers at high schools mention the need for education for international understanding and they showed interest in incorporating international understanding into English language classrooms (Hosoya, 2001), they are very busy covering all the mandated guidelines of English language instruction to prepare their students for their entrance examinations. Teachers cannot ignore the influence of “examination-oriented English” (Sato & Kleinsasser, 2004) because Japanese high school students expect their English teachers to help them pass exams. In fact, Gorsuch (2000) mentioned that 77% of students in a private academic high school thought that the goal of taking high school English courses is to pass university entrance examinations. Given the fact that students' expectations have significant influence on teachers' guidance, Japanese EFL teachers might find little room to be engaged in any activities relating to building international understanding.

In addition, the fact that English is taught and learned as a foreign language might cause Japanese teachers of English to have difficulty convincing their students that culture study is worthwhile (Quinn, 2006). While more productive means of learning culture such as experiential-based learning or ethnographic research is often conducted in the ESL context, Japanese EFL learners do not have direct contact with people from foreign countries and have few chances for authentic interaction. In fact, some students may not regard international understanding as relevant to their English language learning while others may have a genuine interest in cultural learning since they hope to work internationally in their future. The Japanese context where learners have little opportunities to interact with others in English makes it difficult to designate a target culture and to comprehend what aspects of culture should be dealt with in English classes.

The most significant issue regarding building students' international understanding in English language classrooms is that contrary to the expectation that English language learning promotes international understanding because of its status as an international language, Japanese English language education teaches English as an inner circle language, not an international language. That is, Japanese students learn English with the textbook which portrays characters and cultural topics mostly from English-speaking countries of the inner circle such as the United States or the United Kingdom and are exposed almost only to American and British English (Matsuda, 2003a). Matsuda (2002b) investigated seven different English textbooks for seventh grade students approved by the Japanese government and revealed that American English is almost always promoted as a universal standard; and American characters and themes manipulate dialogues and readings. Yamanaka (2006) also analyzed 19 English textbooks for both Japanese junior high and senior high school based on Kachru's three-concentric-circles model to be explained below. Results showed that there are three steps in teaching cultures in Japanese English classes. The inner circle and its relation to native speakers of English is firstly emphasized. When Japanese students are at an entry level, topics regarding Japan are introduced after the inner circle countries are dealt with, and the expanding circle countries other than Japan are finally incorporated in senior high schools. In other words, the younger the Japanese learners of English are, the more they learn cultures of the inner circle countries described in English textbooks. As Japanese students move up to the next grade in junior high schools, the distributive percentages in terms of the inner circles is smaller and instead, the focus in teaching culture is on Japan. Furthermore, English textbooks for senior high schools deal with more countries especially from the outer and expanding circles than textbooks at junior high schools. This indicates that more cultural elements are covered in senior high schools than in junior high schools. Yamanaka (2006) concluded that compared to cultural items of the inner circle countries and Japan covered in English textbooks, the frequency of countries in the outer and expanding circles is significantly low.

In addition to English textbooks employed in Japan, Assistant English teachers (AETs) reinforce Japanese learners' exposure to American and British English since the majority of them come from English-speaking countries of the inner circle (Matsuda, 2003a; McKenzie, 2008). AETs are selected through the Japan Exchange and Teaching (JET) Programme started in 1987 under the leadership of Japanese government. According to JET Programme, the official figures for 2012-3 indicates that out of a total of 3,986 ALTs, 3,689 participants are from the inner circle countries such as the US, the UK, Australia, New Zealand, Canada and Ireland. Although one of purposes of this programme was to promote international understanding at the grassroots level, Japanese learners of English have opportunities to interact with native speakers of English in English classrooms. Matsuda (2002a) questioned whether these English textbooks and students' limited opportunity to interact with English speakers from English-speaking countries of the inner circle achieve MEXT's goal to foster international awareness through English language learning because students learn about a limited section of the world and receive insufficient exposure to the English language other than American or British English.

### **Kachru's Three Centric Circles of World Englishes**

Braj Kachru (1983) has provided a mode of the world-wide spread of English which describes the distribution of English speakers in the world. The world Englishes model is comprised of three concentric circles of English usage: the inner circle, the outer circle; and the expanding circle. Each of the three circles represents different types, patterns of acquisition and functions of English in a diversity of cultural contexts. The inner circle countries consist of countries where English is spoken as a native language (ENL) for a substantial and often monolingual majority, for example, the U.S., the U.K., Australia, Canada, Ireland and New Zealand. The English spoken in this circle is multifunctional, used in all domains and provides norms in terms of appropriateness and correctness that are propagated through language education and language planning. The outer circle countries are former British and American



colonies like Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, the Philippines, Singapore, South Africa, Sri Lanka, Tanzania, Zambia and Zimbabwe, where English is spoken as a second language (ESL) and employed for a range of educational and administrative purposes. Speakers of English in these countries are likely to have a different mother tongue, but since English plays a large role in their society, they are likely to be fluent speakers of the national variety of English (Kubota & Ward, 2000). The expanding circle comprises countries where English is learned as a foreign language (EFL) like China, Caribbean countries, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Russia, Saudi Arabia, South American countries and Taiwan. English is employed for international communication such as in business, diplomacy and tourism. Educators, policy-makers and speakers in the expanding circle countries have traditionally looked towards inner circle model mainly from the United States and the United Kingdom for linguistic norms.

### **Three Problems regarding Standard English as a Dominant Instructional Model**

Japanese English language education is based on the perception that the United States and the United Kingdom represent the absolute target language and cultures of the English language (Nault, 2006). This American and British-centered instruction in Japanese English classrooms may be problematic for the following three reasons. First, this instruction may not adequately help Japanese students prepare for the global environment where they have opportunities to communicate with nonnative speakers in English more than before. The population of speakers who employ English as the second or foreign language outnumbers that of native speakers of English, and this leads to a pluralistic view of English; World Englishes. The number of English speakers in the world is around two billion (Crystal, 2003). That is, one-third of people use English regardless of their level of proficiency. What is significant is among these English users in the world, 80% of English speakers use English as a second or foreign language, not as their mother tongue (Crystal, 2003). This indicates that English is employed between

native and nonnative speakers or among nonnative speakers of English more than among native English speakers. In other words, English is playing a significant role as a lingua franca in the world today (Yoshikawa, 2005). Moreover, this widespread use of English outside English-speaking countries of the inner circle leads to its diversification and consequently gives birth to new English varieties, referred to as World Englishes. Sharma (2008) mentions that these new English varieties have their own distinctively identifiable characteristics in terms of phonology, syntax, and lexicon different from the inner circle varieties such as American English or British English. Considering the fact that the population of nonnative English speakers is much bigger than that of native speakers of English, Japanese students will likely communicate more often with nonnative speakers, which means Japanese students will be exposed to nonnative English varieties.

Nevertheless, as Matsuda (2003a) revealed in previous studies, Japanese students learn English with the textbook which exclusively illustrates conversations in English that take place among native speakers or between native and nonnative speakers; and cultures mostly from English-speaking countries of the inner circle. Furthermore, Japanese learners of English are exposed exclusively to American or British English since the majority of Assistant English Teachers, the closest interlocutors of English for Japanese students, come from inner circle countries. This limited exposure to varieties of English may cognitively cause Japanese students to regard native English speakers as the sole representation of English users despite the fact that native speakers are a smaller population of English speakers in the world (Kamiya, 2008). Comparing Japanese English classrooms to the global environment outside classrooms, Japanese English language education may not appropriately help students to be ready for the real world. The insufficient exposure to the outer and expanding circle Englishes, for example, Indian English or Chinese English in classrooms may cause Japanese to be confused or resistant when they encounter nonnative English speakers outside of class (Matsuda, 2003a).

Second, English language education in Japan that perceives the U.S. and the U.K. as the

absolute target language and cultures of the English language may cause students to be anxious in speaking English. Matsuda (2003b) stated that although Japanese students perceive English as an international language being used all over the world, they believe that the owners of the English language are native English speakers in the inner circle, more specifically in the U.S. and the U.K. They feel that the closer they approximate the native speakers' usage, the better (Matsuda, 2003b). Moreover, they feel ashamed if they do not speak English like native speakers of English do (Takeshita, 2000). Their assumption stems from the fact that Japanese students are exclusively exposed to American and British English in English classrooms (Matsuda, 2003a). This dominant exposure to native English varieties may function as an absolute linguistic norm which makes Japanese teachers and students think of the necessity to follow (Kamiya, 2008). In fact, Matsuda (2003a) documented that Japanese high school students who learn exclusively north American varieties perceive American English as pure and authentic. Not only students but their teachers also feel American English should be taught as the most appropriate model. The problem is not that native varieties of English are privileged, but disapproving of English other than American English and British English as deviant from the linguistic norm. This is because erroneous beliefs about language learning can result in making learners anxious (as cited in Onwuegbuzie, Bailey, Daley, 1999). This may be aggravated in the EFL context because compared to ESL countries where English learners have more opportunities to be exposed to nonnative varieties of English as well as native varieties outside classrooms, English language classrooms are almost the only chances to get exposure to English for EFL students in Japan. There is little wonder that they consider Standard English as the only linguistic standard because they are not exposed to varieties of English other than inner circle varieties in classrooms.

Japanese university students who have strong preference to native varieties of English over nonnative English were found to be stricter with their own pronunciation in English. Chiba and Matsuura (1995) stated that the majority of participants answered they attempted to speak Standard English because they did not have much confidence in their pronunciation. They

believed Japanese-accented English is not so intelligible to other speakers. Similarly, Japanese English learners found native-likeness more important than the message conveyance in communication in English. They make an effort to remove their L1-accent as much as possible and pronounce as closely as native English speakers do to be understandable to others. In other words, they put emphasis on how they speak more than what they say in conversation (Tokumoto & Shibata, 2011). These two studies led to the assumption that native speaker English as an exclusive instructional model drives learners to believe that speaking like native speakers of English is necessary to be intelligible to other speakers. Removal of learners' L1 accent, thus, is significantly important for them. Although English language enables speakers who have different first language (L1) to communicate with each other, dominantly employing inner circle varieties of English causes the Japanese to have anxiety over their pronunciation rather than the content. As a result, they might be inhibited from speaking English because they do not want to deviate from an absolute linguistic norm; Standard English. Alptekin (2002) asserts that as long as teachers and learners admire native speakers as the source of authentic English, the native speaker model of communicative competence stifles teacher and learner autonomy especially in EFL contexts.

Finally, although foreign language learning is expected to promote students' international understanding, Japanese EFL education causes Japanese learners to adopt native English speakers' view of the world as a result of learning English as an inner circle language. That is, by learning English, the Japanese have internalized Anglo-Saxon views of the world which perceives the world in a Western-centered way. For many Japanese students, the terms foreign countries and abroad are synonymous with the West, particularly North America, and Western Europe (Kuwahara, 2008; Matsuda, 2002; Mizokami & Shibata, 2009). When they were asked about their interests in foreign countries, Japanese students mentioned the United States, Western Europe countries, and Canada. Asian, African and central and south American countries, on the other hand, are mentioned less often. This was as if other Asian countries were

geographically and culturally too close to Japan so not foreign enough, while other areas such as African and South America might be too far from Japan and beyond Japanese students' sense of reality (Matsuda, 2002a).

The Japanese western inclination was also found in terms of their language attitude toward different English varieties. When Japanese English learners' attitude toward native and nonnative varieties of English was examined, they were found to react positively toward native speaker English; American English and British English, while they evaluated nonnative varieties, particularly in the outer circle countries, less positively (Miura, 2009). Japanese respondents ranked Standard English as more favorable and comprehensible but the problem is this does not always correspond with their actual comprehension. On other contrary, despite the fact that Japanese found Indian English or Singaporean English easier to understand because of sharing similar phonetic features to English spoken by the Japanese, they regarded these nonnative varieties as less preferable. Kubota (1998) indicated that Japanese negative attitude toward nonnative varieties of English reflects the perception that nonnative speakers of English are uncivilized and inferior to the Anglo speaker of English. In addition, the Japanese consider learning English, the language of the civilized, has as a means for them to identify themselves with Westerners. In other words, although Japanese people are Asians, they have wanted to equate themselves with Westerners, and their Asian self as well as other Asian people have been perceived as 'the inferior Other'. In this way, perceptions of English as an inner circle language have led to the glorification of speakers of varieties of inner circle English, a process described as 'Anglomania' (McKenzie, 2008). English language learning thus functions as eyeglasses through which the Japanese have perceived other ethnic groups, particular minorities.

As Kubota (1998) explained, the fact that the Japanese tend to react positively toward Westerners whereby they react less positively toward Asians is well-documented. Japanese views toward non-Japanese are often likened to *seikoutoutei* which is originally employed as a meteorological term meaning a distribution of atmospheric pressure in which high pressure lies to

the West and low pressure to the East (Yoneyama & Wagatsuma, 1967). By asking Japanese participants to match adjectives with their image of foreign nationals, their view toward non-Japanese was examined. Results showed that while Japanese subjects applied cheerful, polite, or artistic to the Westerners such as the American, British and French, they regarded non-Westerners, for example, Indians and Koreans less positively by employing negative adjectives such as superstitious or dirty. Also, interviews with Japanese conducted in 1996 revealed that they tended to dichotomize between the civilized West and the uncivilized Asia and Africa (as cited in Adachi, 2008).

The Japanese discriminatory attitude toward non-Westerners, especially Asian ethnic groups has been historically well-known (Kubota, 1998) and Japanese negative attitude toward nonnative English varieties formed through Japanese English language education might increase the risk of reinforcing Japanese discriminatory attitude against nonnative English speakers especially Asians. This is because English language learners' less positive attitude toward nonnative English varieties influences their judgment on that speaker as a person, which results in differential treatment of these speakers (Chiba & Matsuura, 1995; Matsuura, Chiba, & Fujieda, 1999; Major, Fitzmaurice, Bunta & Balasubramanian, 2002; Matsuda, 2003a; Matsuda, 2003b; Jenkins, 2005; Deterding & Kirkpatrick, 2006; McKenzie, 2008; Miura, 2009; Eisenchlasn & Tsurutani, 2011; Rivers, 2011). For instance, speakers of less prestigious varieties of English can be disadvantaged in severely competitive markets because potential employers have preference for candidates with more standard varieties of English for higher status jobs (Eisenchlas & Tsurutani, 2011). Research on intercultural encounters provide ample findings that the great majority of listeners evaluate speakers by non-content more than content features of the message. In other words, how something is said can convey a stronger impression of a speaker than what they speaker actually says. Accents are especially one of the strongest non-content verbal cues so as to be used by hearers to specify where a speaker comes from and which groups, national, ethnic or socioeconomic group, s/he belongs to (Eisenchlas & Tsurutani, 2011). Likewise,

Japanese evaluation toward nonnative English varieties may result in their negative judgment toward a nonnative English speaker as a person. Considering the fact that the English language builds students' international understanding by providing giving opportunities to communicate with others who do not speak Japanese, the limited exposure to nonnative varieties of English may hinder Japanese students' successful communication.

### **Familiarity and Exposure to World Englishes**

On the other hand, previous research indicated that exposing and familiarizing Japanese students to a wide variety of English make them not only more tolerant of different English varieties but also more positive about Japanese-accented English. Matsuura, Chiba and Fujieda (1999) and Matsuura (2007) found that the subject group who are familiar with a particular regional variety such as Irish English or Hong Kong-accented English marked a higher perceived comprehensibility: recognizing speech samples as easy to understand, than other groups who are less familiar with these English varieties. Although whether familiarity with a certain variety of English surely leads to subjects' actual comprehension of that speech sample is debatable and English proficiency was considered as more correlated with students' understanding, what is significant from these studies is that the subject group who are exposed to a regional variety demonstrated the willingness to listen to different varieties of English more than group with less exposure. Listeners with exposure to English varieties believe they can understand the message even with limited proficiency, which could lead to less inhibition in talking to speakers in English, and more tolerance of different varieties of English (Matsuura, Chiba, & Fujieda, 1999; Matsuura, 2007). In addition, familiarizing students with a wide variety of English fosters Japanese students' positive attitudes toward Japanese-accented English. Yoshikawa (2005) mentioned that the Japanese university students who learn about the concept of World Englishes in lectures and visit Singapore for three weeks demonstrated a positive attitude toward accepting Japanese English and toward being taught English by Japanese teachers rather than native speakers. Kamei (2010)

also reported that the Japanese students studying abroad in Australia and exposed to a wide variety of English tended to become more tolerant to foreign accents and learn to accept the Japanese variety of English more positively. Supposing the listeners' willingness plays an essential role in communicative situations (Eisenclas & Tsurutani, 2011), these Japanese students' tolerant attitude toward different English varieties and Japanese-accented English may help them develop a positive attitude both as listeners and speakers in this global age when the Japanese have more opportunities to speak English and communicate with nonnative speakers of English as well as native speakers. Students who have "positive attitude toward communication in English" may be able to deepen international understanding through communication.

## **Conclusion**

As UNESCO mentions, foreign language learning enables learners to build international understanding and English language education in Japan also aims at "deepening students' understanding of language and culture" as one of the objectives (MEXT, 2008). In English language classrooms, however, preparation for entrance examinations leaves little room to incorporate international understanding into English language education (Hosoya, 2001). The fact that Japan is an EFL country where students have little opportunity to interact with people from other countries may make it difficult for Japanese teachers and students to believe that learning culture is worthwhile (Quinn, 2006). In addition, the most significant issue regarding international understanding through English language education in Japan is that Japanese learners of English tend to perceive understanding cultures and viewpoints through English language education as synonymous with understanding cultures and viewpoints in English-speaking countries of the inner circle (Matsuda, 2003a). This Japanese students' perception stems from the fact that Japanese students are exclusively exposed to American English and cultures from the inner circle countries (Ihara, 1990; Matsuda, 2002; Matsuda, 2003a; Matsuda, 2003b; Mabuchi, 2007). As a result, this may cause Japanese students to have a partial understanding of English-



speaking population (Crystal, 2003; Kamiya, 2008), increase their anxiety over speaking English (Chiba & Matsuura, 1995; Takeshita, 2000; Tokumoto & Shibata, 2011), and reinforce the Japanese western-centered view of the world (Kubota, 1998; Kubota, 2002; Matsuda, 2003a). Therefore, English language education in Japan plays little role in deepening Japanese students' international understanding.

## **Rationale for the Project**

### **Purpose of the Project**

The purpose of the project is to create supplementary materials in order to foster Japanese learners' international understanding based on English language classes at junior high schools. Students who work with these materials will be able to deepen their understanding of English as an international language. Students will be able to foster a positive attitude toward communication in English by recognizing Japanese English as a legitimate variation of English. In addition, they will foster an attitude of respect and appreciation for cultural diversity among countries of the inner, outer and expanding circles.

### **Goals and Objectives**

By the end of this course,

Goal 1: Japanese English learners will be more aware of the value of learning English as and international language.

Objectives- students will

- 1.1 Understand that World Englishes including Japanese English is a legitimate variety of English
- 1.2 Demonstrate the ability to make efforts to understand other English speakers from the outer circle and expanding circle countries as well as the inner circle countries

- 1.3 Be more confident in speaking English by focusing on the contents more than pronunciation

Goal 2: Japanese English learners will deepen their international understanding

Objectives- students will

- 2.1 Be better able to compare and contrast their own culture with other cultures
- 2.2 Demonstrate the willingness to suspend judgment and explore the possibilities and probabilities of cultural similarities and differences
- 2.3 Foster an attitude of respect and appreciation for cultural diversity

### **Significance of the Project**

This Teaching and Learning Project develops Japanese English learners' international understanding through English language classes. UNESCO mentioned that foreign language learning enables students to build international understanding (UNESCO, 1989). Although English education in Japan aims at deepening students' understanding of language and culture as the overall objective, international understanding through English language education that is known as *ibunka rikai* in Japanese is synonymous with understanding other cultures mostly from the inner circle countries. In addition, students' understanding may remain at the surface level because they learn about culture with the English textbook in which most of the culture is categorized as "big C" culture (as cited in Moran, 2001). As a result, Japanese learners may not be always able to foster a positive attitude of respect and appreciation for cultural diversity. Therefore, in this Teaching and Learning Project, supplementary activities which provide Japanese students with opportunities to compare and contrast other cultures to Japanese culture to deepen their international understanding will be created. Through these activities, Japanese learners will foster an attitude to perceive their own culture from a broader point of view and appreciate cultural diversity.

## **Methodology**

The purpose of this Teaching and Learning Project is to deepen Japanese junior high school students' international understanding through English language education. In order to create goals and objectives for the development of Japanese learners' international understanding, interviews, a questionnaire, class observations and English textbook analysis were conducted.

### **Preliminary Data Collection**

The preliminary research for this Teaching and Learning Project was conducted in the form of interviews, questionnaires, and English class observations. For all forms of research, permission was obtained and consent forms were signed.

### **Sites**

This research was conducted in two locations. One is in public elementary schools in Yokohama City, Kanagawa Prefecture. Elementary schools in Yokohama City were selected for data collection to observe the International Understanding Education (IUE) Program. The other location for the research was Konohara Junior High School in Hachioji City, Tokyo.

### **The International Understanding Education Program (Yokohama City)**

The International Understanding Education (IUE) Program is a special program started in 1987 and is conducted in Yokohama City public elementary schools for the following two reasons: (a) to help returnee students maintain their English proficiency, and (b) to help students who come to Japan from foreign countries adapt themselves to the Japanese school system. When their children who lived in foreign countries for a long time came to Japan, they often had difficulties to adjust to the Japanese school system. In order to solve these issues, the IUE Program started and has been conducted until the present day.

According to the Yokohama City Board of Education, the goals of International

Understanding Education Program are: (a) familiarizing students with English language, (b) introducing different cultures and Japanese culture through experiential-learning, and (c) fostering students' positive attitudes toward communication (The Yokohama Board of Education, 2008). In this program, elementary school students interact with foreign teachers referred to as International Understanding Instructors (IUIs) and learn about cultures which instructors present in classrooms. IUIs come from 36 countries such as Malaysia, Taiwan, the Philippines, and Korea. Learning about cultures of foreign countries also helps students deepen their understanding of Japan because IUIs also introduce Japanese culture to compare and contrast with their native countries. In addition, IUIs are encouraged to incorporate their native language to introduce greetings, simple songs or games from their countries. Since students have lessons with the same instructor for a year, they meet at least six different IUIs by the time they complete primary education. The lessons are team-taught by IUIs and Japanese homeroom teachers. IUIs only use English to introduce cultures and in case elementary school students have difficulty in understanding questions from instructors, Japanese teachers are encouraged to help them by modeling how to answer questions. On the other hand, pupils use both Japanese and English in communication with instructors. This is because the primary goal of the IUE is not language acquisition but promotion of international understanding.

The Yokohama City International Understanding Education (IUE) Program was introduced by the researcher's advisor. He worked with this program from 1989 to 1992 and recommended the researcher to this program as a good example of a program that incorporates international understanding into English language education. A research proposal was primarily sent to Yokohama Board of Education in November 2011. After this proposal was accepted, an interview with two program directors was conducted on 20<sup>th</sup> January, 2012 at Yokohama City Board of Education located in Naka Ward, Yokohama City. There, permission to observe the IUE Program in public elementary schools and interview international understanding instructors (IUIs) was obtained.

### **A Public Junior High School in Japan**

The 30-week supplementary activities to deepen Japanese students' international understanding in this project are based on the English curriculum at a public junior high school in Japan. Therefore, accessing a junior high school was necessary for data collection and Konohara Junior High School in Hachioji City, Tokyo was selected as the location. The purpose of the school visit was to create a base of knowledge regarding to what extent and how education for international understanding could be incorporated into 50-minute English language classes.

### **Interviews**

Interviews are a construction site of knowledge done by discussion between two (or more) individuals (Creswell, 2009). Interviews are employed to gather oral data in particular categories, and gain insights into the question, topics, views, and opinions that may be of interest in a particular language situation (Brown, 2001). In addition, combined with observation, interviews allow the researcher to comprehend the meanings behind actions taken by people (Creswell, 2009). Three different parties were interviewed for this project. One group is the two IUE Program coordinators in Yokohama Board of Education. Another group is 19 Yokohama City International Understanding Instructors (IUIs). The other party is four Japanese junior high school teachers of English.

### **Data Analysis**

The interviews were conducted and recorded to secure better accuracy and easier analysis of the data collected. The interview data was transcribed to find common patterns or differences among the answers of the interviewees (Marshall & Rossman, 1999).

Before conducting the interviews, three different groups were asked for permission to allow these interviews by completing the Informed Consent form for interviews (see Appendix A). Since participants were interviewed as volunteers, they were able to refuse to be interviewed or

answer specific questions. Any personally identifiable information such as interviewees' names obtained through data collection were removed from the research.

## Results

### The Yokohama City International Understanding Education Program Coordinators

Two International Understanding Education (IUE) Program directors were firstly interviewed (Table 1). The goal of this interview was to obtain general understanding regarding the IUE Program.

Table 1

#### Questions for Yokohama Board of Education

1. When did this program start?
2. What are the goals and objectives?
3. Do you evaluate students' understanding or achievement? If so, how?
4. How do you choose international understanding instructors?
5. Who decides the contents?
6. What are successes of this program?
7. Are there any problems regarding this program?
8. How do teachers and students feel about this program?
9. Compared to 20 years ago, has the methodology changed?
10. How is the International Understanding Education (IUE) Program connected with English education at junior high schools?
11. What is the difference between the IUE Program and Foreign Language Activities?
12. What is the future vision of this program?

In question 3, Interviewees were asked whether they evaluate elementary school students' understanding/achievement of IUE. They answered that since there is no official assessment such as grading, elementary school teachers evaluate students' engagement in IUE mostly by observing and recording. Based on the observations, interviewees felt that elementary school students have fostered a positive attitude toward non-Japanese through the IUE program.

They recalled that in the past when children met an instructor, they giggled and ran away from him/her. On the other hand, students now speak to instructors of their own accord and say, "Hello." to him/her. In addition, they stated that elementary school students do not judge a person by his/her appearance. In fact, Interviewee A who is Japanese mentioned that he is often asked about where he is from by students, which indicates that students do not assume that he is Japanese even though he looks Japanese. Overall, the two interviewees positively evaluated this IUE program because they felt that students have changed due to their experience with the cultures presented as the result of the IUE program.

In addition to the students, according to the interviewees, Japanese elementary school homeroom teachers have also changed as a result of the IUE program. Interviewee B, who is an American, mentioned that compared to the past, elementary school teachers speak to him more in English when he goes to elementary schools. This may be because elementary school teachers have opportunities to work with international understanding instructors (IUIs) while team-teaching. In this IUE Program, Japanese homeroom teachers have a meeting with IUIs to plan the lesson. Interviewee B thought that this experience of working with IUIs may help Japanese teachers develop positive attitude toward non-Japanese people. He believed that IUE is valuable not only for elementary school students but also Japanese teachers.

When interviewees were asked about the success of the IUE program (Q6), Interviewee B shared one story that he vividly remembered. When one student met an instructor who was from Benin and shook his hand in the first class, he looked at his hands to make sure his hands did not become black. This was the first time for this student to meet an African. However, the next time interviewee B visited and observed his lesson, this student was carried on the instructor's shoulders and they played together. Through this experience, interviewees realized that although students are scared of something/someone that they do not know, they can get along with others by learning. In addition, the IUE Program has had a positive influence on students outside classrooms. Interviewee B mentioned that when he gets on public transportation in Tokyo, he

often feels himself stared at by other passengers, especially children. On the other hand, he feels that passengers do not gaze at him so much in Yokohama as in Tokyo. Regarding the difference between students in Yokohama and those outside Yokohama, one instructor who is from Sri Lanka also mentioned that compared to children who do not experience IUE, students in Yokohama are more familiar with non-Japanese.

Kawahara (2008) stated that people consciously or subconsciously have stereotypes against someone who they have never seen and talked to. However, as UNESCO points out, this stereotype mostly stems from their inadequate and superficial knowledge. In this IUE program, students meet and communicate with instructors who come from various countries. This experiential learning enables students to become familiar with foreign nationals and overcome stereotypes or prejudice. Throughout the interviews, IUIs seem to feel that the program has positive effect on elementary school students and teachers.

In question 12, when interviewees were asked about the future vision of this IUE Program, they mentioned that they need to demonstrate the effectiveness of IUE by taking some measures in order to continue this program. The estimated cost for this program is approximately a hundred million yen and because numerical evidence such as an increase in the number of students passing the Society for Testing English Proficiency (STEP) test is not available, they need to show that this program is valuable and meaningful for students to get a budgetary request granted. The reason they felt the necessity to demonstrate the value of this program is that they believed that this IUE Program is worth continuing for elementary school students.

### **International Understanding Instructors**

19 Yokohama City International Understanding Instructors (IUIs) were also interviewed (Table 2). The purpose of this interview was to elicit IUIs' beliefs concerning education for international understanding and their thoughts of how their lessons lead to build students' international understanding.



Table 2

## Questions for International Understanding Instructors

1. Do you think education for international understanding is important for children? If so, what makes you think so?
2. How do you define education for international understanding?
3. Based on your understanding, how do you understand the goals and objectives of the Yokohama International Understanding Program?
4. Based on your class, how do you get students to respond actively to the class?
5. What contents/topics do you teach throughout the year?
6. Do you think that teaching about your culture leads to international understanding? If so, why?
7. Is there anything you keep in mind when you talk to elementary school pupils in classrooms?
8. Comparing 1<sup>st</sup> grade to 6<sup>th</sup> grade students, do you change your way of teaching? If so, how?
9. What are techniques/methods you use to help pupils understand your lesson?
10. Have you encountered any difficulties as an IUI? If so, could you tell in detail?
11. What is the best lesson you have ever taught?
12. Do you have any new ideas about content/topics or methods for Yokohama International Understanding Program?

In question 1, IUIs were asked whether they considered international understanding important and its reason. All 19 instructors agreed that education for international understanding is important. Asked the reason of the importance of education for international understanding, the majority of instructors answered education for international understanding “widens”, “broadens”, or “enlarges” children’s world. This was because they believed that through education for international understanding, children learn about countries and cultures outside Japan and this enables students to have global perspectives. In addition, some teachers mentioned the benefits of Yokohama City International Understanding Education (IUE). For instance, teacher G answered, *“Yes, I think education for international understanding is very important. Most Japanese people have only some interests in the U.S., China and Korea. IUE program shows kids that there are*

*less known countries but they are also interesting.*” Teacher E stated that some elementary school students changed their attitude toward this instructor as they interacted through a year. (*“I have met students that did not want to shake my hand in the first class but along the year, they changed and accepted me. I believe that is an important lesson to learn to accept others.”*)

In question 2, IUIs defined education for international understanding as the following three categories: a) cross-cultural understanding: *ibunka rikai* in Japanese, b) understanding both foreign countries and Japan, and c) global citizenship education. Most instructors believe education for international understanding is defined as learning other countries and cultures such as teacher A’s comment, *“Learning what you have never known, meet, and talk to people from different countries”* or teacher C’s answer, *“Teaching the kids that there are many different worlds, realities, and things that they do not ever imagine its existence.”* On the other hand, other participants regarded education for international understanding as understanding both foreign countries and Japan (*“A good talk for mutual understanding of Japan and our home country.”*) or global citizenship education (*“That is the aim of creating a feeling that students are not only a member of their state but a citizen of the world.”*). Since the majority of teachers answered that education for international understanding leads to students’ broader perspectives of the world (Q1), they tended to regard learning about other countries and cultures outside Japan as synonymous with international understanding education.

Three goals and objectives were elicited from instructors when they were asked what the goals and objectives of the Yokohama International Understanding Program (YIUP) were. These are: (a) understanding different countries and cultures, (b) interacting and communicating with non-Japanese in English, and (c) speaking English. Although 14 respondents related understanding different countries and cultures to the goals and objectives of YIUP, two instructors among 14 put emphasis on understanding the differences of other cultures and students’ culture: Japanese culture, and developing an attitude of accepting differences of others. For instance, teacher G mentioned that: “a goal of YIUP is to help students understand differences between

cultures. As an objective, teaching them about the importance of respecting those differences and be tolerant and open-minded in the future.” While understanding different countries and cultures outside Japan is important as the goals and objectives of YIUP, comprehending cultural differences by comparing and contrasting instructors' native culture and Japanese culture might lead to foster students' attitude to accept differences as they are.

In question 6, instructors were asked the reason why teaching about instructors' own culture leads to deepen students' international understanding, Teacher K and P believed that culture is not only about history but also shows how others live, their traditions, and way of living. Therefore, learning cultures will lead students to better understand other people from other countries. In addition, teacher E, for example, mentioned that understanding the differences of other cultures may lead to the promotion of peace and justice across nations. At the individual level, teacher F answered that being exposed to foreign people and their culture helps students deepen an understanding of similarities and differences which leads to foster their ability to accept cultural diversity. The International Understanding Education Program in Yokohama is significant in that students can actually meet and communicate with instructors who come from other countries. In fact, teacher R mentioned that IUE is a good opportunity for children to actively explore other countries. On the other hand, teacher J described this program as “planting a seed for children.” That is, if students enjoy learning about their country, this will be the starting point for students to open their minds and they may feel that they want to learn about that country by themselves or other countries in the future. As UNESCO suggests, the fact that students build knowledge of other cultures and other ways of thinking is a first step toward international understanding (UNESCO, 1989).

All instructors also took elementary school students' intellectual development into consideration and depending on their ages, they change topics or their methods (Q8). That is, the younger students are, the more instructors introduce objects such as pictures, puppets, or songs. On the other hand, for 5<sup>th</sup> or 6<sup>th</sup> graders, instructors encourage them to guess and think more to

keep their attention instead of simply giving them answers. Even when instructors teach the same contents/topics, they simplify their explanation, speak less and more slowly, and use gestures as much as they can for lower grades. Their answers may give insight into the importance of considering not only the topics but also how these topics are presented in the classroom to deepen students' international understanding.

### **Japanese Junior High School Teachers of English**

A group of four Japanese teachers of English were interviewed (Table 3). The purpose of the interview was to elicit their beliefs regarding education for international understanding, their thoughts regarding incorporating World Englishes into English language classes, and how much time is available to implement supplementary activities in English classes. Among four English teachers, three teachers are in-service junior high school teachers and another was a former English teacher. Since all interviewees were Japanese, interviews were conducted in Japanese.

Table 3

#### Questions for Japanese junior high school teachers of English

1. How do you define education for international understanding?
2. What do you think the goals of education for international understanding?
3. Do you think education for international understanding can be/cannot be included in English language classes?
4. What content do you think is relevant for teaching international understanding?
5. What do you think about international understanding for junior high school students is?
6. Do you teach culture in your English class?
7. Which countries' cultures do you teach?
8. What method do you think is appropriate for teaching cultures in English language classes?
9. In your English language class, which variety of English is being taught?
10. Do you teach Englishes such as Indian English, Singapore English as well as American and British English?
11. Do you believe such opportunities [exposing students to Englishes other than American/British English] are necessary for your students?

12. Do you perceive English as an international language?
13. Do you teach students that English is used as an international language not only in the United States, the United Kingdom, Australia, or Canada but in other countries?
14. Do you believe making students aware of English as an international language is important for your students?
15. Do you think that the content of English textbooks used in your English class reflect the fact that English is an international language?
16. How much time is available to conduct supplementary activities in English classes?

In question 1, four respondents were asked about the definition of education for international understanding (EIU). Their definitions varied depending on the teacher. Teacher A defined EIU as thinking of one's way of life through knowing and understanding others. Teacher B regarded EIU as fostering people who understand and accept the different ways of thought and values of others. Teacher C considered EIU as cultivating students' international point of view by helping students understand other countries without discrimination and prejudice. In addition, teacher D stated that EIU is synonymous with cross-cultural understanding. That is, EIU helps students think about how they live and how to get along with others based on understanding differences between Japanese culture and other cultures. He indicated that students need to not only understand cultural differences but also consider their life. Although the answers varied, teachers defined EIU as fostering students who (a) understand both others and themselves, (b) accept differences between Japanese culture and other cultures, and (c) think of their way of life through understanding others. While international understanding instructors (IUIs) consistently answered that international understanding is to deepen students' intercultural understanding, Japanese junior high school teachers regarded international understanding as helping students think of their life based on intercultural understanding.

The question concerning goals and objectives of EIU answered by four Japanese teachers of English also varied (Q2). Teacher A mentioned that the goals and objectives are to help students understand their immediate environment, and comprehend Japan and other countries.

Teacher D also stated that the goals and objectives are to encourage students to think of how they live and what they can do in the global society. On the other hand, teacher B regarded the goals and objectives of EIU as creating the world where all people live their lives peacefully and safely by solving conflicts and teacher C considered the goals and objectives as comprehending and accepting differences among cultures such as languages, skin color, and people's way of life. Those teachers tended to regard EIU as not only learning about the world but also helping students consider their own life.

In question 4, teachers were asked regarding what kind of content in English class is relevant for teaching international understanding. Teacher A believed that telling stories about how the Japanese are perceived by others to students may lead to students' international understanding. For example, he mentioned that the Japanese adults who read comic books on the train may seem strange to foreign residents of Japan. Moreover, Japanese comedies may not be regarded as funny since comedians make the audience laugh by looking down on others. Teacher B stated that (a) the language, (b) cultures described in the English textbooks and (c) background information that teachers use to supplement lessons are related to international understanding. That is, teacher B thought that teaching English language itself leads to deepen students' international understanding since language reflects speakers' way of thinking. In addition, the textbook has some topics/contents, gestures in the world for instance, that are suitable to help learners build international understanding. By supplementing information with topics in the textbook, students can also deepen understanding. For instance, when students learn about Stevie Wonder in the English textbook, the teacher plays "We Are the World" and introduce historical facts related to African-Americans such as apartheid, the Civil War or racial segregation to deepen students' understanding. Although MEXT stipulates understanding cultures as one of the main objectives in English education, there is no specific guideline (Yamanaka, 2006). Therefore, depending on to what extent teachers think deepening students' international understanding is important, the ratio of including cultural elements in English classes is quite different even

though the teachers use the same textbook.

In question 5, four respondents were asked about what international understanding for junior high school students was. Teacher A believed that helping students perceive their life from a broader point of view leads to deepen their international understanding. For instance, he mentioned that he would tell students that while Japanese students go to school every day, not all countries in the world have schools. By asking students to perceive their own culture from a broader point of view, they may realize what they take for granted is not as a matter of course. Teacher B and D, on the other hand, stated that understanding that there are people who have different values enables students to build their international understanding. Throughout interviews with teachers, all respondents more or less believed the importance of teaching differences among cultures. Therefore, teachers were asked whether teaching differences may result in preventing students from striving for mutual understanding between people who have different cultural backgrounds. Teacher A stated that teachers need to emphasize cultural differences from the assumption that they are all human beings. In addition, teacher B mentioned that teaching how the Japanese are perceived by others is also important. That is because if teachers only emphasize cultural difference, this may lead students to perceive that Japanese is right and others are wrong. However, by teaching that Japanese may be perceived as different when they go overseas, students understand that depending on which perspectives people perceive things, interpretations are different.

When teachers were asked about which countries' culture and how they teach cultures in English classes (Q7), all four teachers answered that they mostly teach cultures of the inner circle countries such as the U.S., the U.K., Australia and Canada. Teacher A stated that he teaches the different perception toward ages between Japan and the U.S. through teaching English vocabulary. When students learn the word, "brother", a teacher explains that while Japanese has two different words to describe depending on whether a speaker's brother is older or younger than him/her, English speakers use the word, "brother", regardless of his/her brother's age. In addition, teacher

B usually teaches culture when students lose their concentration. She introduces culture by deriving cultural meaning for English words or extends contents of the English textbooks by referring to other countries' examples. Other teachers also use authentic materials such as pictures, films, objects, or newspapers written in English as supplementary materials. The interviews revealed that Japanese junior high school students learn about cultures mostly from the inner circle countries because teachers teach based on the English textbook which emphasizes cultures from the inner circle countries.

In question 9, Japanese teachers were asked which variety of English is taught in English classes. All four Japanese teachers answered that they teach only American English. Teacher C stated that she does not teach the difference between American English and British English because this may make students confused. She further mentioned that if teachers teach the difference, this should be for 9<sup>th</sup> graders or even high school students. In addition, they did not incorporate varieties of English such as Indian or Singapore English with the exception of one teacher. Teacher B stated that she did not consciously include English varieties but she shows different ways of pronunciation such as Korean speakers of English or Chinese speakers to make students realize that they pronounce English differently but they are all regarded as English and intelligible. However, when asked regarding teachers' belief, three teachers believed that exposing students to Englishes other than American English is necessary for students. For instance, teacher A mentioned that with whom students work in the future would not necessarily be Americans. Thus, he regarded familiarizing students with Singapore or Chinese English as important. Teacher D also answered that although American English should be employed as an instructional model, Japanese students need to become more familiar with English varieties other than American English such as Pilipino English, otherwise students might reject the Philippines because they do not understand Filipino English, which stems from their unfamiliarity with that English variety. He believed that Japanese learners should know that the English language has varieties and various ways of pronunciation because of its status as an international language.



Teacher B, on the other hand, mentioned that students need to be exposed to English varieties to prepare for TOEIC tests. In the listening section of TOEIC tests, American English is not the only variety used. In other words, various Englishes would be used in the test and students need to comprehend them wherever they work.

All four teachers regarded English as an international language and three of them believed that making students aware of English as a global language is important (Q14). Teachers A and B felt that the fact that English is regarded as an international language functions as a driving force that encourages students to study English. These teachers believed that students felt that they are forced to study English and would not do so if English is not international language. In fact, teacher B mentioned that she often shared her experiences of visiting foreign countries and using English there as a means for communication, which motivates students to have a positive attitude toward studying English. By listening to teacher B's actual experience, students became interested in countries outside Japan and believed that English enables them to enter the outside world. In addition, teacher D mentioned that employing English as an international language is important for students to help them become confident speaking English. He stated that for Japanese people, English spoken by the Thais, Indian people or South Americans sounds different from American English referred to as a Standard English. This is because the Japanese are familiar with American English. Nevertheless, he stated that teachers need to teach these English varieties and the Japanese who practice pronunciation by employing American English as an instructional model should recognize their English is also intelligible to other English speakers.

When teachers were asked how much time they are able to use in English classes to conduct supplementary activities, teachers A and B stated that they can use approximately 25 minutes as long as those activities follow the English textbooks. They mention that what they are required to teach with the textbooks is not necessarily different from what they hope to teach in English classes. Although teachers have to work with the textbook, which is often regarded as a constraint, they felt that contents and topics described in the textbooks are interesting and the

problem is how teachers deal with those contents and topics. Teacher C also mentioned that she can spend 15 to 20 minutes after she covers all contents in the textbooks.

### **The Student Questionnaire**

Miura (2009) showed that Japanese English learners tended to evaluate American/British English positively while they rated nonnative varieties of English less positively. In addition, Japanese students feel ashamed if they do not speak English in the same way native English speakers do (Takeshita, 2000). In developing supplementary activities which help Japanese students deepen their international understanding, it is necessary to explore their attitudes toward English varieties as a needs assessment. Because attitude is linked to a person's values and beliefs which promote/discourage choices (McGroarty, 1996), a questionnaire that is used for obtaining data about respondents' feelings, wishes, and attitude toward the language being studied (Brown, 2001) is considered as the most appropriate means to be used for this project. Moreover, the questionnaire is more efficient than interviewing with students taking time constraints into consideration (Brown & Rogers, 2002).

According to Brown (2001), questionnaires are any written instruments including a series of questions or statements to which respondents are required to react either by writing out their answers or choosing from among pre-set answers.

### **Participants**

A questionnaire was conducted at Konohara Junior High School in Hachioji City, Tokyo. 66 ninth grade students answered the questionnaire as participants. In this study, male and female students were mixed randomly.

### **Data Collection**

In this research, a questionnaire that was originally created for Japanese 12<sup>th</sup> grade

students in Japanese by Matsuda (2003b) was adopted and administered. The questionnaire administered in Matsuda's previous study has originally three independent parts of questions. The first part asks students' general attitudes toward English, and include two open-ended questions about reasons and purposes of participants' English learning and their definition of Japanese English. The second part has 44 Likert-scale items concerning the participants' perceptions and attitudes toward the English language. The third part has 12 questions regarding students' background and experiences in learning English. During the process of discussing with Japanese teachers of English, only the second part of questionnaire was determined to be appropriate because of the time constraints. In addition, questions in the first and third parts were considered to be difficult or inappropriate for 9th grade students to answer. A final version of the questionnaire (see Appendix B) was conducted in English classes under the supervision of Japanese junior high school teachers of English on 7<sup>th</sup> September, 2012.

Likert-scale questions which are very common on questionnaires are employed to gather respondents' views, opinions, and attitudes about various language-related issues. The participants' attitudes are registered by asking them to circle or check numbered categories (Brown, 2001).

### **Data Analysis**

Learners' answers obtained through a Likert-scale questionnaire were analyzed and interpreted in the same way as Matsuda (2003b) did in her previous study.

### **Results**

Table 4 revealed that the majority of 9<sup>th</sup> grade students (72 per cent) strongly agreed or agreed that a command of English is important in understanding people from other countries and their cultures. In addition, when they were asked for whom they use English, 62% of them answered that they would use English to talk to Americans (see Table 5). On the other hand, the

ratio of students who answered to use English in talking with other Asians was 42% and the rest of students answered that they were undecided (34 per cent) or (strongly) disagreed (22%) for talking to other Asians in English (see Table 6). This might indicate although students recognize the importance of English proficiency to understand people from other countries and their cultures, they tend to regard “people” as American people rather than other Asians.

Table 4. Q5: A command of English is important in understanding people from other countries and their cultures.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	30	18	13	4	1
%	45%	27%	19%	6%	1%

Table 5. Q6: I will use English when talking to American people.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	27	14	14	4	1
%	41%	21%	21%	6%	1%

Table 6. Q7: I will use English when talking to people from other Asian countries.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	11	16	22	7	8
%	17%	25%	34%	10%	12%

Table 7, 8 and 9 showed 9<sup>th</sup> grade students' attitude toward English varieties. When students were asked whether the difference between British English and American English is important, more than half students considered that difference as unimportant (see Table 7). In other words, students may not be concerned about the difference among Standard English: American English and British English. On the other hand, when students compared American English to nonnative English variety such as Singapore English, they significantly preferred American English rather than Singapore English (see Table 8). Table 9 also showed students' lack of interest in outer circle varieties of English such as Singapore English and Indian English. In

this study, only two students answered that they are interested in Englishes of Singapore and India. Japanese learners' strong preference to Standard English over nonnative English varieties was found in the previous research conducted by Matsuda (2003b). Matsuda (2003b) explained that students did not necessarily have a negative attitude toward outer circle varieties of English, but the lack of awareness regarding different varieties of English might be considered as a primary factor in holding them back from being interested in outer circle English varieties. In other words, students understood the existence of English varieties but had little idea what they were like or how different they were from each other (Matsuda, 2003b). This lack of knowledge and interest about outer circle varieties may lead students to stick with American and British English. In fact, when the researcher asked Japanese teachers of English working in a junior high school where this questionnaire was conducted about which variety of English are taught in their English language classes, they answered that American English and British English are the primary input for their students and they have limited exposure to other varieties of English. Thus, respondents in this study might not recognize Singapore English or Indian English well enough to judge their preference toward other English varieties.

Table 7: Q17. The difference between British English and American English is important for me.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	5	4	22	11	24
%	7%	6%	33%	16%	36%

Table 8. Q20: I want to learn American English rather than Singapore English.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	24	18	20	3	1
%	36%	27%	30%	4%	1%

Table 9. Q19: I am interested in Englishes of Singapore and India.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	1	1	20	18	26
%	1%	1%	30%	27%	39%

Japanese 9<sup>th</sup> grade students' beliefs about pronunciation were examined in Table 10, 11 and 12. A significant number of students (78 per cent) strongly agreed or agreed that they would want to pronounce English as American or British people do (see Table 10). Since they hope to pronounce English in the same way as native English speakers, they tended to respect people who can pronounce English as native speakers do (see Table 11). In fact, more than half students (56 per cent) strongly agreed that they admire people who can pronounce English as native English speakers do. At the same time, however, 49% of students expressed that they would feel embarrassed about trying to pronounce as American or British people do (see Table 12).

Table 10. Q18: I want to pronounce English as American or British people do.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	30	20	7	2	7
%	45%	33%	10%	3%	10%

Table 11. Q31: I admire people who can pronounce English as American or British people do.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	37	9	14	3	2
%	56%	13%	21%	4%	3%

Table 12. Q35: I feel embarrassed about trying to pronounce as American or British people do.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	15	17	20	4	9
%	23%	26%	30%	6%	13%

Japanese students' views on Japanese English were investigated in Table 13 and 14. The majority of students (45 per cent) strongly agreed or agreed that they would not be concerned which varieties of English they speak as long as it is intelligible (see Table 13). However, when they were asked whether Japanese English is unintelligible to non-Japanese English speakers, nearly half students (45 per cent) were undecided (see Table 14). Furthermore, 30% students

strongly agreed or agreed. Regarding this result, teachers A was interviewed in a follow-up interview and he assumed that students might consciously or subconsciously understand that Japanese English speakers pronounce English differently from native speakers. He mentioned that these students' recognition about the difference between Standard English and Japanese-accented English may cause them to consider Japanese English as unintelligible to others. In other words, this result indicates that Japanese students may regard Standard English as the absolute norm of English pronunciation.

Table 13. Q21: I am not concerned which varieties of English I speak as long as it is intelligible.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	16	14	30	5	1
%	24%	21%	45%	7%	1%

Table 14. Q22: Non-Japanese would not understand us if we talk to them in Japanese English.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Number	12	8	30	11	5
%	18%	12%	45%	16%	7%

### Observations

An observation which includes direct on-the-spot exploration of language use, learning or training is an essential and a highly important method in all qualitative research (Creswell, 2009). Observations are employed to discover interactions in natural social settings and even in studies using interviews, observation plays an important role in providing direct information such as the interviewees' body language and affect, tone of voice, and other paralinguistic messages (Creswell, 2009). There were two different lessons and classes observed for this project. The International Understanding Education (IUE) Program in Yokohama and English language classes at Konohara Junior High School were observed three times and four times respectively for different purposes. These observations of IUE Program in Yokohama City were coordinated by

contacting two program coordinators in Yokohama Board of Education. The goals of the observations were (a) to understand existing teaching methodology/techniques for teaching cultures for the purpose of developing elementary school students' international understanding, and (b) to observe how students respond to IUIs' lessons. Among three-times school visits in Yokohama City, the researcher attended research meetings twice in June and October and visited one elementary school in June and observed seven lessons. The IUE Program has a research meeting once a month. On that day, a majority of IUIs gather at one elementary school and observe three model lessons by other IUIs. Following these class observations, post-observation meetings are held and IUIs discuss lessons with Program Coordinators from Yokohama Board of Education.

In addition, English language classes for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade students at Konohara Junior High School in Hachioji City were observed after interviewing the two Japanese teachers of English to triangulate the information. School visits to this particular junior high school were conducted by obtaining permission from a vice-principal of this school. The goals of the observations in English language classes at junior high school was to determine (a) the extent of international understanding in the curriculum, (b) the viability of this curriculum, and (c) the target group of students suitable for this curriculum.

## **Observations of the International Understanding Education Program in Yokohama City**

### **Teaching materials**

As interviews with IUIs indicated, instructors used many teaching materials such as world maps, flags, color photos, clothing, or pictures which an instructor drew by herself. In addition, as a visual aid which helps students comprehend what instructors say in English more easily, the blackboard was used effectively. For example, teachers placed pictures which describe Japanese culture on the right side of the board and put pictures of cultures of the instructors' native country on the left side. This gives students the opportunity to participate in lessons by



talking about Japanese culture. In fact, at the post observation interview, instructor D who comes from Sri Lanka answered that she tried to help second grade students actively participate by asking students about their own culture. Class observations confirmed that instructors showed realia as much as they could to teach their native cultures and help students participate in a lesson actively.

### **Methodology/techniques**

All lessons have the common methodology. Lessons start from what students already know to what they learn. International Understanding Instructors (IUIs) were told not to teach what students do not know in their own culture. In classrooms, IUIs present Japanese cultural artifacts at first and then introduce artifacts from their native culture. That is, IUIs introduce Japanese culture which students are familiar with as scaffolding to introduce their native cultures. For example, Instructor C introduced culture from his native country, Belgium, in terms of geography, currency unit, animation, and foods to fifth grade students. When he introduced Belgian food, he firstly showed a photo of *sushi* and asked students what that was. After he put that photo on the right side of the board, he encouraged students to guess what famous Belgium foods are. In order for lessons to succeed, IUIs need to know what students have already learned and know and based on that information, they build the lesson.

### **Students' ages and interests**

During lessons, students had an opportunity to discuss what they want to ask instructors in small groups. Questions asked by second grade students to instructor D who comes from Sri Lanka were "Are there schools, parks, forests, libraries, festivals, and science technology to build rockets in Sri Lanka?", "Do people in your country eat anything in addition to curry and rice?" and "Where is a World Heritage site in Sri Lanka?" On the other hand, fifth grade students asked instructor C who is from Belgium questions such as "Where is a World Heritage site?", "What are traditional cultures?" "Do you eat curry and rice in Belgium?" and "Who is a god for Belgians?"

more specifically “Who do people in Belgium believe in?” When students asked instructor C these questions, he needed time to think of answers. In fact, at the post observation meeting, he mentioned that he was quite surprised by questions from fifth grade students. Although both instructor C and D introduced cultures of his/her native country as a lesson on country introductions, second graders tended to ask questions regarding the presence or absence of things in instructor's native country. Fifth grade students also asked the same kind of questions but also ask questions based on abstract concepts such as people's beliefs.

### **The ratio of instructors' native language to the English language**

At the post observation meeting, the researcher had the opportunity to talk with one program coordinator from the Yokohama Board of Education. He stated although IUIs' native language is said to be included into their lessons more actively, he put emphasis on familiarizing students with different varieties of English through this IUE Program.

He stated that:

Students interact with six different instructors by the time they complete primary education. Throughout six years, they may listen to German English, Chinese English, Spanish English or Pilipino English that sound different from American English the Japanese students are familiar with. However, these varieties are also one of the English varieties. I hope this makes the Japanese students realize that Japanese-accented English is a legitimate variety of English. Since Japanese English education in the past emphasized native-like pronunciation too much, I want students to use English even though their pronunciation is not perfect. I hope students recognize Japanese English as one variety of English.”

Although there is an argument over to what extent instructors' native language should be incorporated into lessons, he stated that students need to be familiarized with English language

because he believed that speakers with whom elementary school students communicate in the future are not necessarily Americans. On the contrary, they may be Koreans, Chinese, Filipinos or Indians.

### **Observations of the English Language Classes at a Junior High School**

English language classes at Konohara Junior High school were observed four times every Monday in October, 2012. There were five English classes on Monday: two 8<sup>th</sup> grade classes, two 9<sup>th</sup> grade classes, and one 7<sup>th</sup> grade class. The goals of observations of junior high school English classes were to (a) comprehend to what extent education for international understanding is incorporated into English classes, and (b) determine the target grade of students suitable for the curriculum development project.

#### **English classes focusing on language acquisition**

Among the four class observed, classes shortened to 45 minutes due to practice for a chorus festival were observed three times. Throughout class observations, very few cultural topics related to the contents of the textbooks were introduced. In other words, students mostly studied English for language acquisition. In fact, among the four teachers who were observed, only one teacher introduced cultural topics in English classes. For example, 8<sup>th</sup> grade students learned about the origins of Halloween such as what “Jack-o’-Lantern” or “Trick or Treat” mean. She also told the reason that people dress up on that day by comparing and contrasting with the Japanese *Bon* holidays. In addition, 9<sup>th</sup> grade students learned different nuances between Japanese and English words. For example, the teacher taught students that the word, “Viking”, means all you can eat in restaurants in Japan, while in the American context, “Viking” is a pirate. The teacher mentioned that depending on countries, words are interpreted by people differently.

Observing English classes at junior high schools revealed that (a) students have limited opportunities to learn culture through English classes to deepen their international understanding,

and (b) even though they learn about culture, their understanding may remain at surface level because they passively learn cultural facts and do not investigate culture more deeply.

### **The 9<sup>th</sup> grade students as the target group for the curriculum development**

A previously conducted interview with a Japanese English teacher confirmed that 9<sup>th</sup> grade students are considered the most appropriate grades for teaching international understanding. This was because he mentioned that 9<sup>th</sup> grade students start reflecting and thinking about their future paths. In addition, teacher C stated that incorporating world Englishes into English classes is appropriate for 9<sup>th</sup> grade students or even high school students. However, class observations revealed that compared to 7<sup>th</sup> and 8<sup>th</sup> grade English classes, there is little flexibility to incorporate international understanding in 9<sup>th</sup> grade English classes because of preparation for high school entrance examinations. In fact, when students learned a relative pronoun for the first time, they did exercises in the rest of the class. Although this may be because English classes were observed in October, class observation provided an insight about how to select cultural topics and how to present these topics in English language classrooms by relating them to the contents of the English textbooks.

### **English Textbook Analysis**

Creswell (2009) stated that researchers often supplement observation and interviewing with gathering and analyzing documents produced by individuals, organizations, families, agencies, townships, or larger social groups. In other words, documents are often used to obtain background information that helps establish the rationale for selecting a particular site, program or population. Textbooks are also used as the subjects of the analytic approach referred to as content analysis. The process of content analysis is regarded as a method for describing and interpreting the written productions of a society or social group in that researchers focus on the “presence, meanings, and relationship of words and concepts, and make inferences about the

messages” (Creswell, 2009, pg #161).

Ashikaga, Fujita and Ikuta (2001) mentioned that English textbooks used in Japanese classrooms are primary sources for students to obtain cultural knowledge. This may be because the Japanese context as an EFL country provides students with limited exposure to intercultural experience. In other words, the teaching of cultural content is significantly influenced by textbook content. However, Matsuda (2002b) found that Japanese English textbooks tended to put emphasis on the inner circle countries such as the United States. That is, while English users from the inner circle were described as the primary users of English, the representation of speakers in the outer and expanding circle countries other than Japan was quite limited (Matsuda, 2002b). Given the fact that the interview with Japanese junior high school English teachers revealed that supplementary activities should be created in relation to the content of the English textbook, analyzing the English textbooks that are currently used in Japanese English classes is necessary. The purpose of analyzing textbooks is to understand (a) which countries and cultures are currently included in junior high school English textbooks and (b) what kind of cultural topics such as big C or small c culture (as cited in Moran, 2001) are described in the textbooks.

### **Materials**

18 English textbooks were selected for this research and evaluated at the lesson, unit and program level. All of these English textbooks have been approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and are employed at junior high schools in Japan. 18 English textbooks used for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades were: *New Crown (Sanseido)*, *New Horizon (Tokyo Shoseki)*, *Columbus 21 (Mitsumura Tosho)*, *One World (Kyouiku Shuppan)*, *Total English (Gakko Tosho)* and *Sunshine (Kairyudo)*.

### **Findings**

Analyzing 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade English textbooks yielded three findings. First, the main

characters who are introduced in the beginning sections of each textbook before the regular chapters begin came from the inner, outer and expanding circle countries. In other words, the nationality of the main characters varied including the U.S., the U.K., Australia and Canada as the inner circle countries; Indian and Singapore as the outer circle countries; and Japan, China, Korea, Germany, and Cambodia as the expanding circle countries. Although the largest number of main characters is Japanese and Americans across the grades, the fact that the nationality of characters varies may reflect English as an international language.

Yamanaka (2006) mentioned that while 7<sup>th</sup> grade students learn about cultures of the inner circle countries more than that of Japan, 9<sup>th</sup> grade students learn about Japanese culture more than inner circle countries. This English textbook analysis confirmed Yamanaka's previous study. That is, while the main characters came from the inner, outer and expanding circle countries, English textbook analysis revealed that the ratio of Japanese culture to cultures from other countries were significantly high across the grades at lower secondary schools (see Table 15). The majority of chapters of the 9<sup>th</sup> grade English textbook incorporate Japanese culture (58 percent).

Table 15: The number of chapters incorporating Japanese culture

	<b>7<sup>th</sup> grade</b>	<b>8<sup>th</sup> grade</b>	<b>9<sup>th</sup> grade</b>
<b>New Crown</b>	3 (9)	2 (8)	4 (8)
<b>New Horizon</b>	4 (11)	2 (7)	2 (6)
<b>Columbus21</b>	3 (11)	1 (9)	5 (7)
<b>One World</b>	4 (10)	5 (9)	5 (7)
<b>TOTAL English</b>	4 (10)	4 (8)	4 (7)
<b>Sunshine</b>	5 (11)	5 (12)	6 (10)
<b>Total</b>	<b>23 (62)</b>	<b>19 (53)</b>	<b>26 (45)</b>
<b>The ratio</b>	<b>37%</b>	<b>36%</b>	<b>58%</b>

Note: Numbers in parentheses are total chapters/lessons/programs.

Furthermore, among Japanese culture, a significant number of cultural topics were about big C Japanese culture. Big C culture is referred to as literature, works of art, geography, history and the great achievement of human beings (as cited in Moran, 2001). Examples of big C

Japanese culture described in the English textbooks were *sushi*, *osechi*, traditional Japanese New Year food, animation, manga, literature, fireworks, *kendo*, *sumo*, robots, volcanos, *rakugo*, *origami*, and places such as Nara, Kyoto, Hiroshima and Okinawa which are famous for tourist sites. English textbooks also include stories of Japanese who worked internationally and contributed to improve social welfare in developing countries. In addition, Japanese culture almost always tended to be favored and praised by non-Japanese characters. For example, a Korean student introduced Japanese manga as his favorite and an Australian student who favored *sushi* mentioned that *sushi* is popular in Australia.

Although the English textbooks include chapters or lessons which describe cultures other than Japanese and American culture, its description might lead to cultural essentialism. For example, TOTAL English 3 includes a lesson in which the Japanese main character, Nana, visited India with her Indian friend, Maya and she learned about how to eat Indian food from Maya's grandfather (Sonia). The following dialogue is included in the text:

Nana: It smells really good!

Sonia: Have you ever eaten Indian food?

Nana: Yes, I have. I like curry.

Sonia: When we eat, we only use our right hand.

And we don't use spoons or forks.

It's a custom here. (TOTAL English III, 2012, pg. #38)

This description may cause students to believe that all Indian people eat food with only right hand despite the fact that this may vary from person to person and regionally in India. Although this description alone may not be regarded as wrong or false, depending on how teachers deal with these lessons/chapters, teaching cultures with the textbook might be counterproductive, fostering students' stereotypes rather than deepening their international understanding.

According to Mabuchi (2002), cultural essentialism is defined as one's cultural view that each culture has a distinctive feature which differentiates it from other cultures and draws the line between two cultures. In the English textbooks, cultures are captured as "Japanese culture" or "American culture" in most of the time. Mabuchi (2007) pointed out that these descriptions ignore the existence of subcultures even within one country and lack caution about comprehending cultures from the essentialist point of view. Mabuchi (2007) mentioned this as one of the factors that impede one's intercultural understanding.

The English textbook analysis revealed that the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade English textbooks now in use at lower secondary schools in Japan tended to emphasize both American and Japanese culture although to what extent each culture is emphasized depends on grades. This fact may reflect guidelines regarding treatment of the contents issued by MEXT as follows.

Teachers should take up a variety of suitable topics (...) that relate to issues like the daily lives, manners and customs, stories, geography, history, traditional cultures and natural science of the people of the world, focusing on English-speaking people and the Japanese people (MEXT, 2008).

The fact that main characters in the English textbooks come from various countries of the inner, outer, and expanding circles indicates that English is employed as an international language. However, only familiarizing with American culture as well as Japanese culture may not enough for Japanese students to successfully communicate with other speakers in intercultural communication. Furthermore, in order for students to deepen their international understanding; fostering an attitude of respect and appreciation for cultural diversity, teachers may need to supplement the textbook, for instance, by introducing other countries from the outer or expanding circles. While teaching culture in classrooms, teachers need to incorporate cultures with caution, and emphasis on that some people in this country do in this way and others may not do. This



explanation may help students avoid having stereotypes against people stemming from cultural essentialism.

### **Implications**

All the information collected during the process of data collection indicates that developing supplementary activities that foster Japanese students' international understanding is necessary. That is, interviews with two program directors working in Yokohama City Board of Education and International Understanding Instructors (IUIs) confirmed that the International Understanding Education (IUE) Program has significant influence on both elementary school students and Japanese teachers. In other words, through experiencing the IUE Program, students and teachers living in Yokohama foster more positive attitude toward foreign nationals and cultures of their countries as well as Japanese culture. As interviews with IUIs indicated, Japanese students and teachers who interact with them experienced positive change because of this IUE Program. Although assessment that demonstrates effectiveness of the IUE Program seems requisite for showing the significance of teaching international understanding, interviews with the two program coordinators and IUIs revealed that the International Understanding Education Program is quite successful, generating intended outcomes such as fostering students' attitude of respect and appreciation for cultural diversity.

On the other hand, interviews with Japanese junior high school teachers of English indicated that although all teachers have certain understanding regarding international understanding education, their answers varied such as helping students understand their immediate environment as well as Japan and foreign countries, or creating a peaceful world. In addition, although Japanese teachers may believe in the importance of promoting students' international understanding, class observations revealed that they have little time to incorporate international understanding into English classes at junior high school. This was because teachers prioritize teaching English for language acquisition rather than deepening students' international

understanding and this is more significant in 9<sup>th</sup> grade English classrooms because of a preparation for high school entrance examinations. As a result, the questionnaire showed that while Japanese 9<sup>th</sup> grade students believed that a command of English is important in understanding people from other countries and their cultures, they tended to consider that English language is employed to communicate with Americans more than with speakers from other Asian countries. Moreover, students felt that they not only had little interest in English varieties such as Indian or Singapore English but also believed that Japanese English is unintelligible. Considering the fact that learning English language itself does not foster learners' greater tolerance and appreciation for cultural diversity (Quinn, 2006), the information collected through the interviews, class observations, the questionnaire and analysis of the English textbooks indicated that supplementary activities in English classes at junior high school are necessary to develop Japanese students' international understanding.

### **Criteria**

Based on the previous research and on findings from the interviews, class/lesson observations of the IUE Program and junior high school English classes, the questionnaire and analysis of the English textbooks, a set of criteria was created to ensure that every supplementary activity will contribute to accomplish the goals and objectives of this course. If all of the criteria are satisfied, Japanese junior high school students will have a better understanding of English as an international language and deepen their international understanding.

#### **Criteria for the Teaching and Learning Project**

##### **Supplementary activities should:**

1. Help students and teachers realize the importance of teaching and learning cultures as well as language
2. Help students deepen their understanding about English language
  - a. English is used for communication not only among native speakers and between native and nonnative speakers but also among nonnative speakers
  - b. English varieties (World Englishes) are legitimate and intelligible variations of English

3. Familiarize students with English varieties from the outer and expanding circle countries
4. Help students realize the intelligibility of Japanese English and develop their confidence in speaking English
5. Provide students with the language skills to: (Moran, 2001)
  - a. Describe facts and information such as who, what, where, when, how, how much and why
  - b. Transmit information such as explaining, reporting, presenting and describing
  - c. Explore the possible reasons such as implying, deducing, supporting, conjecturing, assuming, proposing, hypothesizing and generalizing
  - d. Express opinions such as giving opinions, agreeing/disagreeing
6. Raise students' awareness of the fact that stereotypes against someone/something often stem from inadequate and superficial knowledge
7. Provide opportunities to help students think about how the Japanese are perceived by others
8. Help students identify subcultures existing in Japan
9. Promote students' self-discovery about cultures
10. Be related to the contents of the English textbook
11. Be conducted within 20 minutes/lesson
12. Be sequenced under the same goals and objectives across 4 lessons/week

**Students should:**

1. Learn about cultures of the inner, outer and expanding circle countries
2. Compare and contrast other cultures to Japanese culture
3. Find similarities and differences among cultures
4. Explore the possible reasons behind similarities and differences among cultures

**Teachers should:**

1. Employ video clips in which nonnative speakers from the outer and expanding circle countries introduce their native cultures in English
2. Proceed activities from what students already know to what they learn
3. Allow students to use Japanese when they discuss deep culture such as attitudes, values, beliefs and perceptions (Moran, 2001)

The interviews with Japanese junior high school teachers of English showed that all teachers believed that teaching international understanding to help students understand others as well as learners about themselves and accept cultural diversity is important. However, during an interview, while some teachers have certain beliefs about how their practice of teaching English

leads to deepen students' international understanding, other teachers stated that they do not consciously teach international understanding in his English classes. Considering English language learning alone does not lead to foster students' greater tolerance and appreciation for cultural differences (Quinn, 2006), not only junior high school students but also teachers need to be convinced that learning culture is significant and worthwhile, and they may consider incorporating teaching culture into English language classrooms. Therefore, criteria one is that supplementary activities should help both Japanese students and teachers realize the importance of teaching and learning cultures as well as language.

Matsuda (2002b) found that the English textbooks now in use at lower secondary schools in Japan describe American people and American culture as the primary source of input. The English textbooks analysis confirmed her findings that although the nationality of main characters in the textbooks varies, Japanese speakers as well as native English speakers still play a dominant role in conversation. This might ignore the fact that (a) the population of nonnative English speakers is larger than that of native speakers and (b) the widespread use of English gives birth to new English varieties, referred to as World Englishes. In order for students to recognize the fact that English is used for intercultural communication, criteria two states that supplementary activities should help students deepen their understanding about English language.

Interviews with Japanese teachers of English revealed that although American English is used as a dominant instructional model in classrooms, teachers believed that Japanese junior high schools students need to be exposure to English varieties as well as Standard English. This was because students' insufficient exposure to nonnative varieties of English may cause Japanese to have a discriminatory attitude against nonnative English speakers as people in international communication. On the other hand, exposing students to a wide variety of English led to make them more tolerant of different English varieties (Matsuura, Chiba & Fujieda, 1999; Yoshikawa, 2005; Matsuura, 2007; Kamei, 2010). Considering the fact that students will communicate not only with people from the inner circle but also with people from the outer and expanding circle

countries in the future (Ohashi, 2003), they should be encouraged to be exposed to English varieties. For this reason, criteria three mention that students will familiarize themselves with English varieties as well as Standard English.

Tokumoto and Shibata (2011) revealed that Japanese students put emphasis on native-like pronunciation over the message conveyance in communication. This was because they believed that Japanese-accented English is not intelligible to other speakers (Chiba & Matsuura, 1995). The questionnaire administered in Konohara Junior High School also confirmed that Japanese students recognize the intelligibility of Japanese-accented English as questionable. However, previous research found that native speaker phonology does not seem to be recognized as more intelligible than non-native phonology (Smith & Rafiqzad, 1979) and a strong accent does not automatically cause to hinder intelligibility (Kashiwagi & Snyder, 2010). Thus, if students understand that Japanese English is intelligible to others, they may be able to lessen their anxiety and foster a positive attitude toward speaking in English. That is why according to criteria four, supplementary activities help students with the intelligibility of Japanese English and develop their confidence in speaking English.

Kawahara (2008) mentions that people consciously or subconsciously have stereotypes and prejudice against someone/something. Although it may be difficult for people to completely free from having stereotypes, Isaka (2007) stated that learners should explore the root of the stereotypes because one's stereotype does not come out of nothing but does with reasons. Therefore, according to criteria six, supplementary activities should raise students' awareness of the fact that stereotypes against someone/something often stem from their inadequate and superficial knowledge (UNESCO, 1989).

Interviews with Japanese junior high school teachers of English revealed that in order for students to deepen their international understanding, teachers should help students perceive themselves and their own culture from the point of view of others. This is because if students learn about only other countries and their cultures, they may end up judging them as similar or

different from their own culture, which may reinforce their ethnocentrism. However, by perceiving their own culture from a broader point of view, this helps Japanese learners be less ethnocentric. Therefore, criteria seven, supplementary activities should provide opportunities to help students think about how the Japanese are perceived by others.

While learning culture may be hard to be conducted in the Japanese context where students have little interaction with the target culture, encountering cultural differences within one's native culture can also contribute students to develop an attitude of respect and appreciation for cultural diversity (Quinn, 2006). In fact, Tseng (2002) mentioned that by asking students to consider their immediate environment and engage in active interpretation of their lives, students can not only recognize the existence of subcultures and learn how to characterize a culture group but also reflect on their preconceived perception of Japan as monocultural society. These learning opportunities offer students to have personally relevant outcomes since they question their own beliefs and worldviews and, in fact, offers greater potential than relying on traditional "knowledge-oriented approach" to teaching culture (Quinn, 2006). For this reason, criteria eight states that supplementary activities should help students identify subcultures existing in Japan.

One of the problems of teaching culture is that teachers often regard teaching culture as the transmission of information regarding the people of the target community or country and this puts students in a passive role as receiver of knowledge (Sellami, 2000; Thanasoulas, 2001; Lazaraton, 2003; Quinn, 2006; Forsman, 2010) This may conflict with a learner-centered approach aiming at fostering autonomous and self-directed learners. Therefore, criteria nine states that supplementary activities should promote students' self-discovery about cultures.

Interviews with Japanese junior high school teachers of English revealed that they are required to cover the contents of the English textbooks. In addition, they mentioned that teachers can spend 15-25 minutes for supplementary activities as long as its topics/contents relates to the English textbook. That is why, criteria ten says that supplementary activities should be related to the contents of the English textbook and according criteria 11, activities should be conducted

within 20 minutes/lesson.

MEXT revised the Course of Study in 2011 and all junior high school students are required to attend English classes from three times to four times a week. For this reason, criteria 12 mentions that supplementary activities which are incorporated into every class should be sequenced under the same goals and objectives across four lessons a week.

Data collection through observing English language classrooms at a junior high school and analyzing English textbooks now in use revealed that most of the cultures taught and learned in English classes were categorized as big C culture (as cited in Moran, 2001). However, in order for students to deepen their international understanding and successfully communicate with others in intercultural communication, teachers also need to introduce small c culture such as “the customs, traditions, or practices that people employ as part of their everyday lives” (as cited in Moran, 2001). Therefore, in supplementary activities, junior high school students process the following four steps; (1) learn about the culture of the inner, outer and expanding circle countries, (2) compare and contrast other cultures to Japanese culture, (3) find similarities and differences among cultures, and (4) explore the possible reasons behind similarities and differences among cultures.

One of the goals of this Teaching and Learning Project is to help Japanese students raise their awareness of the value of learning English as an international language. In other words, they should understand English language plays a significant role in communication not only in the inner circle countries but also in the outer and expanding circle countries. In addition, they should recognize World Englishes as intelligible and legitimate variation of English. In order for them to familiarize themselves with World Englishes and its function in the outer and expanding circle countries, teachers' criteria one states that teachers should employ video clips in which nonnative speakers from the outer and expanding circle countries introduce their native cultures in English.

Observing the Yokohama International Understanding Education Program revealed that instructors always ask elementary school students about Japanese culture before introducing their

native culture. During a post-observation interview, an instructor stated that by asking students about their own culture first, students can actively participate in lessons rather than passively receive knowledge about instructor's own culture. In order to promote students' active participation in learning culture, teachers' criteria two says that teachers should proceed activities from what students already know to what they learn.

When Japanese junior high school students explore the possible reasons behind similarities and differences among culture, and discuss deep culture such as attitudes, values, beliefs and perceptions in supplementary activities, there is a possibility that they may not have English proficiency enough to talk about deep culture in English. Since the primary goal of this phase is to deepen students' international understanding rather than learning English language, teachers' criteria three stipulates that teaches should allow students to use Japanese when they discuss deep culture. At the same time, students should develop their English proficiency to talk about culture through engaging in supplementary activities. Therefore, according to criteria five, supplementary activates should provide students with the language skills to (1) describe facts and information, (2) transmit information, (3) explore the possible reasons and (4) express their opinions.

In order to achieve the objectives stated above, the following course organization (see table 16) is offered. Supplementary activities are organized to correspond to lessons and sections in the English textbook, *TOTAL English 3*. The section of target sentences expresses the target English grammar which students are expected to acquire in each section. One supplementary activity which is completed in one week, consists of four segments and each segment takes 20 minutes. That is, teachers use 20 minutes out of each 50-minute English class for conducting one segment of supplementary activity. Since there are English classes for four times in a week at junior high schools, it takes 80 minutes for one supplementary activity to be completed in one week.



**Table 16: Course Organization**

Week	Lesson	Section	Target sentences	International Understanding
1				Needs assessment - English language learning questionnaire - The questionnaire regarding students' attitude toward English
2				English as an international language
3	Do you eat breakfast?			- Breakfast in the world - Comparison of breakfast between Spanish and Japanese
4	Lesson 1	1A: Two Former capitals	My friends call me Taku.	Comparison of temples between Bhutan and Japan English spoken by a Bhutanese person
5		1B: Horyu-ji	This book is written in English. This table was made by my father.	Research on World Heritage Sites in the world
6		1C: Five-story Pagoda	Is English spoken in that country? Yes, it is. / No, it isn't [is not].	Is Japan friendly to visitors from other countries?
7	Word Tree [Scenery]			Comparison in perceptions toward colors between Japan and Western countries
8	Lesson 2	2A: Sports Teams in Japan and the U.S.	I have just arrived. I have already done my homework.	- Big C culture of California, the U.S. - Comparison between club activities in Japan and sports teams in the United States
9		2B: Nana's Basketball Game	Have you washed the dishes yet? Yes, I have. / No, I haven't [have not].	Research on junior high school life and extracurricular activities in the world
10		2C: Nana's Diary	I haven't [have not] washed the dishes yet.	
11	Lesson 3	3A: Taku's Email from the U.S.	I have been in this room for two hours. I have lived in this city since I was ten years old.	- Big C culture of Houston, the U.S. - The evolution of space food
12		3B: International Space Station	How long have you studied English? I have studied it for two years.	International scientific and technological cooperation
13		3C: Eating Curry with Your Hand	Have you ever been to the U.S.? Yes, I have. / No, I have [have not]. I have never seen the movie.	- Exploration of India and Indian culture - Comparison in eating habits between India and Japan
14		3D: Nana's Email from India	It is important (for us) to understand other cultures.	- Iceberg model of culture - Comparison between surface culture and deep culture
15				Stereotypes
16	Energy and the Environment	1A: Fossil Fuels 1B: Serious Problems		- Comparison in energy consumption between Japan and China, Russia, France, Canada and Italy - Global warming in Tuvalu
17		1C: Clean		- Germany's environmental policies

		Energy 1D: Saving Energy		- Comparison in perception toward the environmental between Germany and Japan
18				Practice writing (opinions – reasons – explanations/examples) in English
19	Lesson 4	4A: Where is Bhutan?	The man standing over there is my father.	Exploration of Bhutan and Bhutanese culture
20		4B: Nishioka Tries Hard	I received a letter written in English.	Comparison in in sense of happiness between Bhutanese and Japan
21		4C: Give Time and Skills	I asked my father to help me.	Comparison in volunteerism between American and Japanese
22	Lesson 5	5A: Little Stevie Wonder	We need a person who speaks English. The woman who is standing over there is my mother.	- Songs by Stevie Wonder - Comparison in expressions of seasons between the United States and Japan
23		5B: Stevie's Turning Point	Stevie wrote songs which touched people around the world.	Apartheid
24		5C: Songs to Help Others	Stevie wrote songs that touched people around the world.	Nelson Mandela
25		5D: Making the World a Better Place		Practice delivering a speech about a historically famous person
26	Lesson 6	6A: Taku's Speech	These are some pictures which I took in the park. The cake which your uncle is delicious.	- Japanese loanwords - English loanwords
27		6B: Nana's Speech	The people that we met yesterday were very kind to us. The movie that I saw last week was very interesting.	- Difference between American English and British English in terms of vocabulary, spelling and pronunciation - World Englishes (France, New Zealand, America, Britain and Korea)
28		6C: Maya's Speech	The people we met yesterday were very kind to us. The movie I saw last week was very interesting.	- Three English expressions for the word, "sumimasen" - "sumimasen" roleplaying
30				- French language policy - Comparison in policies regarding the introduction of culture from other countries between in France and in Japan
30	Ch. 3 Project			The country which I want to visit is...
31	Preparation for the final presentation			
32-33	The final presentation			

### Assessment

In this Teaching and Learning Project, there are two major goals. That is, goal one stipulates that by the end of this course, Japanese English learners will be more aware of the value of learning English as an international language. In addition, goal two mentions that Japanese English learners will deepen their international understanding. In order for teachers to assess students' achievement through engaging in supplementary activities, students' class participation, their daily homework, reflection worksheets, and final presentation are employed as assessment.

The teacher assigns students the reflection worksheet every time one whole lesson is completed. Through writing on reflection worksheets in the English class at the end of the month, students reflect on what they have learned in terms of the target grammatical sentence(s) described in the textbook, World Englishes and cultures. Students evaluate their own learning as self-assessment. After students complete writing reflection worksheets, the teacher collects and evaluates these worksheets as formative assessment (Brown & Abewickrama, 2010).

As the final presentation, students choose one country which they are interested in other than Japan, and compare and contrast junior high school students and their lives in Japan and the other country. They investigate these two countries in terms of three questions which they decide. After finding similarities and differences through comparison and contrast, they explore the possible reasons behind these similarities and differences. While students will report their research in the class as an oral presentation, the teacher evaluates students' presentations as summative assessment (Brown & Abewickrama, 2010).

In addition to this assessment, teachers will administer a questionnaire about students' perceptions and attitudes toward English language at the beginning of the first term and at the end of the third term. This questionnaire was adopted from Matsuda's previous study (2003b). By comparing and contrasting students' answers at the beginning of the school term to those of the end of the school term, teachers will comprehend to what extent Japanese junior high school

students foster a positive attitude toward English as an international language.

### **Educational Implementation**

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) requires the incorporation of international understanding into English language education by stipulating “deepening students’ understanding of the language and culture” (MEXT, 2008). Results of a needs assessment, on the other hand, revealed that there are several issues regarding teaching culture in English classes such as teachers’ lack of time due to the prioritization of a high school entrance examination (Gorsuch, 2000; Sato & Kleinsasser, 2004) and teachers’ unfamiliarity to the contents and techniques about teaching culture (Tsou, 2005).

While Japanese teachers often mention that they have little room to incorporate international understanding into English language classes because of the prioritization of preparation for entrance examinations (Hosoya, 2001; Sato & Kleinsasser, 2004), it also depends on how teachers interpret teaching culture through English classes in order for students to deepen their understanding of culture. Since MEXT revised the Course of Study and increased the number of English classes in a week from three to four classes in 2012, teachers physically have more opportunities to incorporate culture in English classes. On the other hand, teachers may regard language and culture as complementary yet separate entities (Lazaraton, 2003). In the classroom, teachers often unsystematically teach culture because culture is taught when teachers have extra time available (Forsman, 2010). In fact, during the interview, one Japanese junior high school teacher mentioned that she incorporates culture when students lose their concentration. This may indicate the teachers’ recognition that teaching culture is something extra and different from the contents of textbook which teachers are required to cover. However, language itself is a product of culture and language and culture are mutually constitutive (Byram, 1989; Kramsch, 1993; Moran, 2001; Sellami, 2000; Thanasoulas, 2001; Quinn, 2006). Kramsch (1993) mentioned that adapting this perspective on culture and language teaching would enable teachers to foster a

positive attitude toward teaching culture through English classes.

Tsou (2005) stated that foreign language teachers may state that they are unfamiliar with the specific contents and techniques regarding teaching culture because of the heterogeneous and constantly evolving nature of culture. This problem is more significant for nonnative teachers in the EFL context where teachers do not know enough about or have much direct experience with the target culture (Lazaraton, 2003). This Teaching and Learning Project, however, encourages students to explore the possible reasons why there are similarities and differences among culture. In other words, the primary purpose of the project is to help students learn how to explore culture rather than helping them accumulate the "correct" answers. Therefore, teachers do not necessarily need to have the correct answers but need to be more flexible to promote students' exploration. Even if teachers do know the reasons and answers behind cultural similarities and differences, they need to encourage students to discover by themselves by facilitating their inquiry. Lazaraton (2003) stated that the important thing is not transmitting and assimilating any predefined, prescribed construct of culture about which the teacher knows and the students learn, but negotiating cultures and cultural knowledge in foreign language classrooms. In addition, in order for teachers, especially nonnative-English speaking teachers who consider themselves as cultural deficient (Lazaraton, 2003) to successfully teach culture and promote students' self-discovery, professional development is essential. For example, the teacher training course in a university should incorporate the class for teaching culture. In addition, as a part of continuing education, if culture is recognized as an important part of language teaching, teachers may be able to take up opportunities and research culture in the context of research groups at junior high schools.

### **Conclusion**

Education for international understanding was proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1947. UNESCO declared that international understanding through foreign language education is to (a) build learners'

knowledge of other cultures and other ways of thinking, (b) help students break down national stereotypes and prejudices, (c) improve oral and written communication among individuals and groups belonging to different cultures, and (d) help students perceive their own culture from a broader point of view to be less ethnocentric (UNESCO, 1989). In the Japanese context, however, after the 1960s, education for international understanding was interpreted as education for fostering Japanese who take initiatives in international society (Sato, 2007). That was because *kokusaika*, internationalization, caused Japan to deal with the two imminent problems; an increase in the number of returnees and Japan desire to compete with other nations. Therefore, although the Ministry of Education, Culture, Sports, Science and Technology (MEXT) stipulates 'deepening students' understanding of language and culture' as one of the objectives of English language education in Japan (MEXT, 2008), MEXT stresses Japanese students' understanding of their identity as Japanese in comparison with English-speaking cultures (Liddicoat, 2007). As a result, while the English textbook for 7<sup>th</sup> grade students includes cultures mostly from the inner circle countries (Matsuda, 2002), the ratio of Japanese culture included in the textbook increases as students' grades are higher (Yamanaka, 2006). In fact, English textbook analysis indicated that more than half of cultures incorporated in the 9<sup>th</sup> grade textbook is about Japanese culture.

In order to create the 30-week curriculum, a needs assessment was conducted using interviews, class observations, a student questionnaire and English textbook analysis. Two sites were selected for observation. One site was the Yokohama City International Understanding Education Program, *kokusai rikai kyoushitsu*. The other school was a public junior high school in Hachioji City. In addition to class observations, interviews with three groups were conducted. These three parties were (a) program directors of Yokohama City International Understanding Education, (b) International Understanding Instructors, and (c) Japanese junior high school teachers of English. A questionnaire was also administered to Japanese 9<sup>th</sup> grade students in a public junior high school. Finally, 18 English textbooks now in use were analyzed.

Based on the current literature in the field and the data collected through interviews, class

observations, a questionnaire, and English textbook analysis, the 30-week lesson plans and supplementary activities were created. The purpose of this curriculum is to develop Japanese English learners' international understanding through English language education at junior high schools. Interviews with Japanese junior high school teachers of English indicated that they are required to cover all the contents of the Course of Study issued by MEXT but 15-25 minutes are available for supplementary activities per each class as long as the contents or topics of supplementary activities are related to the textbook. Therefore, supplementary activities which help students deepen their international understanding were developed based on the contents/topics of the English textbook. Through experiencing these supplementary activities, students will be more aware of the value of learning English as an international language and deepen their international understanding.

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Appendix A:

**Informed Consent Form for Observation and Interviews at  
Yokohama City International Understanding Program**

Title of Project: The Development of Japanese English Learners' International Understanding

Principal Investigator: Ms. Yuuki Ogawa, Graduate Student  
1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577 Japan  
[REDACTED]

Advisor: Dr. Lary MacDonald  
1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577 Japan  
[REDACTED]

The purpose of this research is to explore how International Understanding Program is implemented at public elementary schools in Yokohama City. The results of the research can potentially be used in order to create a 30-week lesson plan for Japanese EFL learners which will develop their international understanding through English language education.

By signing this form, you are giving permission for the research to observe the Yokohama City International Understanding Program at public elementary schools and conduct interviews with instructors. The data will be stored and secured at Soka University in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Please contact Ms. Yuuki Ogawa at [REDACTED], or Dr. Lary MacDonald at [REDACTED] with questions or concerns about this study. Your decision to be in this research is voluntary and you can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Ms. Ogawa.

If you agree to allow me to observe International Understanding Program and conduct interviews with instructors, please sign your name and indicate the data below. You will be given a copy of this form for your records.

\_\_\_\_\_  
Participant Name

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Yuuki Ogawa, Graduate Student

\_\_\_\_\_  
Date

## 協力同意書

インタビューアー：小川 悠紀

創価大学大学院文学研究科国際言語教育専攻英語教育専修(TESOL)所属

Tel: [REDACTED]

E-mail: [REDACTED]

指導教授：ラリー・マクドナルド教授

創価大学ワールドランゲージセンター・大学院文学研究科所属

〒192-8577 東京都八王子市丹木町 1-236 創価大学

Tel: [REDACTED]

リサーチペーパー題目：

### The Development of Japanese English Learners' International Understanding

本研究は中等教育段階の英語教育において学習者の国際理解を深めるためのプログラムです。このプログラムを通して、中学生は外国語としての英語学習と同時に言語の背景にある多様な文化を知り学習することで自国から世界へと視野を拡大することができます。

**同意書の目的：**この同意書は横浜市国際理解教室の授業の見学及び教員へのインタビューを行い、それらのデータをリサーチペーパー作成のために使用することへの許可をいただく同意書です。横浜市国際理解教室見学のため、年末までに3~5校の横浜市の公立小学校を訪問させていただく予定です。また、国際理解教室に従事されている教員にインタビューをさせていただきます。

私は以下に示す条件を除き、上記に書かれた内容を理解しましたので、インタビューに参加することを同意いたします。

名前（楷書で書いてください）

年 月 日

サイン

年 月 日

インタビューアーサイン

年 月 日

条件事項

**Informed Consent Form for an Interview with  
Junior High School Teachers of English**

Title of Project: The Development of Japanese English Learners' International Understanding

Principal Investigator: Ms. Yuuki Ogawa, Graduate Student  
1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577 Japan  
[REDACTED]

Advisor: Dr. Lary MacDonald  
1-236 Tangi-cho, Hachioji City, Tokyo, 192-8577 Japan  
[REDACTED]

The purpose of the interview is to explore junior high school teachers' beliefs and aim of teaching international understanding through English language classes at junior high schools. The results of the research can potentially be used in order to create a 30-week lesson plan for Japanese English learners which will develop their international understanding through English language education.

You will be asked to answer questions during an interview. It will take about 30 minutes to conduct an interview. Your participation in this research is confidential. The data will be stored and secured at Soka University in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Please contact Ms. Yuuki Ogawa at [REDACTED], or Dr. Lary MacDonald at [REDACTED] with questions or concerns about this study. Your decision to be in this research is voluntary and you can stop at any time without any penalty. If you would like to receive a copy of the results of this research, please feel free to contact Ms. Ogawa.

If you agree to take part in the interview and the information outlined above, please sign your name and indicate the data below. You will be given a copy of this form for your records.

\_\_\_\_\_  
Participant Name

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Yuuki Ogawa, Graduate Student

\_\_\_\_\_  
Date

## 協力同意書

インタビュアー：小川 悠紀

創価大学大学院文学研究科国際言語教育専攻英語教育専修(TESOL)所属

Tel: [REDACTED]

E-mail: [REDACTED]

指導教授：ラリー・マクドナルド教授

創価大学ワールドランゲージセンター・大学院文学研究科所属

〒192-8577 東京都八王子市丹木町 1-236 創価大学

Tel: [REDACTED]

リサーチペーパー題目：

The Development of Japanese English Learners' International Understanding

本研究は中学校の英語教育において学習者の国際理解を深めるためのプログラムです。このプログラムを通して、中学3年生は外国語としての英語学習と同時に言語の背景にある多様な文化を知り学習することで自国から世界へと視野を拡大することができます。

**同意書の目的：**この同意書は公立中学校の英語の授業の見学及び、英語科の先生方へのインタビューを行い、それらのデータをリサーチペーパー作成のために使用することへの許可をいただく同意書です。インタビューには 30 分程度の時間がかかる見込みです。なお、研究データに誤りがないよう、インタビューは録音させていただきます。研究結果報告の際は、個人を特定できるような情報は削除され、匿名性は厳守されます。また、この研究に関して、ご質問がある場合や調査結果報告書を希望される場合は、ラリー・マクドナルド ([REDACTED]) までご連絡ください。

私は以下に示す条件を除き、上記に書かれた内容を理解しましたので、インタビューに参加することを同意いたします。

名前（楷書で書いてください）

年 月 日

サイン

年 月 日

条件事項



Appendix B:

The Questionnaire for 9<sup>th</sup> Grade Students

**Part II: 英語・日本語・文化などについて**

下の各文が表す考えや行動が、自分にどれだけあてはまるか、5つの選択肢（強く思う＝1、まあ思う＝2、どちらともいえない＝3、あまりそう思わない＝4、全くそう思わない＝5）から一番近いものを選んで○をしてください。

注) 聞き慣れない言葉がいくつかあるかも知れませんが、ここに意味を書いておきます。

1) 外来語: もとは外国語だったが、日本語に取り入れられたもの。(例: ラジオ、テスト)

2) 和製英語: 日本人が作った英語。一見英語のようだが、アメリカやイギリスでは使われない。  
(例: ナイター(nighter)、サラリーマン(salary man))

3) 日本人英語: 「日本人なまり」のある英語。(例: r と l の区別がない)

4) 英語の種類: 違う国で話されている様々な英語のこと。  
(例: アメリカ英語、イギリス英語、インド英語)

		強く 思う		全く 思わない	
1. 日本において、英語を使えることは、他のどんな外国語を使えることよりも便利だ。	1	2	3	4	5
2. 英語は国際共通語として使われるべきだ。	1	2	3	4	5
3. 英語は美しい言語だ。	1	2	3	4	5
4. 英語は日本の文化にマイナスの影響をあたえる。	1	2	3	4	5
5. 英語力は国際理解の上で重要だ。	1	2	3	4	5
6. アメリカ人と話をするときは英語を使う。	1	2	3	4	5
7. 他のアジアの国々の人と話するときは英語を使う。	1	2	3	4	5
8. 日本人同士のコミュニケーションに英語がもっと使われるべきだ。	1	2	3	4	5
9. 日本の高校の英語の授業は英語で行うべきだ。	1	2	3	4	5
10. 日本の高校の英語以外の授業も英語で行うべきだ	1	2	3	4	5
11. 大学に入るために英語は必要ない。	1	2	3	4	5
12. 日本語の名前がついた商品は、英語の名前がついたものよりも良く売れる。	1	2	3	4	5
13. アメリカの価値観を取り入れれば日本はもっと良い国になる。	1	2	3	4	5
14. イギリス文化には興味がない。	1	2	3	4	5
15. 留学するならアメリカを選ぶ。	1	2	3	4	5
16. アメリカ人はきらいだ。	1	2	3	4	5
17. イギリス英語とアメリカ英語の違いは、私にとっては重要だ。	1	2	3	4	5
18. アメリカ人やイギリス人のような発音ができるようになりたい。	1	2	3	4	5
19. シンガポールやインドの英語に興味がある。	1	2	3	4	5
20. シンガポールの英語より、アメリカ英語を学びたい。	1	2	3	4	5
21. どんな種類の英語 <sup>(注4)</sup> を話しても、通じるのであれば関係ない。	1	2	3	4	5
22. 日本人英語 <sup>(注3)</sup> は、日本人以外には理解されない。	1	2	3	4	5

	強く そう思う					全く そう思わない				
23. 和製英語 <sup>(注2)</sup> は本当の英語ではないので、日本語の中でも使うべきではない。	1	2	3	4	5					
24. 日本語に外来語 <sup>(注1)</sup> を混ぜて使うのには反対だ。	1	2	3	4	5					
25. 和製英語 <sup>(注2)</sup> はアメリカ英語よりも、日本独自のものを表すのに適している。	1	2	3	4	5					
26. 日本のテレビコマーシャルには英語が多すぎる。	1	2	3	4	5					
27. 日本人同士で英語で話しているのを聞くと居心地が悪い。	1	2	3	4	5					
28. 英語を話すときも、日本人らしさを忘れたくない。	1	2	3	4	5					
29. 英語が話せる友達を尊敬する。	1	2	3	4	5					
30. 英語が必修科目でなければ、履修しない。	1	2	3	4	5					
31. アメリカ人やイギリス人のような発音が出来る人がうらやましい。	1	2	3	4	5					
32. 英語の勉強は嫌いだ。	1	2	3	4	5					
33. 英語を正しく、流暢に話せることは、自分にとって大切なことだ。	1	2	3	4	5					
34. 英語のクラスでは一生懸命勉強している。	1	2	3	4	5					
35. 英語の授業中、アメリカ人やイギリス人のように発音しようとするのは恥ずかしい。	1	2	3	4	5					
36. 間違った英語でも通じるのならかまわない。	1	2	3	4	5					
37. 日本人はみんな英語を学ぶべきだ。	1	2	3	4	5					
38. 全ての外国語の中で、英語が一番よい言語だ。	1	2	3	4	5					
39. 英語を話していると日本人としての自分がなくなってしまうような気がする。	1	2	3	4	5					
40. 外来語は日本語を豊かにする。	1	2	3	4	5					
41. 和製英語 <sup>(注2)</sup> も英語の一種なので、英語を書いたり話したりする時に使っても構わない。	1	2	3	4	5					
42. 日本人は日本人英語 <sup>(注3)</sup> を話すべきだ。	1	2	3	4	5					
43. アメリカがもたらす、日本文化・社会への影響を心配している。	1	2	3	4	5					
44. 英語は日本語より、論理的な言語だ。	1	2	3	4	5					

## Appendix C

## Lesson Plan 1:

Title of the Class:	English III	
Title of the Chapter:	-	
Week / Class Number	1 / 1	
Goal of the Class:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Think about the reasons why they study English</li> <li>2. Express their opinions in English</li> <li>3. Understand the purposes of this supplementary activities</li> </ol>	
Rationale:	<p>This 1<sup>st</sup> week is used not for supplementary activities but for needs assessment. Students answer the two different questionnaires. One is the questionnaire which was adopted from previous research (Matsuda, 2002b) and assesses students' attitude toward English as an international language. The other is the English questionnaire which asks students about their attitude toward English language learning. After a teacher comprehends students' beliefs about English as an international language and their thoughts about the purpose of learning English and its benefits, s/he explains the purpose of supplementary activities which starts from next week. By explicit knowing goals and objectives of supplementary activities, students will be able to better understand and prepare for activities.</p>	
Materials:	Handouts	
	<ol style="list-style-type: none"> <li>1. English language questionnaire (Matsuda, 2002b)</li> <li>2. English language learning questionnaire</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:		
Class 1:	Step 1: Provide the handout 1	1 min.
	Step 2: Give the students (Ss) 15 minutes to answer	15 mins.
	Step 3: Collect their questionnaire	1 min.
Class 2:	Step 1: 1. Provide the handout 2	10 mins.
	2. Give the students (Ss) 10 minutes to answer	
	Step 2: Working with a partner, ask Ss to discuss their answers to the following questions.	10 mins.
	- Why do Japanese students learn English?	
	- What do you study we can do if we learn English? Give ideas as much as you can.	
	Step 3: Ask Ss to prepare to express their answers in English by next class	-
Class 3:	Step 1: 1. Ask Ss their answers to the 2 questions above	20 mins.
	2. Write their answers on the board	
	3. Discuss whether learning English leads to deepen students' international understanding	
	Step 2: Collect English questionnaire handout as a needs analysis	-
Class 4:	Step 1: 1. Explain	20 mins.
	- The purpose of supplementary activities	
	- What students will be able to achieve by the end	

- of the course (Goal 1&Goal 2)
- Assessment:
- Observation through walking around the classroom during pair work: Checking comprehension and participation
  - Check the outcome of the activity and give feedback through picking up their ideas.
- Homework / Follow-up: -
- Comments: -

## English Language Learning Questionnaire

No: \_\_\_\_\_ Name: \_\_\_\_\_

Answer the following questions.

1. Do you like English?

---

2. On a scale from 1 to 5, to what extent do you like English?  
(1: least - 5: best)

3. Why?

---

4. Why do you think you study English?

---

5. Why do Japanese students study English?

---

6. What do you think we can do if we learn English? Give ideas as many as you can.

---

---

---

**Thank you very much 😊**

Lesson Plan 2:

Title of the Class:	English III															
Title of the Chapter:	-															
Week / Class Number	2/1-4 (80 minutes.)															
Goal of the Class:	Students will be able to raise their awareness of English as an international language															
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Understand countries where English is spoken as a first language</li> <li>2. Match the name of countries with their places on the world map</li> <li>3. Explore the reasons why English is regarded as an international language</li> <li>4. Raise their awareness of the fact that native speakers may sound different</li> <li>5. Comprehend countries where English is spoken/used as a second/foreign language</li> </ol>															
Rationale:	<p>This activity is conducted throughout 4 classes in the 2<sup>nd</sup> week. 9<sup>th</sup> grade junior high school students may know countries where English is spoken as a first language such as the United States and the United Kingdom. In addition, they might comprehend the fact that English is spoken throughout the world. Using this students' background knowledge as a starting point, a teacher introduces statistics that explains the reason that English is regarded as an international language. After students know that the population of nonnative speakers is larger than that of native English speakers, they will be familiar with countries where English is spoken as a second/foreign language by coloring the world map.</p>															
Materials:	<p>Speech recordings retrieved from <a href="http://www.alc.co.jp/eng/feature/091125/01_syokai.html">http://www.alc.co.jp/eng/feature/091125/01_syokai.html</a></p> <p>The handouts</p> <ol style="list-style-type: none"> <li>1. A blank world map</li> <li>2. Speech scripts</li> </ol>															
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks/chairs</li> <li>2. Black/white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>															
Procedures: Class 1:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Step 1:</td> <td style="vertical-align: top;">Ask Ss to write down foreign countries they know as many as possible in their notebooks.</td> <td style="vertical-align: top; text-align: right;">2 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 2:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to compare and contrast their answers</li> <li>2. Elicit answers in common from each pair</li> <li>3. Write their answers on the board</li> </ol> </td> <td style="vertical-align: top; text-align: right;">5 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 3:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Explain the Japanese people usually speak Japanese as a first language</li> <li>2. Ask Ss about people in which countries speak English as a first language</li> <li>3. Circle countries where people speak English as a first language (e.g. the United States, the United Kingdom, Australia etc.)</li> </ol> </td> <td style="vertical-align: top; text-align: right;">3 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 4:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>1. Working with a same partner, ask Ss to color countries where people speak English as a first language</li> </ol> </td> <td style="vertical-align: top; text-align: right;">7 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 5:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Project a colored world map onto the screen</li> </ol> </td> <td style="vertical-align: top; text-align: right;">3 mins.</td> </tr> </table>	Step 1:	Ask Ss to write down foreign countries they know as many as possible in their notebooks.	2 mins.	Step 2:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to compare and contrast their answers</li> <li>2. Elicit answers in common from each pair</li> <li>3. Write their answers on the board</li> </ol>	5 mins.	Step 3:	<ol style="list-style-type: none"> <li>1. Explain the Japanese people usually speak Japanese as a first language</li> <li>2. Ask Ss about people in which countries speak English as a first language</li> <li>3. Circle countries where people speak English as a first language (e.g. the United States, the United Kingdom, Australia etc.)</li> </ol>	3 mins.	Step 4:	<ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>1. Working with a same partner, ask Ss to color countries where people speak English as a first language</li> </ol>	7 mins.	Step 5:	<ol style="list-style-type: none"> <li>1. Project a colored world map onto the screen</li> </ol>	3 mins.
Step 1:	Ask Ss to write down foreign countries they know as many as possible in their notebooks.	2 mins.														
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		2. Students compare their map and a colored world map	
		2. Check each country (the inner circle countries) in the class	
Class 2:	Step 1:	1. As a review of the previous lesson, ask Ss to ask the following question with a partner <ul style="list-style-type: none"> <li>- What is a first language? What is a first language for you?</li> <li>- Where are countries in which people speak English as a first language?</li> <li>- Which countries do you want to go in the future? Why?</li> </ul>	5 mins.
	Step 2:	2. Elicit some ideas from Ss 1. Ask Ss about they have ever heard native speakers speaking English and how it sounds like 2. Play three speeches randomly spoken by native speakers from the U.S., the U.K. and New Zealand 3. Ask Ss to guess the nationalities of 3 speakers by listening to the speeches 4. Working with a partner, ask Ss to check their answers and give reasons	5 mins.
	Step 3:	5. Ask Ss about answers 1. Provide the handout 2 2. Ask Ss to listen to three speeches with looking at the scripts 3. Play speeches again	2 mins.
	Step 4:	1. Working with a partner, ask Ss to discuss the following questions <ul style="list-style-type: none"> <li>- Which speech was it easy for you to understand?</li> <li>- Which speech was it difficult for you to understand?</li> <li>- Why do you think that you feel easy or difficult to understand English even though you listen to English?</li> </ul>	6 mins.
	Step 5:	Elicit some ideas from Ss	2 mins.
Class 3:	Step 1:	1. Working with a partner, ask Ss the question <ul style="list-style-type: none"> <li>- "Why do we study English?"</li> <li>- "I study English because_____."</li> </ul> 2. Elicit answers from students and write their answers on the board 3. Ask Ss to think about if we study English, how many people all over the world we can communicate with	5 mins.
	Step 2:	1. Ask Ss which languages spoken by the large number of native speakers 2. Working with a partner, ask Ss to choose the top 3 languages spoken by the largest number of native speakers 3. Ask pairs about their answers from the third place to the first place	3 mins.
	Step 3:	1. Write answers on the board (Ethnologue, 2009)	2 mins.

rank	language	Number of native speakers
1 <sup>st</sup>	Chinese	1,200,000,000
2 <sup>nd</sup>	Spanish	329,000,000
3 <sup>rd</sup>	English	328,000,000

- Step 4: 1. Ask Ss to explore the possible reasons why Chinese, Spanish, and English are top 3 languages 3 mins.  
 2. Ask Ss to guess how many languages there are before Japanese (ans. 9<sup>th</sup> Japanese has 125 million native speakers.)

- Step 5: 1. Explain that 328 million people in countries which students colored on the world map speak English as a first language 2 mins.  
 2. Ask and elicit the reasons why we (Japanese people) study English not Chinese from Ss

1. Confirm that 5 mins.  
 - Although Chinese has the largest number of native speakers, if we add the number of nonnative speakers, English has the biggest population of speakers  
 - This may be the reason why English is considered as being spoken in the world  
 2. Help Ss to realize that the number of nonnative speakers of English is bigger than that of native English speakers  
 3. Ask Ss to calculate how many people in the world we can communicate if we learn English on the assumption that the world population is 70 billion (ans. 1/3 of people speak English→Statistically, if we study English, we can communicate with 1/3 of people in the world)

- Class 4: Step 1: 1. As a review of the previous lesson, working with a partner, ask Ss to talk about the following questions. 3 mins.  
 - Which language has the largest population of native speakers?  
 - How many languages are there before Japanese language?  
 - How many people in the world can we communicate in English?

- Step 2: 1. Elicit answers from Ss  
 1. Ask Ss to explain who are nonnative speakers of English and how they are different from native speakers of English 3 mins.  
 2. Ask Ss to name countries which nonnative speakers study/speak English  
 3. Write their answers on the board

- Step 3: 1. Categorize countries depending on whether it is the outer circle or the expanding circle countries 1 min.  
 2. Make a chart below (example)

Country A	Country B
India	Japan
Singapore	Germany



The Philippines	Egypt
Continued...	

Step 4: 1. Ask Ss to explore the possible differences between country A and country B 2 mins

2. Ask Ss to compare and contrast these two countries in terms of how English plays a role in each country

Step 5: Confirm that while students study English as a second language at schools and English is used as an official language in country A, students study English as a foreign language in country B 1 min.

Step 6: 1. Working with a partner, ask Ss to discuss the following reasons. 9 mins.

- In Japan, when do students start studying English?
- How often do you listen to/see English in their daily life?
- How often do Japanese people use English in their daily life?
- What can we do if we become fluent English speakers?
- In Japan, how are fluent Japanese English speakers perceived by others?
- Do you think on the whole Japanese students like English?

Step 7: Explain homework 1 min

- Choose one country from country A (=outer circle countries)
- By using the Internet, find answers to the questions above to find how English functions in that country
- Ss share in the next class

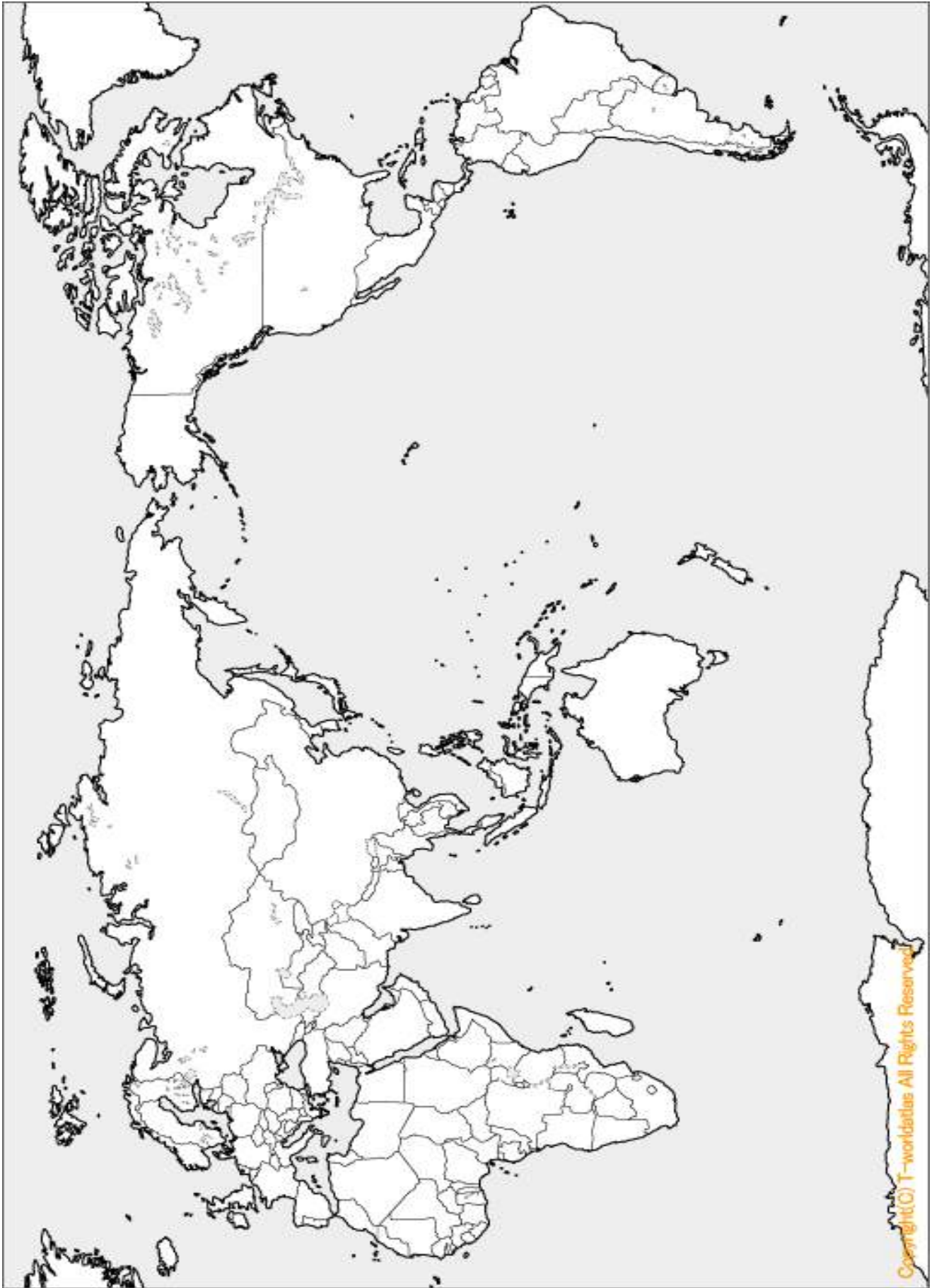
Assessment: ● Observation of walking around the classroom and listen to students' ideas to make sure their participation

● Check students' ideas in the whole class

Homework / Follow-up: By choosing one country from the outer circle, Ss research how English functions in that country

Teacher's resources: ● Statistics of the number of native speakers retrieved from [http://www.ethnologue.com/ethno\\_docs/distribution.asp?by=size](http://www.ethnologue.com/ethno_docs/distribution.asp?by=size)

● The blank world map retrieved from [http://www.sekaichizu.jp/atlas/worldatlas/p500\\_worldatlas.html](http://www.sekaichizu.jp/atlas/worldatlas/p500_worldatlas.html)



## Speech scripts

No: \_\_\_\_\_ Name: \_\_\_\_\_

1. Jason from the United States: 

I'm from a very large country, uh, which the food is very, very, varied from all over the world. But I guess I'd have to say our most famous food in Japan would have to be the hamburger. Um, if you like to travel, then I think the best place to travel is definitely, uh, Yellowstone National Park. It's a very beautiful park that we have. Um, and currently the most famous person in my country is, has to be, without a doubt, uh, Obama.

【訳】私はとても大きい国の出身です。食べ物は世界各国から来たさまざまな料理があります。でも、思うに日本で一番有名な食べ物は、ハンバーガーと言うべきでしょうね。もし旅行してみたいなら、一番のおすすめは絶対イエロー・ストーン国立公園です。私の国にある、とても美しい公園なんです。今、私の国で一番有名な人物は、有名であるべきなのは、間違いなくオバマでしょう。

2. Richard from the United Kingdom: 

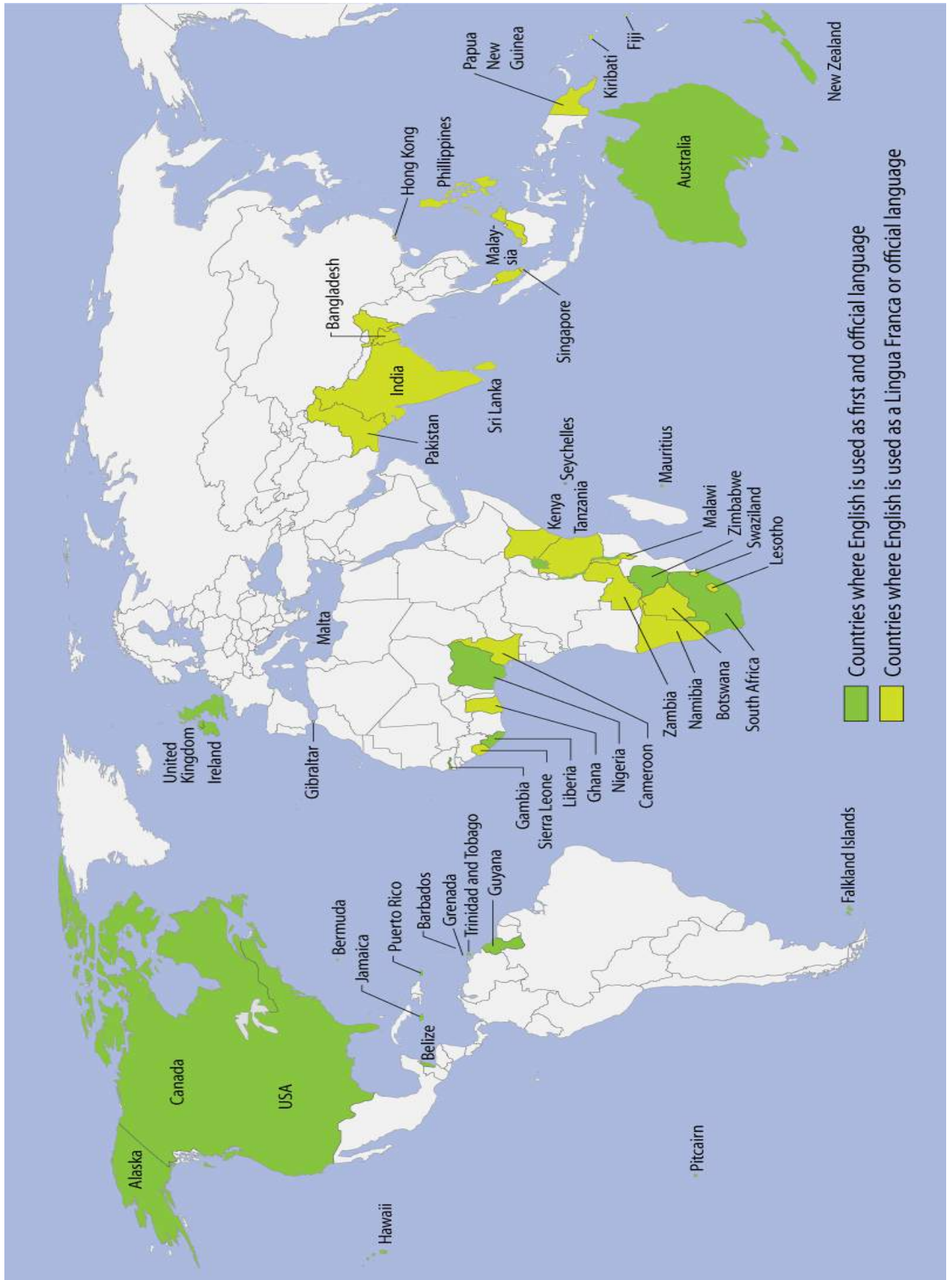
My country is famous for cups of tea, but no tea is grown there. It is famous for starting the Industrial Revolution, but very little is manufactured there. It is a country full of bankers.

【訳】私の国は、紅茶で有名です。しかし、紅茶の栽培はまったくしていません。そして、産業革命を始めたことで知られていますが、今や大したものは製造されていません。この国には、銀行家があふれています。

3. Ashley from New Zealand: 

OK, the most, the most famous food in my country is probably lamb, especially lamb chops. Uh, OK the place in my country that I would recommend is Queenstown. And the most famous person from my country is Edmund Hillary.

【訳】私の国で一番有名な食べ物は、たぶん子羊の肉、特にラムチョップですね。ええ、私の国でおすすめの場所は、クイーンズタウン。一番有名な人は、(エベレスト初登頂で知られる) エドモンド・ヒラリーです。



Retrieved from [http://www.alc.co.jp/eng/feature/091125/01\\_syokai.html](http://www.alc.co.jp/eng/feature/091125/01_syokai.html)

Lesson Plan3:

Title of the Class:	English III	
Title of the Chapter:	Do you Eat Breakfast? (PP.6-7)	
Week / Class Number	3/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Review what they have learned in 8<sup>th</sup> grade such as gerund, modal verbs, comparative expressions, complex sentences and the past progressive form</li> <li>2. Report about themes that students are familiar with</li> <li>3. Listen to classmates' report accurately</li> </ol>	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Be familiar with breakfast around the world</li> <li>2. Explore the possible reasons why Japanese breakfast has changed with the times</li> <li>3. Find the similarities and differences between Spanish eating habit and that of Japan</li> <li>4. Explore the possible reasons why there are similarities and differences between Japanese eating habit and Spanish eating habit</li> <li>5. Be familiar with English spoken by a Spanish person</li> </ol>	
Rationale:	This activity is conducted throughout 4 classes in the 3 <sup>rd</sup> week. This activity may help Japanese students acquire skill to compare and contrast one culture to their own culture (Japanese culture). In addition, after finding similarities and differences through comparison and contrast, they practice how to explore the possible reasons behind similarities and differences among cultures. Students are also exposed to Spanish English to be familiar with English varieties.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. Top 50 breakfast around the world retrieved from <a href="http://www.youtube.com/watch?v=fpelasyKju0">http://www.youtube.com/watch?v=fpelasyKju0</a></li> <li>2. Typical Spanish breakfast retrieved from <a href="http://www.youtube.com/watch?v=a_tR9W3fTVE">http://www.youtube.com/watch?v=a_tR9W3fTVE</a></li> </ol> The handouts <ol style="list-style-type: none"> <li>1. Do you eat breakfast?</li> <li>2. What do people in Spanish eat?</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks/chairs</li> <li>2. Black/white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	Step 1: <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to ask the following questions.                         <ul style="list-style-type: none"> <li>- Do you usually eat breakfast?</li> <li>- What do you eat?</li> <li>- How many days do you have breakfast?</li> </ul> </li> <li>2. Elicit some ideas from Ss</li> </ol>	3 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>2. Ask Ss to pay close attention to what kind of breakfast people all over the world eat and categorize breakfasts into groups</li> <li>3. Show the video clip 1</li> </ol>	7 mins.

	Step 3:	1. Working with a different partner, ask Ss to discuss the following questions based on the handout - What kind of food do people all over the world eat as breakfast? - Do you find something in common about breakfast? - Which breakfast in which countries do you want to eat?	3 mins.
	Step 4:	1. Ask Ss - How the Japanese breakfast is described in the video? - Do you eat typical Japanese breakfast that is described in the video, too? - What else do the Japanese people eat in the breakfast? (e.g. rice, toast, cereal, fruit etc.) 2. Confirm that Japanese breakfast vary from typical Japanese-style meal to that of Western such as toast and cereal. 3. Ask Ss to explore the possible reasons why Japanese breakfast varies	7 mins.
Class 2:	Step 1:	Review the previous lesson	
	Step 2:	1. Working with a partner, ask Ss to discuss the following questions. - What time do you usually eat breakfast, lunch and dinner? - How many meals do you eat a day? - What is breakfast for you? 2. Elicit some ideas from Ss	3 mins.
	Step 3:	1. Write " <i>Eat breakfast like a king, lunch like a prince and dinner like a pauper</i> " on the board 2. Asks Ss to guess the meaning of this saying	2 mins.
	Step 4:	1. Explain that this saying expresses how much we should eat in breakfast, lunch and dinner to stay healthy 2. Ask Ss to explore the possible reasons why people should eat as this saying tells to keep healthy 3. Ask Ss to think about whether Japanese people eat the most in breakfast and least in dinner	5 mins.
	Step 3:	1. Divide Ss into a group of four students 2. Ask Ss to decide a role out of a discussion leader, secretary, English helper and speaker. 3. Explain each role: a. Discussion leader: lead a discussion b. Secretary: make notes c. English helper: use dictionary and help Ss express their opinion in English d. Speaker: 4. Working in a group, ask Ss to explore Japanese eating habits by discussing the following questions.	10 mins.

		<ul style="list-style-type: none"> <li>- What time is it said to be good to have breakfast, lunch and dinner in Japan? Why?</li> <li>- Which meals, breakfast, lunch or dinner do you think Japanese people think the most important? Why?</li> <li>- Do you think Japanese people eat food only for satisfying their appetite?</li> <li>- How do you think that Japanese people perceive eating and meals?</li> <li>- Do you think Japanese perception toward eating and meals change with the times? If so, how?</li> </ul>	
	Step 4:	Collect notes that Ss write during discussion	
Class 3:	Step 1:	<ol style="list-style-type: none"> <li>1. Give notes back to Ss</li> <li>2. Ask Ss whose role is a speaker to share group opinions about Japanese eating habits</li> </ol>	5 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Ask Ss to explore                             <ul style="list-style-type: none"> <li>- Whether people all over the world eat meals three times a day</li> <li>- Whether people all over the world eat breakfast, lunch and dinner in the same time as Japanese do</li> <li>- Which meal, breakfast, lunch or dinner, people all over the world think the important</li> </ul> </li> </ol>	3 mins.
	Step 3:	<ol style="list-style-type: none"> <li>1. Show the video clip 2</li> <li>2. Ask Ss to find the answers to the following questions.                             <ul style="list-style-type: none"> <li>- Around what time do Spanish people eat breakfast?</li> <li>- What does "light breakfast" mean?</li> <li>- Where do Spanish people eat breakfast in the video?</li> <li>- What do they eat as light breakfast?</li> </ul> </li> <li>3. Elicit answers from Ss</li> </ol>	5 mins.
	Step 4:	<ol style="list-style-type: none"> <li>1. Provide the handout 2</li> <li>2. Working with a partner, ask Ss to fill in blanks for 5 minutes.</li> <li>3. Tell Ss to complete a chart by next class</li> </ol>	7 mins.
Class 4:	Step 1:	Elicit answers from Ss by asking <ul style="list-style-type: none"> <li>- How many times do people in Spanish eat meals?</li> <li>- What are those meal times called in Spanish?</li> <li>- What time do Spanish people eat?</li> <li>- What do Spanish people eat?</li> <li>- According to the reading, which meal is the most important for Spanish people?</li> </ul>	5 mins.
	Step 2:	Working with a partner, ask Ss to <ul style="list-style-type: none"> <li>- compare and contrast Spanish eating habit and their own eating habit</li> <li>- find similarities and differences between Spanish eating habit and that of Japanese</li> </ul>	3 mins.
	Step 3:	<ol style="list-style-type: none"> <li>1. Elicit some ideas from Ss</li> </ol>	10 mins.

2. Working with a different partner, ask Ss to explore the possible reasons why
    - Spanish people eat five meals a day
    - Spanish people think that lunch is most important for them
    - There are similarities and differences between Spanish eating habit and that of Japan
  3. Elicit ideas from Ss
  4. Ask Ss to explore how Spanish people may perceive eating and meals
- Step 4: 1. Provide the handout 3 2 mins.
2. Explain that
    - Ss write the reflection worksheet once a month after they finish one lesson
    - Ss write on what they have learned through learning that lesson
    - The reflection worksheet is used for evaluation

Assessment:

- Observation of walking around the classroom and listen to students' ideas to make sure their participation
- Check students' ideas in the whole class

Homework / Follow-up:

-

Comments:

When students learn about Spanish eating habit, tell students that not all Spanish people eat five times a day and it varies from region to region and also from person to person to avoid stereotyping



## What Breakfast Do People All over the World Eat?

No: \_\_\_\_\_ Name: \_\_\_\_\_

1. Watch the video. What do people all over the world eat as breakfast? Write "I" next to the name of food.

- Plate:
- Rice:
- Bread:
- Pancake:
- Noodle:
- Cereal:
- Fruit:
- Others:

2. Do you find something in common about breakfast all over the world?

\_\_\_\_\_.

3. Which breakfast in which countries do you want to eat?

\_\_\_\_\_.

4. According to the video, what do the Japanese eat as breakfast? Do you agree or disagree with this Japanese breakfast?

\_\_\_\_\_.

5. Please fill in the blank based on your research (question 1)

The most popular breakfast is \_\_\_\_\_ is \_\_\_\_\_.

It is more popular than \_\_\_\_\_ and \_\_\_\_\_.

## What do people in Spain eat?

No: \_\_\_\_\_ Name: \_\_\_\_\_

Many visitors who come to Spain for the first time find themselves hungry and ready for dinner around 6:00 in the afternoon and frustrated to find that Spanish restaurants don't open up for business for at least another couple of hours! It may seem strange but simply throw out your conceptions of proper meal times for the duration of your trip and eat when the Spaniards eat- trust us, you'll be glad you did!

### El desayuno (Breakfast)

-Before 10am.

-Breakfast in Spain, if eaten at all, is often a lone cup of coffee. For those wanting to start off the day with a little something in their stomach, toast, croissants, or "pan tomaca"- a piece of toast with an oil and tomato spread- are typical picks.

-On weekends or on holidays, churros- slightly crispy fried dough- dunked in a mug of thick hot chocolate or topped with sugar is a Spanish specialty. Don't know where to find them? There's sure to be a "churrería" nearby- simply head outside in the morning and follow the mouth-watering scent!



### Café (Coffee)

-Between 10:30am and noon.

-Spain, as you'll quickly see, embraces its love of caffeine- practically to the point of celebration. Combine this with the contagiously social nature of Spaniards and you've got a country where coffee breaks are an integrated part of the workday.

After a couple of grueling hours of work, it's quite common for coworkers to hit up the nearest café for a few minutes of caffeinated downtime. Don't know what to order? Here are the most common coffee choices:



### La comida (Lunch)

-Between 2:00pm and 4:00pm.

-While dinner is the main meal in most cultures, "la comida" typically holds the title in Spain.

-No, it's not a cultural myth- Spain's infamous siesta time does exist! While siesta doesn't necessarily mean putting on your pajamas and hopping into bed for the entire afternoon, stores and businesses do close down and many people go home to eat the mid-day meal with their families.



-Many restaurants offer their "menús" during the comida. From a set menu, you can choose one appetizer and one main course. These menú deals, which range anywhere between €5.00 and €12.00, almost always also include bread, a drink and dessert- not a bad deal!

**La merienda (Late afternoon snack)**

-Once you've finished your lunch, your next meal could be as late as 11:00 at night- quite the time gap, no? Many people have a light snack, also known as a "tentempié," during the afternoon to hold them over until dinner.

-Common merienda choices include a small sandwich, a piece of fruit, or even a nice hot beverage (more coffee, perhaps?).



**La cena (Dinner)**

-Dinner time in Spain typically doesn't start until between 9:00 and 10:30 in the evening.

-Dining establishments don't even think of opening their doors and firing up their ovens until at least 8:00 in the evening. -

During the summer months and on weekends, dinner time is pushed even later- in fact, don't be surprised if you see people sitting down for la cena as late as midnight!

-Dinner is traditionally quite a bit lighter than its mid-day counterpart, often consisting of something as light as a salad or sandwich.

-The evening hours are the ideal time to barhop your way around Valencia's tapas scene, testing out the local rice and seafood dishes.



Adopted from <http://www.whatvalencia.com/spanish-meal.html>

- Find the information above and fill in blanks

	Name in Spanish	What time?	What they eat?
<b>Breakfast</b>			
<b>coffee</b>			
<b>Lunch</b>			
<b>Late afternoon snack</b>			
<b>Dinner</b>			

## Reflection Worksheet

Lesson (        )

No: \_\_\_\_\_ Name: \_\_\_\_\_

- What is target English grammar in this lesson?
  
  
  
  
  
- Write 3 sentences using target English grammar of this lesson.
  
  
  
  
  
- Which country (countries) did you study in this lesson?
  
  
  
  
  
- What were similarities and differences between that country's culture and Japanese culture?

Similarities	Differences

- What are the possible reasons behind those similarities and differences?
  
  
  
  
  
- Do you have anything that you want to explore further?



Lesson Plan 4:

Title of the Class:	English III	
Title of the Chapter:	Lesson 1 Report for Our School Trip 1A: Two Former Capitals (PP. 8-9)	
Week / Class Number	4 /1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentence: My friends call me Taku.	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Deepen their understanding of Japanese culture</li> <li>2. Be familiar with Bhutanese temple, Tiger's Nest Monastery</li> <li>3. Find similarities and differences between a Japanese temple and a Bhutanese temple through comparison and contrast</li> <li>4. Be familiar with English spoken by a Bhutanese person</li> </ol>	
Rationale:	This activity is conducted as supplementary activities for 1A of lesson 1. These activities help students deepen their understanding of Japanese culture and familiarize themselves with other cultures (Bhutanese culture). In addition, watching the video clip gives students an opportunity to be exposed to English varieties.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. Todaiji temple retrieved from <a href="http://www.youtube.com/watch?v=Kpyb2Z5IcS0">http://www.youtube.com/watch?v=Kpyb2Z5IcS0</a></li> <li>2. Tiger's Monastery, Bhutan-travel guide retrieved from <a href="http://www.youtube.com/watch?v=fxgH1MDFjLE">http://www.youtube.com/watch?v=fxgH1MDFjLE</a></li> <li>3. Bhutan gross national happiness retrieved from <a href="http://www.youtube.com/watch?v=HsCDyTW_XUs">http://www.youtube.com/watch?v=HsCDyTW_XUs</a></li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black/white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	Step 1: <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.               <ul style="list-style-type: none"> <li>- Have you ever seen Japanese temples? If so, where did you see</li> <li>- What are temples? Do you think that they are different from shrines?</li> <li>- Why do you think that people made temples?</li> <li>- Where do people usually make temples?</li> <li>- What do people do in temples?</li> </ul> </li> <li>2. Elicit ideas from Ss</li> </ol>	10 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Show the video clip 1</li> <li>2. Ask Ss to find the answers to the following questions by watching the video               <ul style="list-style-type: none"> <li>- What does "World Heritage Site" mean?</li> <li>- How did he (the speaker) describe the Buddha (Daibutsu) in Todaiji temple?</li> <li>- How big is the head of Buddha?</li> <li>- How big is the body of Buddha?</li> <li>- What does the hole in the pillar stand for?</li> <li>- What happens if people can go through that</li> </ul> </li> </ol>	10 mins.

		hole?	
		3. Elicit answers from Ss	
Class 2:	Step 1:	Review the previous lesson	5 mins.
	Step 2:	1. Provide the handout 1. 2. Give Ss 10 minutes to read the story 3. Check Ss' understanding and their answers to seven questions in the class.	15 mins.
Class 3:	Step 1:	1. Review the previous lesson 2. Check the rest of Ss' answers (in case of not finishing in the previous class)	5 mins.
	Step 2:	1. Ask Ss whether they know any other Buddhist countries in addition to Japanese ones 2. Elicit Buddhist countries by using the world map	5 mins.
	Step 3:	1. Showing the pictures no. 1-3, ask Ss to guess where this temple is 2. Showing the video clip 2 3. Ask Ss to find the answers to the following questions by watching the video - Where is this temple? - What is the name of this temple? - Where is this temple located? - When did people build this temple? 4. Elicit answers from Ss (ans.) - Bhutan - Taktshang Monastery (the Tiger's Nest) - The monastery is around the cliff - The monastery has 1200 years of history 5. Working with a partner, ask Ss to compare and contrast the Japanese temple to Tiger's Nest Monastery	10 mins.
Class 4:	Step 1:	Review the previous lesson	
	Step 2:	Explain that - Bhutan is called the land of the thunder dragon - Capital is Thimphu - There are 69 million people - Official language is Dzongkha(ゾンカ語) - There are 18 dialects in Bhutan and English is widely spoken	3 mins.
	Step 3:	1. Ask Ss what Bhutan is famous for 2. Explain that - Bhutan is famous for emphasizing Gross National Happiness (GNH) over GDP - There are four main pillars of GNH 3. Show the video clip 3 4. Ask Ss to find what four pillars of GNH are by watching video 5. Elicit answers from Ss - Equitable and equal socio-economic development - Preservation and promotion of cultural and	8 mins.

spiritual heritage

- Conservation of environment
- Good governance

Step 4: 1. Ask Ss to explore the possible reasons why Bhutan attempts to measure one's happiness by GNH instead of GDP 9 mins.

2. Working with a partner, ask Ss to discuss the following questions.
  - Do you think that those four pillars of GNH can measure one's happiness?
  - Do you think that we can measure one's happiness?
  - Do you think that Japan is a happy country? Why or why not?
  - What do you think is the standard of happiness for Japanese?

Assessment:

- Observation through walking around the classroom during pair work: Checking comprehension and participation
- Check the outcome of the activity and give feedback through picking up their ideas

Homework / Follow-up: -

Comments: -

## Todaiji

No: \_\_\_\_\_ Name: \_\_\_\_\_

Tōdaiji Temple is the largest single wooden structure in the world and contains the largest statue of Buddha in Japan, possibly the largest in the world. The temple was built in the Nara period (710-794 C.E.). In 741, Emperor Shōmu built *kokubunji* and *kokubunniji*. In 743, the emperor ordered the construction of a statue of Rushana (*Rushanabutsu*), later known as *Dainichi Nyorai* (Cosmic Buddha) or simply *Daibutsu* (Great Buddha). This Buddha, called Vairocana Buddha in Sanskrit, was built as the central image for a memorial hall to his son, who had died at an early age. This hall developed into a temple called Konshu-ji, which was later turned into the national temple of Yamato Province and given the name Konkōmyō-ji. The temple began to be called Tōdaiji (Great Eastern Temple) from around the end of 747.

Legend has it that 420,000 people contributed to the building of the Buddha and 2,180,000 worked to build it. But the population of all of Japan at that time was only 5-6 million. So, this number may be questionable. The Buddha was completed in 751, having consumed most of Japan's bronze production for several years and leaving the country almost bankrupt.

Answer these questions.

1. What is Todaiji Temple?

\_\_\_\_\_.

2. What is in Todaiji?

\_\_\_\_\_.

3. Who built Todaiji?

\_\_\_\_\_.

4. Why did the person build Todaiji?

\_\_\_\_\_.

5. What does Rushana (Daibutsu in Todaiji) stand for?

\_\_\_\_\_.

6. How many people worked to build Todaiji?

\_\_\_\_\_.

7. What happened to Japan after people built the Buddha in 751?

\_\_\_\_\_.



Lesson 1 (1A)



1



2



3



4

Lesson Plan 5:

Title of the Class:	English III		
Title of the Chapter:	Lesson 1 Report for Our School Trip 1B: Horyu-ji (PP. 10-11)		
Week / Class Number	5/1-4 (80 minutes.)		
Goal of the Class:	Students will be able to understand and produce the target sentences: <ul style="list-style-type: none"> <li>- This book is written in English.</li> <li>- This table was made by my father.</li> </ul>		
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Be familiar with the World Heritage Sites in the world</li> <li>2. Get the relevant information from the speech</li> <li>3. Deliver speech regarding one World Heritage Site</li> <li>4. Give feedback to classmates' speech</li> <li>5. Think about the issues regarding the World Heritage Sites</li> <li>6. Express their agreement / disagreement in English in small groups</li> </ol>		
Rationale:	These activities are introduced as supplemental activities for 1B of Lesson 1. These activities help students deepen their understanding about the World Heritage Sites. In addition, the oral presentation in small groups fosters their speaking ability. By asking students to conduct their speech twice in different groups, they may develop their confidence in speaking English.		
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. The World Heritage BEST 30 Part 1 retrieved from <a href="http://www.youtube.com/watch?v=M75fWoXpdxA">http://www.youtube.com/watch?v=M75fWoXpdxA</a></li> <li>2. The World Heritage BEST 30 Part 2 retrieved from <a href="http://www.youtube.com/watch?v=iwi0M2wvQ48">http://www.youtube.com/watch?v=iwi0M2wvQ48</a></li> </ol> The handout <ol style="list-style-type: none"> <li>1. A model speech</li> <li>2. I want to visit...</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black/white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>		
Procedures: Class 1:	Step 1:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions. <ul style="list-style-type: none"> <li>- Do you know the World Heritage Sites (WHSs)? Give examples.</li> <li>- What institutions (機関) do you think determine the WHSs?</li> <li>- Which country do you think has the WHSs the most? (This country has 47 WHSs)</li> <li>- How many WHSs do you think there are in Japan?</li> <li>- Elicit some ideas of Ss (show the pictures no.1-5)</li> </ul> </li> </ol>	10 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Ask Ss whether there are similarities among the WHSs in Japan</li> <li>2. Explore how UNESCO determines the WHSs</li> </ol>	10 mins.
Class 2:	Step 1:	<ol style="list-style-type: none"> <li>1. Give a model speech about Horyuji temple in</li> </ol>	2 mins.

		Japan.	
		2. Ask Ss about the following questions.	
		- Where is Horyuji?	
		- What do people call Horyuji?	
		- When was it built?	
		- What is Horyuji famous for?	
		- When is the best season to go to Horyuji? Why?	
		3. Elicit answers from Ss	
	Step 2:	1. Provide the handout 1	3 mins.
		2. Explicitly explain homework	
		Ss will:	
		- Choose one World Heritage Sites in the world (other than Japan)	
		- Find general information on that site	
		3. Introduce the World Heritage Site that Ss choose in the small group for 2 minutes next class (×2 times)	
	Step 3:	1. Show the video clip 2	15 mins.
		2. Working with a partner, ask Ss to find similarities and differences among 10 different World Heritage Sites on the video clip.	
Class 3:	Step 1:	1. Divide Ss into a group of four students	3 mins.
		2. Give Ss 3 minutes to prepare the speech	
	Step 2:	1. Each student introduces one World Heritage Site that they research as homework	9 mins.
		2. Encourage the rest of Ss to ask questions / give feedback about the speech	
	Step 3:	1. Ss change their groups	8 mins.
		2. Each student introduces one World Heritage Sites without looking at the handout	
		3. Encourage the rest of students to ask questions / give feedback about the speech	
Class 4:	Step 1:	Ss do self-assessment on their speech in the previous class.	2 mins.
	Step 2:	Give Ss feedback	3 mins.
	Step 3:	Show the video clip 1	15 mins.
Assessment:		● Observation through walking around the classroom during Ss' speech in small groups: Checking their preparation and participation as a listener	
		● Check the outcome of the class speech and give feedback through picking up their ideas	
Homework / Follow-up:		● Choose one World Heritage Site and research on that site	
		● Give a speech in small groups in the class	

# A model speech

No: \_\_\_\_\_ Name: \_\_\_\_\_

- Hello, everyone.
- Today, I am going to introduce Horyuji Temple to you.
- Horyuji Temple is in Ikaruga, a suburb of Nara.
- People call Horyuji Ikaruga-dera.
- It is a famous temple in Japan. And we study in Japanese history class.
- It was built in 607 by Prince Shotoku (in the Asuka era).
- And Horyuji Temple was called a World Heritage Site in 1993.
- This place is famous for the world oldest wooden building.
- If you visit there, you can see the five-story pagoda.
- And also, you can see the main hall called "kondo".
- The best season to visit this place is fall.
- You can enjoy autumn leaves (紅葉) of Nara.
- I look forward to visiting Horyuji on our school trip in May.
- Thank you (for listening)!! ☺



<http://arc-no.com/arc/nara/nara-houryuji3.htm>

# I want to visit...

No: \_\_\_\_\_ Name: \_\_\_\_\_

- Hello, everyone.
- Today, I am going to tell you about \_\_\_\_\_.  
(The name of the place)
- \_\_\_\_\_ is in \_\_\_\_\_.  
(The name of the place) (The name of the country)
- It is a \_\_\_\_\_.  
(Temple? National park? Others?)
- It was built in \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_  
(The year) (The name of a person)
- And \_\_\_\_\_ became a World Heritage Site  
(The name of the place)  
in \_\_\_\_\_. (←When did people decide this place as a WHS?)
- This place is famous for \_\_\_\_\_.
- If you visit there, you can see \_\_\_\_\_.  
(Characteristic 1)
- And also, you can see \_\_\_\_\_.  
(Characteristic 2)
- The best season to visit this place is (spring / summer / fall / winter).
- I want to go to/ visit \_\_\_\_\_ in the future.
- Thank you (for listening)!! 😊

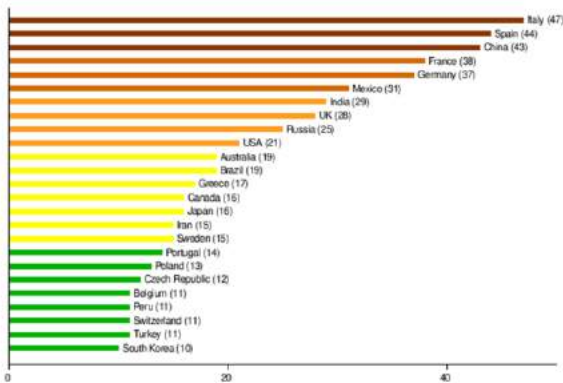
Lesson 1 (1B)



1



2



3



4

References

1. Serengeti national park retrieved from <http://www.dungbeetletours.com/travel-info/destinations/northern-circuit/serengeti-national-park/>
2. Machu Picchu retrieved from <http://www.peru-machu-picchu.com/>
3. World Heritage Sites retrieve dfrom [http://en.wikipedia.org/wiki/World\\_Heritage\\_Site](http://en.wikipedia.org/wiki/World_Heritage_Site)
4. Japanese World Heritage Sites retrieved from <http://special.mapion.co.jp/gw0804/>

Lesson Plan 6:

Title of the Class:	English III	
Title of the Chapter:	Lesson 1 Report for Our School Trip	
Week / Class Number	1C: Five-story Pagoda (PP. 12-13)	
Goal of the Class:	6/1-4 (80 minutes.)	
Goal of the Activity:	Students will be able to understand and produce the target sentence: Is English spoken in that country? – Yes, it is. / No, it isn't [is not].	
Rationale:	Students will be able to	
Materials:	<ol style="list-style-type: none"> <li>1. Deepen their understanding the relationship between Japan and other countries in terms of tourism</li> <li>2. Be familiar with Chinese English.</li> <li>3. Shift their perspectives about foreigners who visit Japan</li> <li>4. Develop skill to critically analyze the issues</li> </ol>	
Equipment:	<p>These activities are introduced as supplemental activities for 1C of Lesson 1. These activities help students deepen their understanding of the relationship between Japan and other countries in terms of tourism. In addition, by reading the articles, students think about Japan from the point of view of foreigners who visit Japan.</p> <p>Textbook (Total English III, New Edition)</p> <p>The video clip</p> <ol style="list-style-type: none"> <li>1. China in 10 minutes retrieved from <a href="http://www.youtube.com/watch?v=2IqdV5EfByg&amp;feature=related">http://www.youtube.com/watch?v=2IqdV5EfByg&amp;feature=related</a></li> </ol> <p>The handout</p> <ol style="list-style-type: none"> <li>1. 【for teachers】 Tourists treated differently retrieved from <a href="http://www.japantimes.co.jp/text/rc20081019a3.html">http://www.japantimes.co.jp/text/rc20081019a3.html</a></li> <li>2. International sense in Japan retrieved from <a href="http://www.japantimes.co.jp/text/rc20081030a1.html">http://www.japantimes.co.jp/text/rc20081030a1.html</a></li> <li>3. Reflection worksheet</li> </ol>	
Procedures:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Class 1:	<p>Step 1:</p> <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.                             <ul style="list-style-type: none"> <li>- If you can go to a foreign country, where would you go? Why?</li> <li>- What do you want to do there?</li> <li>- Where do you think that Japanese people visit most? Guess top 3 countries.</li> <li>- Why do you think that people travel to foreign countries?</li> </ul> </li> <li>2. Elicit some ideas of Ss</li> </ol>	5 mins.
Class 1:	<p>Step 2:</p> <ol style="list-style-type: none"> <li>1. Explain that China, the U.S., and Korea are top 3 countries which Japanese people visit(see reference)</li> <li>2. Ask Ss to explore the possible reasons why Japanese visit China the most</li> </ol>	5 mins.
Class 1:	<p>Step 3:</p> <ol style="list-style-type: none"> <li>1. Show the video clip 1</li> <li>2. After watching the video, ask Ss                             <ul style="list-style-type: none"> <li>- How does English (spoken by a Chinese</li> </ul> </li> </ol>	10 mins.

		speaker) sound like?	
		- Was it easy or difficult for you to understand Chinese English/ Why?	
Class 2:	Step 1:	Working with a partner, ask Ss to discuss the following the questions.	3 mins.
		- Who do you think visits Japan the most? Guess top 3 countries?	
		- What images about Japan do foreign visitors have before they come to Japan?	
		- Do you think they change their image of Japan after they travel to Japan? If so, how? (Positively? Negatively?)	
	Step 2:	1. Elicit some ideas of Ss	12 mins.
		2. Introduce that Korea, China and Taiwan are the top 3 countries whose people visited Japan most last year (see reference)	
		3. Explain that while foreign visitors consider that Japanese are polite and kind, they feel the language barrier in Japan more than they expect (see reference site)	
		4. Connect this issue to the textbook (p. 12): Explain to Ss that although Jack told Nana that although foreigners who visit Japan could get pamphlets written in English, this facts show that foreign visitors still feel the language barrier	
	Step 3:	Explicitly explain homework: Ss will	5 mins.
		- Find signboards, food menu, or pamphlet written in English / other foreign languages around their city.	
		- Find what kind of language services foreign visitors can receive when they visit Japan. (e.g. volunteer guides who speak foreign languages.)	
Class 3:	Step 1:	Review the previous lesson	
	Step 2:	1. Ask Ss about what they found as homework	5 mins.
		2. Ask Ss whether they think Japan is a foreign-friendly country based on their research.	
	Step 3:	1. Introduce one story submitted by a reader of The Japan Times (the handout 1)	5 mins.
		2. Explain Ss that according to this article, this person considers that Japanese people are only kind to other Japanese people and foreigners who are in the company of other Japanese (L.8).	
	Step 4:	1. Provide the handout 2	10 mins.
		2. Give Ss 5 minutes to read the passage.	
		3. Working with a partner, ask Ss to discuss the following questions	
		- According to the reading, what are two reasons why Japan seems unfriendly to foreigners?	
		- Do you think that Japanese have “the perceived language barrier”?	

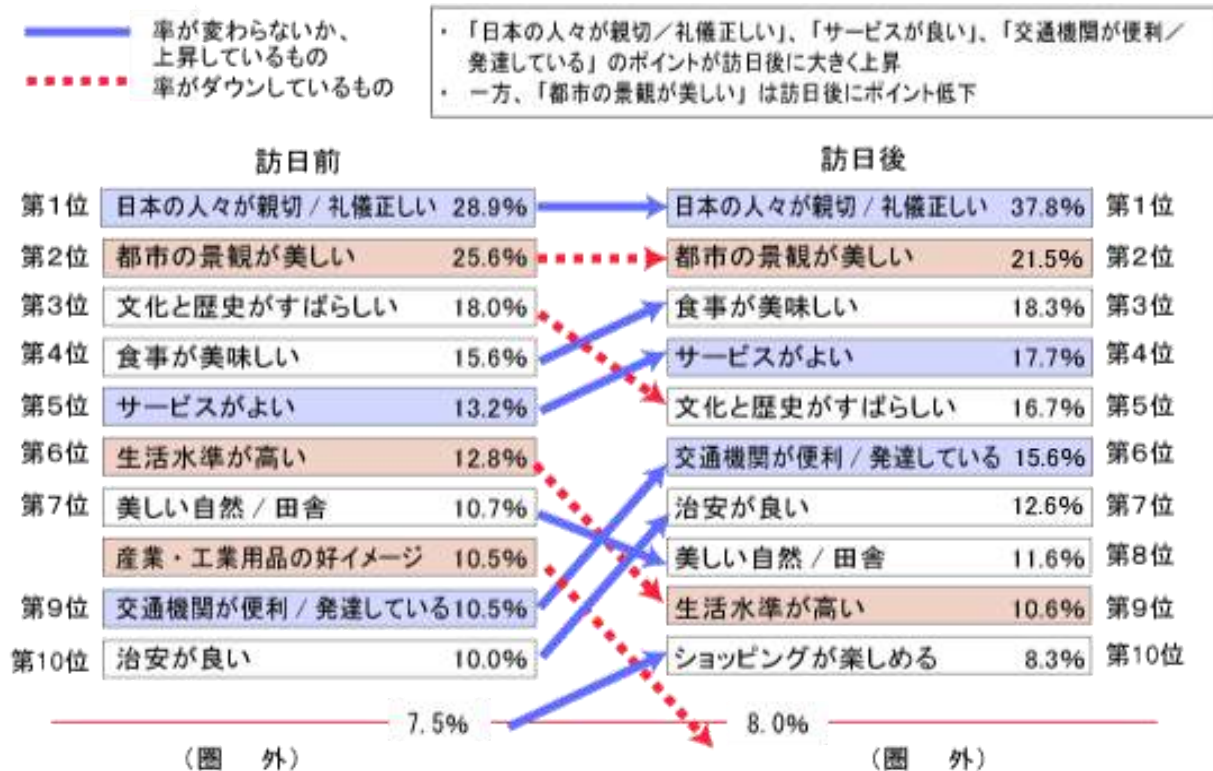


- How do Japanese media portray foreigners?  
Do you think their way of broadcasting lead to Japanese stereotypes and prejudices against foreigners?

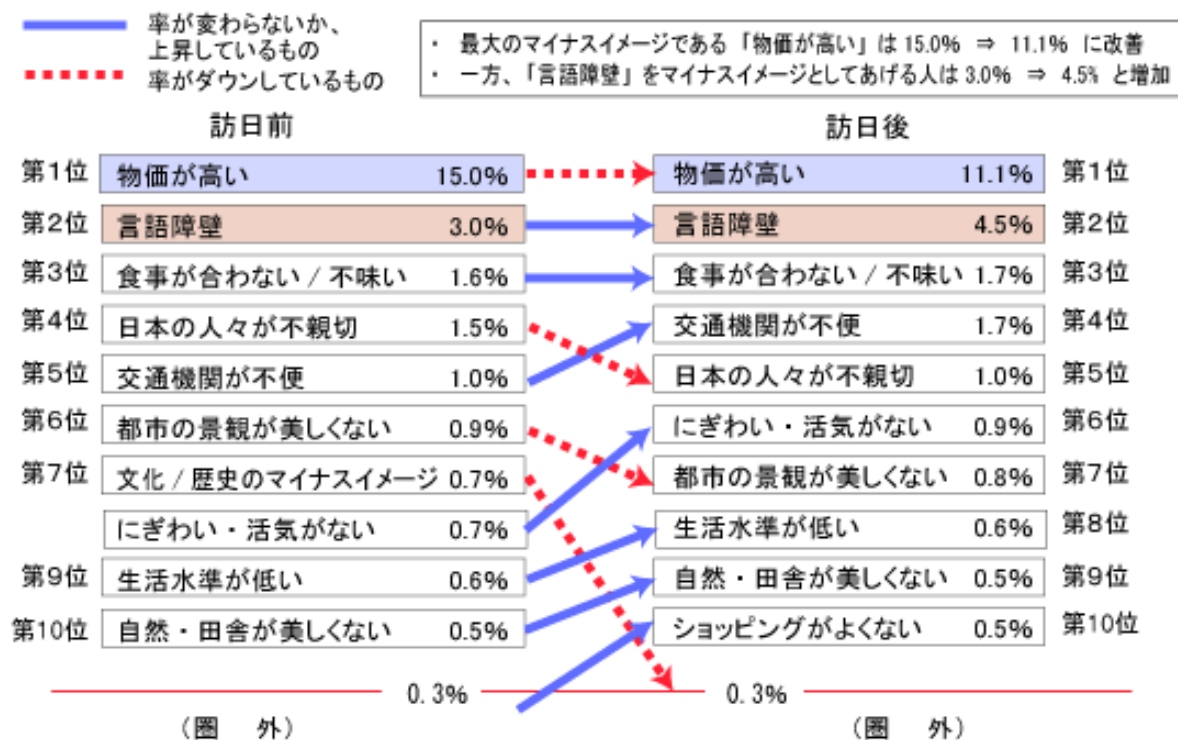
Class 4:	<p>Step 1: Summarize the reading as reviewing</p> <p>Step 2: 1. Working with a partner, ask Ss to discuss the questions listed above (if students have little time to discuss in the previous class.) 10 mins.</p> <p style="margin-left: 20px;">2. Ask Ss about their opinions</p> <p style="margin-left: 20px;">3. Write their answers on the board</p> <p>Step 3: 1. Explain that Japan aims at boosting the number of foreign visitors per year to 18 million by 2016 10 mins.</p> <p style="margin-left: 20px;">2. Working with a partner, ask Ss what Japan can do to attract foreign visitors</p> <p style="margin-left: 20px;">3. Elicit some ideas of some Ss</p> <p>Step 4: Provide the reflection worksheet as homework</p>																		
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>																		
Homework / Follow-up:	<ul style="list-style-type: none"> <li>● Ss find signboards, food menu or pamphlets written in multiple languages</li> <li>● Reflection worksheet</li> </ul>																		
Comments:	-																		
Teacher's resources:	<ul style="list-style-type: none"> <li>● Top 3 countries where Japanese visit (2010) <table border="0" style="margin-left: 20px;"> <tr> <td>1</td> <td>China</td> <td>3,731,200 Japanese visitors</td> </tr> <tr> <td>2</td> <td>The United States</td> <td>3,386,076 Japanese visitors</td> </tr> <tr> <td>3</td> <td>Korea</td> <td>3,023,009 Japanese visitors</td> </tr> </table> </li> <li>● Top 3 countries from where visitors come to Japan (2011) <table border="0" style="margin-left: 20px;"> <tr> <td>1</td> <td>Korea</td> <td>1,658,100 people</td> </tr> <tr> <td>2</td> <td>China</td> <td>1,043,500 people</td> </tr> <tr> <td>3</td> <td>Taiwan</td> <td>994,000 people</td> </tr> </table> </li> <li>● Ministry of foreign affairs of Japan from  <a href="http://www.jata-net.or.jp/data/inbound/07.html">http://www.jata-net.or.jp/data/inbound/07.html</a>  <a href="http://www.jata-net.or.jp/data/inbound/07bis.html">http://www.jata-net.or.jp/data/inbound/07bis.html</a> </li> </ul>	1	China	3,731,200 Japanese visitors	2	The United States	3,386,076 Japanese visitors	3	Korea	3,023,009 Japanese visitors	1	Korea	1,658,100 people	2	China	1,043,500 people	3	Taiwan	994,000 people
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3	Taiwan	994,000 people																	

### Lesson 1 (1C)

#### Foreign visitors' positive change of their images of Japan after their visit



#### Foreign visitors' negative change of their images of Japan after their visit



**【For teachers】Tourists treated differently**

Regarding the Oct. 15 editorial "Japan as a tourist destination": If Japan wishes to attract more tourists to its shores -- and I think that only a minority of Japanese want foreigners to visit anyway -- then it needs to encourage more courtesy while discouraging behavior that smacks of racism. Japanese people seem very polite only to other Japanese people and to foreigners who are in the company of other Japanese.

Why would anyone want to go to a country where they may be turned away from some bars and restaurants, and find that they are treated differently from Japanese people on almost every occasion? My parents came to Japan and vowed never to come back following the disgraceful treatment they suffered on more than one occasion. If more Japanese people lost their superiority complex, people might want to visit.

<http://www.japantimes.co.jp/text/rc20081019a3.html>

## International sense in Japan

No: \_\_\_\_\_ Name: \_\_\_\_\_

Regarding the Oct. 19 letter "Tourists treated differently": If Japan really wants to attract foreign tourists, it needs to get an authentic international sense. In my opinion, that means being able to appreciate foreign visitors as they are without relying on information from the media.

Two reasons why Japan seems unfriendly to some foreigners are (1) the perceived language barrier in the minds of Japanese people and (2) stereotypes and prejudices made by the media.

It's my guess that most Japanese think that perfect fluency in a foreign language is necessary to communicate with foreigners. As a result, many Japanese don't want to talk with them. Moreover, Japanese people tend to focus on the reported negative aspects of nations they don't know very well. This mind-set makes it hard for them to welcome non-Japanese people.

I realized that through volunteer activities of language assistance for foreign travelers -- in which I participate regularly -- that this Japanese mind-set gives the wrong impression. Foreigners don't expect perfect language ability. They would like to make contact with the real Japan by communicating with local people -- even if the local people have a limited vocabulary in their language.

And if Japanese talk more with foreigners, they may recognize that what they've been given to understand about a specific country through the news media doesn't always match what they feel once they've had a real conversation with a foreign visitor.

Although big campaigns by the newly established tourism agency will be necessary, small steps like volunteer activities by the general public are essential for growing an authentic international sense among Japanese people.

<http://www.japantimes.co.jp/text/rc20081030a1.html>

rely on~::~に頼る      guess:推測、憶測

Lesson Plan 7:

Title of the Class:	English III	
Title of the Chapter:	World Tree Scenery (pp.18-19)	
Week / Class Number	7/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Understand English vocabulary related to scenery</li> <li>2. Describe scenery in English by using prepositions</li> </ol>	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Be aware that one's perception of colors heavily relies on one's culture</li> <li>2. Be aware of the connection between colors and their perception toward that color</li> <li>3. Be familiar with English idioms regarding colors</li> <li>4. Compare and contrast Japanese idioms and English idioms on colors</li> </ol>	
Rationale:	<p>This activity is conducted as supplemental activities for Word Tree: Scenery. These activities help students raise their awareness of the connection between one's perception of colors and one's culture. In other words, they may realize that how people perceive colors heavily relies on their culture. By comparing and contrasting Japanese tendency to perceive colors to that of Europeans or Americans, students relativize their own cultural norms and behaviors that previously have been taken for granted and develop the ability to relativize their own values, beliefs, and behaviors.</p>	
Materials:	Textbook (TOTAL English III, New Edition)	
	The handout	
	<ol style="list-style-type: none"> <li>1. What image do you have?</li> <li>2. Which color...?</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black/ white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:	Step 1:	
Class 1:	<ol style="list-style-type: none"> <li>1. Provide a sheet of paper (A4)</li> <li>2. Ask Ss to draw a picture of the sky after the rain and color that picture</li> <li>3. Explicitly explain that Ss can draw whatever they want but they are supposed to include a) the sun, b) the moon and c) the rainbow on their drawing</li> </ol>	5 mins.
	Step 2:	5 mins.
	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to compare and contrast their drawing with their partner</li> <li>2. Ss describe their picture and explain to their partner by using the sentence, "There (is / are) ~."</li> </ol>	
	Step 3:	5 mins.
	<ol style="list-style-type: none"> <li>1. Ask Ss in the class whether Ss find similarities and differences between their paintings and his/her partner's one.</li> <li>2. Ask Ss which color they use to color the sun, the moon and the rainbow.</li> </ol>	
	Step 4:	5 mins.
	<ol style="list-style-type: none"> <li>1. Open the textbook (PP. 18-19)</li> <li>2. Elicit answers about what color the sun, the</li> </ol>	

		moon, and the rainbow is by asking Ss	
		3. Explain that the Japanese “tend to” color the sun red, the moon yellow and the rainbow seven colors.	
		4. Explain that in European countries, people “tend to” color the sun yellow, the moon white, and the rainbow 6 colors.	
		5. Ask Ss to google and find the possible reasons behind this different perception toward colors by next class	
Class 2:	Step 1:	1. Elicit answers from Ss (homework) 2. Review the previous lesson	3 mins.
	Step 2:	1. Show the pictures no. 2-3 2. Share a teacher’s experience - These pictures were taken in Canada - I (=a teacher) was very surprised when I saw these vegetables. - It was because the eggplants are white and the green peppers are purple. - It was unnatural!! - I realize that I was surprised because I had thought that all eggplants are purple while the bell peppers are green without exception - Through this experience, I have realized that I had had a fixed idea about vegetables’ color. (※Help students realize that we as a human being tend to perceive the things influenced by one’s culture.)	3 mins.
	Step 3:	1. Ask Ss to explore whether everyone all over the world perceive colors in the same way 2. Provide the handout 1 3. Working with a partner, ask Ss to - Choose 1 color out of 9 colors - Discuss the images of which Japanese tend to have - Consider idioms in Japanese related to the color 4. Consider how that color is used in Japan (e.g. objects or signboard)	10 mins.
	Step 4:	1. Ask pairs who choose red to explain - Japanese people’s image of red - Japanese idioms used red - Objects or sign boards used red in Japan 2. Introduce - European’s image of red - English idioms used red 3. Ask Ss whether they have ever seen objects or sign boards used red in foreign countries	4 mins.
Class 3:	Step 1:	Review the previous lesson	
	Step 2:	Continue step 4 in class 2 in terms of pink, yellow, green, blue, purple, gray, white, and black	
Class 4:	Step 1:	Review the previous lesson	3 mins.

- |                       |   |
|-----------------------|---|
|                       | <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to <span style="float: right;">10 mins.</span> <ul style="list-style-type: none"> <li>- Compare and contrast Japanese people's image of colors to that of foreign people</li> <li>- Compare and contrast Japanese idioms relating to colors to English idioms</li> <li>- Find similarities and differences between Japanese perception and European perception toward colors</li> </ul> </li> <li>2. Ask Ss to explore the possible reasons why there are similarities and differences in people's perceptions among cultures</li> <li>3. Elicit some ideas from Ss</li> </ol> |
|                       | <p>Step 2:</p> <ol style="list-style-type: none"> <li>1. Provide the handout 2 <span style="float: right;">7 mins.</span></li> <li>2. Give Ss 3 minutes to solve questions</li> <li>3. Check answers by eliciting from Ss</li> </ol>  |
| Assessment:           | <ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>   |
| Homework / Follow-up: | -   |
| Comments:             | -   |
| Teacher's resources:  | <ul style="list-style-type: none"> <li>● The perception toward color between Europeans and Japanese:<br/> <a href="http://homepage1.nifty.com/monet2/red-sun.HTM#2">http://homepage1.nifty.com/monet2/red-sun.HTM#2</a><br/> <a href="http://blog.livedoor.jp/veritedesu/archives/1931277.html">http://blog.livedoor.jp/veritedesu/archives/1931277.html</a><br/> <a href="http://jack8.at.webry.info/201006/article_2.html">http://jack8.at.webry.info/201006/article_2.html</a> </li> <li>● S. Ito. (1993). 色にまつわる英語のイディオムと諺 [A study on English idioms and proverbs related to colors]. 紀要: 名古屋女子大学, 39, 199-208.</li> </ul>                         |

# What image do you have?

No: \_\_\_\_\_ Name: \_\_\_\_\_

## Instructions:

Choose 1 color out of red / pink / yellow / green / blue / purple / gray / white / black.

The color: \_\_\_\_\_

### 1. What comes to Japanese people's mind if they see that color?

あなたが選んだ色を見たら、どのようなイメージ、言葉を連想する？

- 
- 
- 
- 
- 
- 

### 2. What are Japanese idioms which used that color?

(For example: "真っ赤なうそ"→"赤")

あなたが選んだ色が使われている日本の慣用句は？

- 
- 
- 
- 
- 
- 

### 3. Give examples of objects or sign boards used color that you choose.

あなたが選んだ色はどんなものや標識に使われている？

- 
- 
- 
- 
-



**Which color...?**

No: \_\_\_\_\_ Name: \_\_\_\_\_

Fill in the blanks by choosing colors below. Some colors are used more than twice.

日本語と英語の表現は、必ずしも一致しないので注意すること!!

red pink yellow green blue gray white black

Japanese	English
1. 白黒	( ) and ( )
2. 白髪	( ) hair
3. 青りんご	( ) apple
4. 青信号	( ) light
5. 彼は青二才だ。(経験が浅い)	He is ( ).
6. 彼の顔が真っ青だ。	His face is as ( ) as sheet.
7. どんちゃん騒ぎをする。	Pain the town ( )
8. 晴天の霹靂	A bolt from (out of) the ( )
9. 嫉妬の目つきで(やきもちやき)	( )-eyed monster
10. かつとなる。	Be ( )
11. かわいい目	( ) eye
12. めったにないこと	Once in a ( ) moon
13. 真っ赤なレポートが返ってきた。	I have got a ( ) pencil.
14. 意識を失う	( ) out.
15. とても元気です。	I am in the ( ).
16. 隣の芝生は青い。	The grass is always *( )-er on the other side of the fence. *比較級
17. 園芸が上手な人	Have a ( ) fingers (thumb)
18. 太陽は何色で書くか?	Draw picture of the sun: color ( )

**【Answer keys】**

- |                    |          |            |               |
|--------------------|----------|------------|---------------|
| 1. black and white | 5. green | 10. red    | 15. pink      |
| 2. gray            | 6. white | 11. pink   | 16. green(er) |
| 3. green           | 7. red   | 12. blue   | 17. green     |
| 4. green           | 8. blue  | 13. blue   | 18. yellow    |
|                    | 9. green | 14. yellow |               |

### Images and expressions of colors in English

color	Images/words	English expressions
Red	martyrdom:殉教 charity:慈善 divine love:神の愛 communists:共産主義者 →(政治的に)赤い	1. see red:激怒する 2. be in the red:赤字を出して 3. come out of the red:赤字を出さずに
Pink	health:健康 vitality:活力 person who holds leftism: (思想・意見が)左寄りの人	1. in the pink (of health [condition]) 健康そのものである 2. get the pink slip:解雇通知を受ける 3. be tickled pink:非常に喜ぶ 4. see the pink elephants:酔っ払って幻覚を見る
Yellow	jealousy:嫉妬、妬み inconstancy:気まぐれ coward:臆病	1. yellow jack:黄熱病 2. yellow journalism:扇動的ジャーナリズム
Green	youth:若さ・未熟さ jealousy:嫉妬 ill-humor:不愉快 sickness: 病気	1. green horn:青二才 2. (as) green as green:未熟で 3. live in a green old age:老いても元気な 4. green-eyed monster:嫉妬 5. have green thumb:園芸の才能がある
Blue	hope:希望 sincerity:誠実 eternity:永遠 gloom:憂鬱・陰気	1. the blue bird:青い鳥 2. blue blood:貴族・名門の人 3. out of blue:思いがけず、突然に 4. blue Monday:憂鬱な月曜日 5. feel blue:憂鬱である 6. look blue:気分がふさいでいる 7. (a) true blue:信頼のおける 8. blue-pencil: (原稿など)を修正する
Purple/violet	justice:正義 royalty:王威 penitence:懺悔	1. be born in the purple: 王家の家に生まれる 2. marry into the purple: 玉の輿に乗る 3. a purple passage: しゃれた文句
Gray	difficulty:苦難 dismal:わびしい noncommitment: 立場がはっきりしない、どっ ちつかずの	1. go/turn gray: (人が)白髪になる 2. gray experience:豊富な経験
White	purity:純潔 innocence:潔白 truth:真実	1. a white lie:悪意のない嘘 2. a white elephant:無用の長物 3. show the white feather:怖じ気づく 4. talk black into white:

		黒を白と言いくるめる、手段を選ばない 5. <b>make one's name white again:</b> 汚名をそそぐ、雪辱する
Black	grief: 悲哀 despair: 失望 death: 死	1. <b>black day:</b> 凶日 2. <b>black-hearted:</b> 腹黒い 3. <b>black and blue:</b> あざ 4. <b>blackout:</b> 停電 5. <b>go/get into the black :</b> 黒字になる 6. <b>(in) black and white:</b> 白か黒か



Lesson Plan 8:

Title of the Class:	English III
Title of the Chapter:	Lesson 2: Junior High School Club Life 2A: Sports Teams in Japan and the U.S. (PP. 24-25)
Week / Class Number	8/1-4 (80 minutes.)
Goal of the Class:	Students will be able to understand and produce the target sentences <ul style="list-style-type: none"> <li>- I have just arrived.</li> <li>- I have already done my homework</li> </ul>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the difference between past tense and present perfect tense</li> <li>2. Understand that present perfect tense is peculiar to English not Japanese language</li> <li>3. Deepen their understanding of California, the United States</li> <li>4. Compare and contrast Japanese school system and American school system</li> </ol>
Rationale:	These activities are conducted as supplemental activities for 2A of Lesson 2. These activities help students understand the difference between Japanese language and English in terms of the perception of tense. In addition, they understand the school system regarding club activities in the United States and deepen their understanding the Japanese <i>bukatsudo</i> system through comparison and contrast between the Japanese and American systems regarding club activities.
Materials:	Textbook (TOTAL English III, New Edition) The video clip: A day in the life of American middle school student retrieved from <a href="http://www.youtube.com/watch?v=g5MiLfnvIIE">http://www.youtube.com/watch?v=g5MiLfnvIIE</a> The handout <ol style="list-style-type: none"> <li>1. Can I ask a favor?</li> <li>2. California quiz</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>
Procedures:	<p>Step 1: Explanation on present perfect tense by focusing on the different perception toward a tense between English and Japanese language <span style="float: right;">7 mins.</span></p> <ol style="list-style-type: none"> <li>1. Ask Ss to compare and contrast the sentence of present perfect to the sentence of past tense.</li> <li>2. Explain that while past tense expresses an action that was completed in the past, present perfect describe an action that was completed in the past but still influences the present.</li> <li>3. Explain that Japanese language has distinct forms for simple past but there are no separate perfect tenses.</li> <li>4. The different meanings of English present perfect can be expressed with special constructions. A sentence in the recent past such as "I've just eaten" is rendered by a special construction consisting of past tense with an equivalent word for just (Flose, 2009).</li> </ol>

	Step 2:	1. Provide the handout 2. Ask Ss to fill in the blanks and create new conversation using present perfect tense	5 mins.
	Step 3:	1. Working with a partner, ask Ss to - Compare and contrast their conversations - Practice role-playing in pairs 2. Ask some pairs to act out in the class	8 mins.
Class 2:	Step 4:	Provide Ss the handout 2 as homework	x mins.
	Step 1:	1. Working with a partner, ask Ss to ask questions on the handout 2 to check answers 2. Check answers in the class by eliciting from Ss	
	Step 2:	1. Show the video clip 2. Working with a partner, ask Ss to find similarities and differences between school life in Japan and that of the United States 3. Elicit some ideas of Ss 4. Ask Ss to explain how the class schedule at middle schools in the U.S. described in the video is different from that of Japan 5. Explain that while the class schedule is predetermined in Japan, middle school students in the U.S. choose subjects in addition to core subjects and decide the class schedule on their own 6. Ask Ss to explore why American middle school students are supposed to make the class schedule by themselves	
Class 3:	Step 1:	1. Ask Ss to explain <i>bukatsudo</i> in Japan such as - How Ss choose and enter a club - How many clubs there are - Whether there are difference between what 7 <sup>th</sup> grade Ss do and what 9 <sup>th</sup> grade Ss do - Whether it is acceptable for Ss to quit the club before retirement - Whether Ss have any other opportunities to practice outside If Ss don't belong to the club	10 mins.
	Step 2:	1. Ask Ss to compare and contrast <i>bukatsudo</i> in Japan and extracurricular activities in the United States 2. Confirm that - While the club activities in middle school in Japan, students usually belong to one of the clubs for 1-3 years, in the U.S., there is a system called "season system". - In the season system students can change club activities seasonally, so most of the club's activities last 3-4 months. - There is a physical test called "tryout" which students have to pass to enter the club. So, students do not always play whatever they want. - There are other club activities held by	10 mins.

volunteers, and other ones called “Summer School” in the summer vacation. These activities have no tryout and have nothing to do with whether students are good at or not.

- Class 4:
- Step 1: As a review of the previous lesson, ask Ss to explain the similarities and differences between *bukatsudo* in Japan and the season system in the United States 3 mins.
- Step 2: 1. Working with a partner, ask Ss to 10 mins.
- explore how the purposes of extracurricular activities are perceived in Japan and the U. S.
  - think about the pros and cons of *bukatsudo* in Japan and season system in the U.S.
2. Elicit some ideas from Ss
3. Write Ss' answers on the board by making a chart below
- |               | Pros | Cons |
|---------------|------|------|
| Bukatsudo     |      |      |
| Season system |      |      |
- Step 3: 1. By focusing on pros of each system, ask Ss to think about whether these pros are considered as valuable and important in each society (whether these pros are related to social value in each society) 7 mins.

- Assessment:
- Observation through walking around the classroom during pair work: Checking comprehension and participation
  - Check the outcome of the activity and give feedback through picking up their ideas

Comment: The concept of a “club” in Japan is different from that of the United States. In Japan, students are supposed to belong to the same club for 3 years and practice almost every week once they enter the club. In the U.S., on the other hand, some clubs exist for drama and academic subjects (i.e. debate); however, sports are not organized as clubs. They complete only during a short two-three month period (autumn, winter or spring. Performance arts such as music are part of the curriculum: students have band class every day. In addition, during certain times of the year, they have afterschool rehearsals to prepare for concerts. The websites below provide additional information.

- Teacher's resources:
- Difference in extracurricular activities between Japan and the U.S.  
[http://detail.chiebukuro.yahoo.co.jp/qa/question\\_detail/q1054667905](http://detail.chiebukuro.yahoo.co.jp/qa/question_detail/q1054667905)
  - Sports at junior high schools in the U.S.:  
<http://www.edu-press.jp/column/09/05.html>
  - Season system in the U.S.:  
<http://web.sapporo-u.ac.jp/~youth/30english/akino30e.html>

# Can I ask you a favor?

No: \_\_\_\_\_ Name: \_\_\_\_\_

下線部に適切な文を書いて、会話を完成させよう。

Student A: Hi, \_\_\_\_\_. Are you free?

Student B: Yes. I have [I've] just \_\_\_\_\_.

Student A: Can I ask a favor?

Student B: Sure. What is it?

Student A: Can I \_\_\_\_\_?

Student B: No problem. /  
I'm sorry, (the name of student B). I can't.  
I \_\_\_\_\_. (=reason:理由)

Student A: Okay, thank you.

## California Quiz

No: \_\_\_\_\_ Name: \_\_\_\_\_

Answer the following questions.

1. What is the capital of California?

\_\_\_\_\_

2. What ocean borders California on the west?

\_\_\_\_\_

3. Which country borders southern California?

\_\_\_\_\_

4. What state borders California on the north?

\_\_\_\_\_

5. What 2 states border California on the east?

\_\_\_\_\_ and \_\_\_\_\_

6. What is the name of the National Park located east of San Francisco?

\_\_\_\_\_

7. The lowest point in the USA is in a valley in south-eastern California. What is the name of this valley?

\_\_\_\_\_

8. Name two mountain ranges in California.

\_\_\_\_\_ and \_\_\_\_\_

9. What is the largest city in northern California?

\_\_\_\_\_

10. What is the largest city in southern California?

\_\_\_\_\_





Lesson Plan 9:

Title of the Class:	English III														
Title of the Chapter:	Lesson 2 Junior High School Club Life														
	2B: Nana's Basketball Game														
Week / Class Number	9/1-4 (80 minutes.)														
Goal of the Class:	Students will be able to understand and produce the target sentence: Have you washed the dishes yet?-Yes, I have. / No, I haven't [have not].														
Goal of the Activity:	Students will be able to														
	<ol style="list-style-type: none"> <li>1. Think about pros &amp; cons of <i>bukatsudo</i> and express them in English</li> <li>2. Critically analyze the reason why there is <i>bukatsudo</i> in Japan</li> <li>3. Acquire the language skill to introduce a school system in English</li> </ol>														
Rationale:	These activities are conducted as supplemental activities for 2B of Lesson 2. These activities help students critically analyze extracurricular activities in Japan. In addition, by researching and presenting the junior high school systems including extracurricular activities around the world in the class, students may be able to foster their speaking ability and deepen their understanding about cultures.														
Materials:	<ol style="list-style-type: none"> <li>1. Textbook (TOTAL English III, New Edition)</li> <li>2. The handouts: Junior high schools in the world</li> </ol>														
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>														
Procedures:	Step 1:	Review the previous lesson	5 mins.												
Class 1:	Step 2:	<ol style="list-style-type: none"> <li>1. Explain <i>bukatsudo</i> is called "extracurricular activities" or "afterschool activities" in English</li> <li>2. Ask Ss what kind of extracurricular activities there are in Japan</li> </ol>	5 mins.												
	Step 3:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions                             <ul style="list-style-type: none"> <li>- What do you think the purposes of extracurricular activities in Japan?</li> <li>- What are advantages and disadvantages of belonging to extracurricular activities?</li> <li>- Do you think that it is good for Japanese junior high school students to join a club? Why or why not?</li> </ul> </li> <li>2. Elicit answers from Ss</li> <li>3. Ask Ss explore whether there might be extracurricular activities in junior high schools around the world.</li> </ol>	10 mins.												
Class 2:	Step 1:	<ol style="list-style-type: none"> <li>1. Provide the handout</li> <li>2. Explain homework: Students introduce a junior high school around the world.</li> <li>3. Ask Ss to make pairs</li> <li>4. Ss choose one country out of 16 countries below</li> </ol>	5 mins.												
		<table border="0" style="width: 100%;"> <tr> <td>China</td> <td>Australia</td> <td>Mongolia</td> <td>New Zealand</td> </tr> <tr> <td>Egypt</td> <td>Peru</td> <td>Turkey</td> <td>India</td> </tr> <tr> <td>France</td> <td>Russia</td> <td>Germany</td> <td>Canada</td> </tr> </table>	China	Australia	Mongolia	New Zealand	Egypt	Peru	Turkey	India	France	Russia	Germany	Canada	
China	Australia	Mongolia	New Zealand												
Egypt	Peru	Turkey	India												
France	Russia	Germany	Canada												



- Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 11 ドイツの中学生* [Junior high school students in the world 11 German junior high school students]. Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 12 スペインの中学生* [Junior high school students in the world 12 Spanish junior high school students]. Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 13 ニュージーランドの中学生* [Junior high school students in the world 13 New Zealander junior high school students]. Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 14 インドの中学生* [Junior high school students in the world 14 Indian junior high school students]. Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 15 カナダの中学生* [Junior high school students in the world 15 Canadian junior high school students]. Tokyo: Gakushu Kenkyusya.
- Morizumi, M. (2006). *世界の中学生 16 台湾の中学生* [Junior high school students in the world 16 Taiwanese junior high school students]. Tokyo: Gakushu Kenkyusya.

# Junior High Schools Around the World

No: \_\_\_\_\_ Name: \_\_\_\_\_

[Your partner's name: \_\_\_\_\_ Country: \_\_\_\_\_]

1. Explain the school annual schedule.
2. Explain the weekly class schedule.
3. Are textbooks provided for free?
4. Do junior high school students study English? If not, what foreign language do they study?
5. What do junior high school students eat in lunch?
6. What do students do afterschool? If there are extracurricular activities, give examples.
7. Are there any interesting things in that school? Find 3 things and share with classmates.
  - 
  - 
  -
8. Compare and contrast your school (Japanese junior high school) to the junior high school in that country. Find similarities and differences. What do you think about that?



Lesson Plan 10:

Title of the Class:	English III																			
Title of the Chapter:	Lesson 2: Junior High School Club Life 2C: Nana's Diary																			
Week / Class Number	10 / 1-4 (80 minutes.)																			
Goal of the Class:	Students will be able to understand the target sentence: I haven't [have not] washed the dishes yet.																			
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Explain a school system in a foreign country in English</li> <li>2. Compare and contrast Japanese school system to the other system</li> <li>3. Find similarities and differences (uniqueness) among the school systems around the world</li> <li>4. Explore possible reasons behind similarities and differences among the school systems</li> </ol>																			
Rationale:	These activities are conducted as supplemental activities for 2C of Lesson 2. These activities help students to develop their speaking skill and build their confidence in speaking in the class. In addition, by finding similarities and differences between their own junior high school and the school in a country through comparison and contrast, they may be able to deepen their understanding about the Japanese school. Also, they develop critical thinking skill by discussing the possible reasons behind differences among school systems in the world.																			
Materials:	The reflection worksheet																			
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>																			
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Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work.</li> </ul>																			

Homework / Follow-up:  
Comments:

- Checking students' participation

Reflection worksheet

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		<p>questions by watching the video</p> <ul style="list-style-type: none"> <li>- What does the meaning of the name, Texas?</li> <li>- How large is Texas?</li> <li>- What is the population of Texas?</li> <li>- What are top 3 major cities in Texas?</li> </ul>	
		3. Elicit answers from Ss	
	Step 4:	Ask Ss to find what factors contribute to make Texas the second populated state in the United States as homework. (e.g. natural resources, the center of business, transportation, entertainment etc.)	4 mins.
Class 2:	Step 1:	1. Review the previous lesson	3 mins.
		2. Ask Ss what they find about Texas	
	Step 2:	Ask Ss whether they know about any Japanese astronauts who went to space and ask them to name them (see answers below)	2 mins.
	Step 3:	<p>1. Show the video clip 2</p> <p>2. Ask Ss to find answers to the following questions by watching the video</p> <ul style="list-style-type: none"> <li>- What made him want to be an astronaut?</li> <li>- How does he describe Saitama?</li> <li>- How does he describe Houston where he had grown up?</li> <li>- Who encouraged him to have a “strong dream”?</li> </ul> <p>3. Showing the video again, ask Ss to find answers to the following questions</p> <ul style="list-style-type: none"> <li>- What is he interested in throughout his life and what made him become an astronaut?</li> <li>- Why did he decide to study English?</li> <li>- What does he think makes people want to go to space?</li> <li>- What are benefits to go to space over the risk associated with space exploration?</li> </ul>	10 mins.
	Step 4:	<p>1. Ask some Ss about each answer in the class</p> <p>2. Ask Ss</p> <ul style="list-style-type: none"> <li>- whether his English is easy or difficult to understand comprehend to American English that they are familiar with</li> <li>- whether the interviewer understands his English</li> </ul> <p>(※Help Ss realize that even if they may feel it difficult to comprehend what Mr. Wakata says in the interview, this may come from their unfamiliarity to Japanese English.)</p>	5 mins.
Class 3:	Step 1:	Ask Ss	3 mins.
		<ul style="list-style-type: none"> <li>- Have you ever seen space food? What does it look like?</li> <li>- Have you ever eaten space food? What does it taste like?</li> <li>- What comes to your mind when you heard the word, ‘space food’?</li> </ul>	
	Step 2:	1. Dividing Ss into a group of six students	10 mins.



2. Giving a strip of paper to each student
  3. Ask Ss to
    - read the two different paragraphs that each student has
    - find what kind of space food astronauts ate in the past
    - discuss the content of the paragraph with group members
    - arrange six strips of paper in chronological order
- Class 4:
- Step 3: 1. Show the space food pictures no. 1-7 to Ss 5 mins.  
 2. Working with a partner, ask Ss to arrange the pictures in chronological order
  - Picture no. 1: space food in 1961-1966
  - Picture no. 2: space food in 1968-1972
  - Picture no. 3: space food in 1973- 1974
  - Picture no. 4: space food in 1981- 1986
  - Pictures no. 5-7: space food eaten today
- Step 4: By showing the picture no.5, explain that astronauts can eat candies, cookies and nuts in space 2 mins.
- Step 1: 1. Working with a partner, ask Ss to discuss the following questions. 5 mins.
  - Compare and contrast space food eaten in the 1960s to space food eaten today. How do you they look? What are differences?
  - How do you think these differences affect astronauts?
  - Why do you think people have developed candy as space food?
2. Elicit some ideas from Ss
- Step 2: Ask Ss to explore what kind of Japanese food may be eaten as space food in addition to *yokan* and *ramen* which are described in the textbook 5 mins.
- Step 3: 1. Show the video clip 3 10 mins.  
 2. Ask Ss to pay close attention to what kind of Japanese food is eaten as space food  
 3. Elicit answers from Ss
- Assessment:
  - Observation through walking around the classroom during pair work: Checking comprehension and participation
  - Check the outcome of the activity and give feedback through picking up their ideas.
- Teacher's resource: Space food:  
<http://www.sasappa.co.jp/online/abstract/jsasem/1/045/html/1110450201.html>

Lesson 3 (3A)



1



2



3



4



5

1. Yu Darvish:  
<http://bollsougouhonbu.blog.fc2.com/blog-entry-21.html>
2. Beyoncé:  
[http://www.elle.co.jp/culture/celebgossip/Beyonce-Gave-Birth-12\\_0108](http://www.elle.co.jp/culture/celebgossip/Beyonce-Gave-Birth-12_0108)
3. Minutes Maid:  
<http://fmcg-marketing.blogspot.jp/2007/10/tropicana-twister-vs-minute-maid.html>
4. Cowboys playing rodeo:  
<http://www.thejacksoncountyfair.net/rodeo.shtml>
5. NASA's John Space Center  
[http://en.wikipedia.org/wiki/Lyndon\\_B.\\_Johnson\\_Space\\_Center](http://en.wikipedia.org/wiki/Lyndon_B._Johnson_Space_Center)

Lesson 3 (3A)



Mercury and Gemini Food (1961-1966)

1



Apollo Food (1968-1972)

2



Skylab Food and Tray (1973 - 1974)

3



Early Shuttle Rehydratables (1981 - 1989)

4



Natural Form Foods and Condiments

5



Freeze-Dried Foods

6

<http://camilla-corona-sdo.blogspot.jp/2010/09/astro-munchies-its-out-of-this-world.html>

## The Evolution of Space Food

(Teachers cut this handout following the line and distribute students.)

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Because the first space flights lasted just a few minutes, there wasn't much need to carry food onboard. But by the early 1960s, John Glenn and the astronauts of Project Mercury were staying out for longer durations and had to eat. The first space foods were unappetizing, to say the least. Most were semi-liquids that were squeezed from tubes and sucked up through straws. There were also bite-sized cubes of compressed and dehydrated foods that were rehydrated by the saliva in the astronauts' mouths.

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By the time the *Gemini* mission launched in 1965, the food had gotten a bit more palatable. The astronauts were able to choose from a wider variety of foods, including shrimp cocktails, turkey bites, cream of chicken soup and butterscotch pudding. The food was freeze-dried, meaning that it was cooked, quickly frozen and then put in a vacuum chamber to remove the water. Freeze-drying preserved the food for the flight without compromising the flavor. To rehydrate the food, the astronauts simply injected water into the package with a water gun.

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For the Apollo program -- the first to land men on the moon -- NASA provided its astronauts with hot water, which made rehydrating foods easier. The Apollo astronauts were also the first to have utensils and no longer had to squeeze food into their mouths. The mission introduced the spoon bowl, a plastic container with dehydrated food inside. After the astronauts injected water into the bowl to rehydrate the food, they opened a zipper and ate the food with a spoon. The wetness of the food made it cling to the spoon instead of floating away.

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The Apollo mission also introduced thermostabilized pouches called wetpacks. These flexible plastic or aluminum foil pouches kept food moist enough so that it didn't have to be rehydrated. The Apollo crew was able to dine on bacon squares, cornflakes, beef sandwiches, chocolate pudding and tuna salad. As Apollo 8 circled the moon on Christmas Eve 1968, the crew even feasted on fruitcake.

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The Skylab mission, which launched in 1973, had even more of the comforts of home. The large dining room and table actually allowed astronauts sit down and eat. Skylab had the luxury of onboard refrigeration (which even the modern space shuttle doesn't have), so it could carry a wider variety of foods -- 72 different types of menu items in all. Food warmer trays allowed astronauts to heat their food in-flight.

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By the early 1980s and the launch of the first space shuttle, meals looked almost identical to what astronauts ate on Earth. Astronauts designed their own seven day menus selected from 74 different foods and 20 drinks. They prepared their meals in a galley with a water dispenser and an oven. When the Space Shuttle Discovery launched in 2006, it was clear space food had entered a new realm. Restaurateur and celebrity chef, Emeril Lagasse, designed a menu that included selections like "kicked-up" mashed potatoes, jambalaya and bread pudding (with rum extract since alcohol is not allowed in space).

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Lesson Plan 12:

Title of the Class:	English III	
Title of the Chapter:	Lesson 3: E-mails from the U.S. and India 3B: International Space Station (PP. 36-37)	
Week / Class Number	12 /1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentence: How long have you studied English? - I have studied it for two years.	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Use the comparative and the superlative to express the data in English</li> <li>2. Discuss possibilities and probabilities based on the information that they have</li> <li>3. Familiarize themselves with English spoken by a Belgian person</li> </ol>	
Rationale:	<p>These activities are conducted as supplemental activities for 3B of Lesson 3.</p> <p>These activities help students (a) acquire the languages skills for contrast and comparison, (b) shift their perspectives to think about the issue, and (c) familiarize themselves with English spoken by a Belgian astronaut. In addition, by reading the article, students may think and form their opinions about what is necessary for people coming from all over the world to live comfortably with each other.</p>	
Materials:	<p>Textbook (TOTAL English III, New Edition)</p> <p>The video clip: Life In Space: Living On The ISS retrieved from <a href="http://www.youtube.com/watch?v=pSTp2KOxIOM">http://www.youtube.com/watch?v=pSTp2KOxIOM</a></p> <p>The handout         <ol style="list-style-type: none"> <li>1. How many people went to space?</li> <li>2. What is the International Space Station? Retrieved from <a href="http://iss.jaxa.jp/iss/doc08_e.html">http://iss.jaxa.jp/iss/doc08_e.html</a></li> </ol> </p>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	<p>Step 1: 1. Working with a partner, ask Ss to discuss the following questions</p> <ul style="list-style-type: none"> <li>- What comes to your mind when you hear the word, "astronaut"?</li> <li>- Have you ever thought that you want to be an astronaut?</li> <li>- Which countries have the largest number of space travelers? What is the second country?</li> <li>- How many Japanese astronauts do you think have been to space?</li> </ul> <p>2. Elicit some ideas from Ss</p> <p>Step 2: 1. Provide the handout 1.</p> <ol style="list-style-type: none"> <li>2. Review the comparative and the superlative</li> <li>3. Give Ss 10 minutes to complete the sentences</li> <li>4. Working with a partner, ask Ss to check their answers</li> </ol>	<p>5 mins.</p> <p>15 mins.</p>
Class 2:	<p>Step 1: 1. As a review of the previous lesson, ask Ss to</p>	<p>5 mins.</p>

	work with a partner and to	
	<ul style="list-style-type: none"> <li>- explore the possible reasons why the U.S. has the largest number of space astronauts</li> <li>- compare and contrast top 10 countries which have the large number of space travelers</li> <li>- think about whether there are characteristics among those countries</li> </ul>	
	2. Elicit some ideas from Ss	
Class 3:	Step 2: 1. Provide the handout 2 2. Working with a partners, ask Ss to discuss how each country cooperate with each other	10 mins.
	3. Ask Ss to explain international cooperation	
	Step 3: 1. Ask Ss to think about	5 mins.
	<ul style="list-style-type: none"> <li>- Why people explore the space throughout the history</li> <li>- Why each country cooperate on ISS</li> </ul>	
	Step 1: Review about the International Space Station	5 mins.
	Step 2: 1. Show the video clip	10 mins.
	2. Ask Ss to describe astronauts' life in space	
	Step 3: 1. Working with a partner, ask Ss to explore what astronauts are required to live in space	5 mins.
	2. Elicit ideas and reasons from Ss	
Class 4:	Step 1: Review the previous lesson	5 mins.
	Step 2: 1. Ask Ss to imagine life on the ISS	8 mins.
	2. Explain that there are many astronauts who come from various countries live together to complete missions	
	3. Working with a partner, ask Ss to discuss	
	<ul style="list-style-type: none"> <li>- Whether it is interesting or hard for astronauts to live together on the ISS. Why or why not?</li> <li>- What kind of possible problems astronauts may have</li> </ul>	
	Step 3: 1. Elicit ideas from Ss	7 mins.
	1. Ask Ss to think about	
	<ul style="list-style-type: none"> <li>- what is important to complete missions when we work as a team</li> <li>- what astronauts may do to overcome these problem</li> </ul>	
	3. Elicit ideas from Ss	
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work. Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas.</li> </ul>	
Teacher's resources:	There are nine Japanese astronauts who went to space: Toyohiro Akiyama, Mamoru Mori, Chiaki Mukai, Koichi Wakata, Takao Doi, Soichi Noguchi, Akihiko Hoshide, Naoko Yamazaki, and Satoshi Furukawa	

# How Many People Went to Space?

No: \_\_\_\_\_ Name: \_\_\_\_\_

## The number of space travelers (2012.11)

Nationality	Male	Female	Total
The United States	292	44	336
Russia (Soviet Union)	109	3	112
Germany	10	0	10
France	8	1	9
Canada	7	2	9
Japan	7	2	9
Italy	5	0	5
China	7	1	8
Bulgaria	2	0	2
Holland	2	0	2

[http://iss.jaxa.jp/iss\\_faq/astronaut/astronaut\\_010.html](http://iss.jaxa.jp/iss_faq/astronaut/astronaut_010.html)

上のグラフを見て、

1. 宇宙に行った人が一番多い国は？
  2. 日本とドイツを比べよう。
  3. 日本とイタリアを比べよう。
  4. 日本とカナダを比べよう。
  5. 日本の男女比を比べよう。
  6. それ以外の国を比べて、比較級・最大級の文章を2つ作ってみよう。
- ★「数が大きい・小さい」という時は、**[large/small]**を使う。

Ex.

The number of U.S. space travelers is largest in the world.

The number of space travelers in Japan is smaller than that of Germany.

The number of space travelers in Germany is larger than that of Japan.










## What is the International Space Station?

No: \_\_\_\_\_ Name: \_\_\_\_\_

The first to dream of building the International Space Station (ISS) was the United States. In 1984, Ronald Reagan, the then president of the United States, announced his support to build a base in space where people could live and conduct research. He believed that this project should be realized through international cooperation. Through an appeal by the United States, the European countries decided to join in 1985, followed by Canada and Japan. In 1993, Russia agreed to join. Now, with the participation of 15 countries, it has truly become a great global project.

### Roles of each country

<p><b>The United States of America</b>  <b>National Aeronautics and Space Administration (NASA)</b>                      The United States is responsible for coordinating the overall ISS. The United States is providing the experiment module, habitation module, trusses where robot arm will be installed, power supply system including solar panels, and crew return vehicle for emergency use.</p>	
<p><b>Russia</b>  <b>Federal Space Agency (FSA)</b>                      Russia provides Functional Cargo Block (FGB) launched as the first part of ISS, two experiment modules, service module to be used as the habitation area for the early stage of ISS and provides crew emergency return vehicle 'Soyuz'</p>	
<p><b>European countries</b>  <b>European Space Agency (ESA)</b>                      ESA provides mainly an experiment module. The eleven participating countries are Great Britain, France, Germany, Italy, Swiss, Spain, Netherlands, Belgium, Denmark, Norway and Sweden.</p>	
<p><b>Japan</b>  <b>Japan Aerospace Exploration Agency (JAXA)</b>                      Japan provides an experiment module called Kibo which has a unique facility exposed to the space environment.</p>	
<p><b>Canada</b>  <b>Canadian Space Agency (CSA)</b>                      Canada provides a robot arm used for ISS construction for device exchange. Canada provides robot arms for the Space Shuttle.</p>	

Lesson Plan 13:

Title of the Class:	English III	
Title of the Chapter:	Lesson 3: E-mails from the U.S. and India 3C: Eating Curry with Your Hand (PP. 38-39)	
Week / Class Number	13/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentences: Have you ever been to the U.S.? – Yes, I have. / No, I haven't [have not]. I have never seen the movie.	
Goal of the Activity:	Students will be able to 1. Familiarize themselves with India 2. Compare and contrast Japanese culture to Indian culture 3. Discuss possibilities and probabilities behind Indian eating habit 4. Familiarize themselves with English spoken by an Indian person	
Rationale:	These activities are conducted as supplemental activities for 3B of Lesson 3. These activities help students (a) relate a country (India) that they have never been to, (b) explore possible reasons why Indian people eat with their right hand, and (c) familiarize themselves with English spoken by an Indian person.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips 1. India introduction retrieved from <a href="http://www.youtube.com/watch?v=nWxyFn3PrCg">http://www.youtube.com/watch?v=nWxyFn3PrCg</a> 2. Indian Curry Recipe retrieved from <a href="http://www.youtube.com/watch?v=WwAeKdIPAc0">http://www.youtube.com/watch?v=WwAeKdIPAc0</a> 3. How to eat Indie retrieved from <a href="http://www.youtube.com/watch?v=wwMPHkQqck&amp;feature=related">http://www.youtube.com/watch?v=wwMPHkQqck&amp;feature=related</a> The handouts 1. Where is curry from? 2. India	
Equipment:	1. Movable desks and chairs 2. Black / white board 3. Timer 4. Projector 5. Screen	
Procedures: Class 1:	Step 1:	1. Ask Ss to explore what comes to mind when they hear the word, "India" and write their ideas in their notebook 2. Working with a partner, asking Ss to compare their answers to their partner's answer 3. Elicit some ideas from Ss 5 mins.
	Step 2:	1. Show the world map 2. Ask Ss to point out where India is 1 min.
	Step 3:	1. Show the video clip 1 2. Watching this video, ask Ss to add the images about India in the notebook 3. Ask Ss about their ideas 6 mins.
	Step 4:	1. Ask Ss in the class - Do you like curry? - How often do you eat curry? - How often do you think Japanese people eat curry? - How often do you think people in India eat 8 mins.

		curry?	
		2. Ask Ss to explore how often people in India eat curry	
Class 2:	Step 1:	Review the previous lesson	1 min.
	Step 2:	1. Provide the handout 2 2. Give Ss 10 minutes for reading and answering to questions 3. Elicit answers from Ss 4. Ask Ss to summarize the reading such as ● While Japanese curry that comes from the U.K. looks like beef stew, Indian curry is thinner and soupier. ● Since there are various kinds of spices in India, people enjoy different tastes of curry. →Indian people is "said to" eat curry every day	15 mins.
	Step 3:	1. Show the video clip 2 2. Ask Ss whether it is easy or difficult for them to comprehend the content	If time is available
Class 3:	Step 1:	Show the video clip: How to eat Indie	1 min.
	Step 2:	1. Working with a partner, ask Ss to explore the possible reasons why Indian people eat curry with their right hand. 2. Ask Ss to use the sentence, "People in India eat food with their hand because they may..."	3 mins.
	Step 3:	1. Ask Ss the following questions. - When you eat, what utensils do you use? - When do Japanese people use chopsticks or a fork/spoon/knife to eat? - Do Japanese people use their hand when they eat? If so, what kind of food do they use their hand to eat? - Why do you think that Japanese people use different utensils or their hand to eat food? 2. Elicit that - Japanese people sometimes use their hand when they eat. - Not all Japanese people eat food in the same way	10 mins.
	Step 4:	1. Provide the handout 2 2. Divide into a group of 5 students 3. Explain homework - Each student in a group chooses one topic out of nine below:	6 mins.
		industries                      events/festivals              food religions                        transportation                housing languages                        clothes                         entertainment	
		- Ss research on India from the perspective of the topic they choose - Each student is supposed to choose a different topic	

		<ul style="list-style-type: none"> <li>- Write what they have found on the handout in Japanese (They have to explain in English in groups)</li> </ul>	
		4. Ask Ss to discuss which topic they choose in a group	
Class 4:	Step 1:	<ol style="list-style-type: none"> <li>1. Ask Ss to share what you researched on India in small group in English</li> <li>2. Explain that while a student talk, the rest of students make a note on the handout</li> </ol>	15 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. After all groups finish group discussion, ask some Ss about what they found about India</li> <li>2. Collect Ss' handout 2</li> </ol>	5 mins.
Assessment:		<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>	
Homework / Follow-up:		Ss choose one topic and research on India	
Comments:		<ul style="list-style-type: none"> <li>- The concept of "curry" in India is different from that of Japan. In fact, the word, "curry" is a loanword and meals called "curry" hardly exist in India. Indian people call boiled/stewed food by its ingredients (i.e. cheese is paneer) and the word "curry" as we know it in the West and Japan is a reference to the spices used to flavor the dish. Indians refer to this spice mix as "masala." Therefore, "chicken curry" in India is called "chicken masala." Thus, it is not appropriate for people to use the word, "curry" as the general term for these boiled/stewed food in India.</li> <li>- Although the textbook states that Indian people eat with their right hand, it is a regional eating habit especially in South India. On the other hand, people in Northern India do not usually eat with their hand but use spoons and forks. However, people in Northern India also use their hand when they eat Nan or Chapatti (an unleavened flatbread).</li> <li>- As one of the possible reasons why Indian people use their hand while eating, in India, eating is perceived as being a sensual activity. The idea is that one should be able to enjoy the process of eating with as many of the sense as possible such as taste, smell, sight and touch. Eating with one's hand helps people sense high/low temperature of food more than eating with utensils.</li> </ul>	
Teacher's resources:		<ul style="list-style-type: none"> <li>● Indian culture: <a href="http://raani.org/faq/faq.htm">http://raani.org/faq/faq.htm</a></li> <li>● The practice of Indians eating with their hands: <a href="http://foodsofindia.blogspot.jp/2006/02/practice-of-indians-eating-with-their.html">http://foodsofindia.blogspot.jp/2006/02/practice-of-indians-eating-with-their.html</a></li> </ul>	

## Where Is Curry From?

No: \_\_\_\_\_ Name: \_\_\_\_\_

The history of curry goes back a long way. In fact, there is evidence of it being used in 1700 BC Mesopotamia. Curry has been loved by most Japanese for a long time. Curry is known as Indian cuisine, but it is said to have been introduced to England in the 18th century. Then in the late 19th century, curry was introduced from England to Japan. So, in Japan, curry had long been considered as "Western" cuisine similar to beef stew, rather than a soupy Indian-style food.

Curry is used in the cuisine of almost every country and can be incorporated into a dish or even a drink. The word comes from "Kari" which is from the Tamil language and was later anglicized into "curry"<sup>1</sup>. Curry powder itself is not a single spice but a blend of different spices and can be mild or hot. This golden colored spice is one of the oldest spice mixes and is most often associated with Indian cuisine.

Interestingly enough, the word curry has a different meaning in the Western world than in India. In India, curry refers to a gravy or stew dish. Typically these dishes contain the Indian spice mix garam masala along with ginger, chili, cumin, coriander, turmeric, and sometimes onion and garlic, but it can be made up of many things. In India different curry ingredients are regional. In the West, when we think of curry, we think of curry powder or dishes seasoned with it.

While you might not think that the English would like curry, its spread to England is attributed to the British Raj whose personnel acquired a taste for the spicy foods when stationed there. These dishes and recipes were brought back home and the British made them to suit their own tastes.

While we mostly associate curry with hot and spicy peppers, the original Indian curry did not have any peppers in it since chili peppers or red peppers were not native to India. It wasn't until Christopher Columbus brought chili seeds back from the new world and they were traded to India did they make their way into Indian cooking to become part of the spicy curries we know and love today.

Because of the long history of curry and its adaptation into so many different cuisines, curry itself can have many different tastes and colors. Although we usually associate the golden yellow color (from the tumeric) and pungent spice with the term curry, it can be mild or firey hot and come in a variety of colors. But no matter what spices you mix in your curry - it's guaranteed to always be exotic and tasty!

While use of curry probably originated in India, it was used in England as early as the 1300's and probably even earlier. Mention of its use can be found in the first book written on English cooking, written during the time of Richard II (late 1300s).

<http://www.indepthinfo.com/curry/history.shtml>

**Answer the following questions.**

1. Where did curry come from?

---

2. When was curry introduced to Japan?

---

3. What is the origin of the word, "curry"?

---

4. How do people in India and people in the West think about curry?

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5. Who spread curry in England?

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6. How did the original Indian curry look like?

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7. What did Christopher Columbus do?

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Lesson Plan 14:

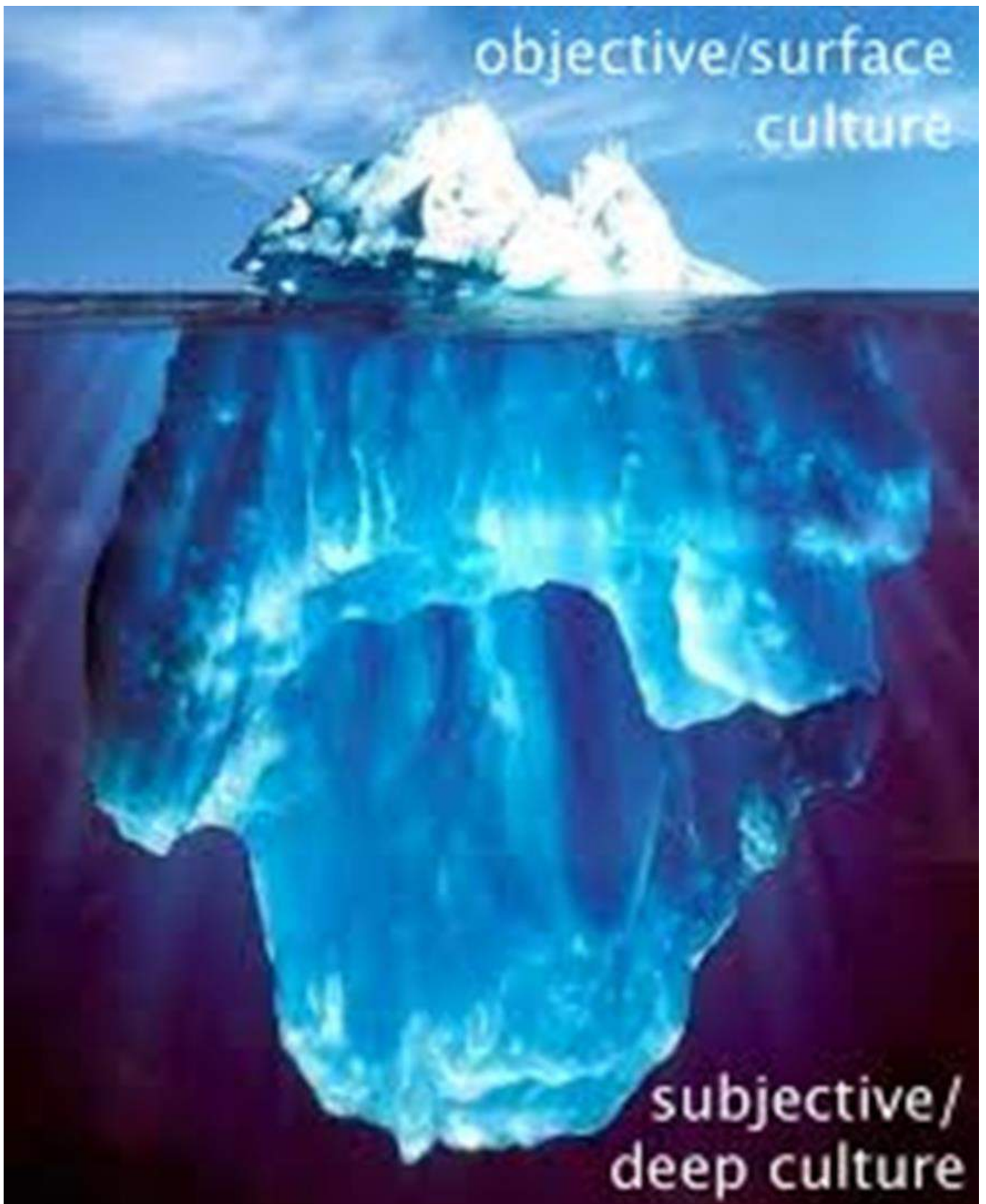
Title of the Class:	English III		
Title of the Chapter:	Lesson 3: E-mails from the U.S. and India 3D: Nana's E-mail from India (PP. 40-41)		
Week / Class Number	14/1-4 (80 minutes.)		
Goal of the Class:	Students will be able to understand and produce the target sentence: It is important (for us) to understand other cultures.		
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Compare and contrast Japanese culture to Indian culture</li> <li>2. Find similarities and differences among cultures</li> <li>3. Explore possible reasons behind that similarities and differences</li> <li>4. Understand iceberg model of culture</li> <li>5. Reflect on their lives in Japan and give examples about surface and deep culture of Japan</li> <li>6. Explain the (un)importance of learning cultures in English</li> </ol>		
Rationale:	These activities are conducted as supplemental activities for 3D of Lesson 3. In 3D in the English textbook on p. 49, the main character who goes to India and learns about Indian culture mentions that it is important to understand other cultures. However, the term, "culture" is often used without definition. These activities helps students deepen their understanding of what culture is by using iceberg model of culture.		
Materials:	Textbook (TOTAL English III, New Edition) The handouts <ol style="list-style-type: none"> <li>1. Japanese culture</li> <li>2. Iceberg model of culture retrieved from <a href="http://www.docstoc.com/docs/69954336/Iceberg-Model-of-Culture">http://www.docstoc.com/docs/69954336/Iceberg-Model-of-Culture</a></li> </ol> A picture: Iceberg model of culture		
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>		
Procedures:	Step 1:	<ol style="list-style-type: none"> <li>1. Divide Ss into a group of 5 students (the same group)</li> <li>2. Return students their handout</li> </ol>	3 mins.
Class 1:	Step 2:	Working with classmates in the same group, ask Ss to <ul style="list-style-type: none"> <li>- Compare and contrast Japanese culture to Indian culture</li> <li>- Find similarities and differences among two cultures</li> <li>- Explore the possible reasons behind these similarities and differences</li> </ul>	10 mins.
	Step 3:	Ask Ss to write about what they have found about India and Japan on the back side of the handout	7 mins.
Class 2:	Step 1:	<ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>2. Ask Ss to explore what comes to their mind when they heard the word, "Japanese culture"</li> <li>3. Ask Ss to write their ideas on the handout 1</li> </ol>	3 mins.
	Step 2:	Working with a partner, ask Ss to compare and contrast their answers to those of their partner	2 mins.
	Step 3:	1. Ask Ss in pairs about what are in common	5 mins.

		between their answers	
		2. Ask Ss about any other answers	
		3. Write their answers on the board	
	Step 4:	1. Provide the handout 2	5 mins.
		2. Ask Ss	
		- what this is	
		- what this iceberg means	
		- what "surface culture" and "deep culture" mean	
		3. Explain that	
		- Culture is often likened to the iceberg	
		- Culture is divided into surface culture and deep culture	
		a) Surface culture represents physical differences that are visible and explicit. These are the first differences we notice.	
		b) Deep culture 1 (unspoken rules) represents cultural differences that we are likely to notice fairly quickly but which cannot be observed by our five senses.	
		c) Deep culture 2 (unconscious rules) is most important but difficult to observe and understand.	
	Step 5:	1. Ask Ss to categorize their ideas about Japanese culture which they write in the handout 1 into a) surface culture, b) unspoken rules, and c) unconscious rules	5 mins.
		2. Ask Ss about which level of culture they imagine most	
Class 3:	Step 1:	Review the previous lesson	
	Step 2:	Working with a partner, ask Ss to brainstorm examples of	3 mins.
		a) Japanese surface culture	
		b) Japanese unspoken rules (deep culture 1)	
		c) Japanese unconscious rules (deep culture 2)	
	Step 3:	1. Draw the two vertical lines on the board	5 mins.
		2. On the top of each division, write	
		a. Japanese surface culture	
		b. Japanese unspoken rules	
		c. Japanese unconscious rules on the board	
		3. Ask Ss in each pair to choose one out of a,b and c and write their idea(s) on the board	
	Step 4:	1. Discuss students' examples written on the board in the class	7 mins.
		2. Ask Ss whether they have any other examples	
	Step 5:	1. Working with a partner, ask Ss to discuss	5 mins.
		- How do you know/learn about Japanese surface culture?	
		- How do you know/learn about Japanese unspoken rules?	
		- How do you know/learn about Japanese unconscious rules?	



Class 4:	<p>2. Elicit some answers from Ss</p> <p>Step 1: Review the previous lesson</p> <p>Step 2: 1. Working with a partner, ask Ss to discuss the following questions. <span style="float: right;">5 mins.</span></p> <ul style="list-style-type: none"> <li>- On p. 39, when Aya asked Sonia how to eat curry with her right hand because she has never been to do so, Sonia said to Aya, "You can use a spoon if you like." In this situation, what do you think would Sonia feel if Aya ate curry with a spoon?</li> <li>- Which levels of culture (from surface culture to unconscious rules) does Aya think is important to understand? (p. 41) Why?</li> </ul> <p>2. Ask some Ss in pairs to share their ideas in the class</p> <p>Step 3: 1. Divide into a group of 4 students <span style="float: right;">10 mins.</span></p> <p>2. Explain four roles in the discuss</p> <ul style="list-style-type: none"> <li>a) A discussion leader (who leads the discussion)</li> <li>b) A secretary ( who make notes)</li> <li>c) An English helper (who can use a dictionary)</li> <li>d) A speaker (who share group ideas in the class)</li> </ul> <p>3. Ask Ss in each group to</p> <ul style="list-style-type: none"> <li>- Decide their roles in discussion</li> <li>- Discuss the following questions</li> </ul> <p>4. Write the target sentence, "<i>It is/ isn't important for me to understand other cultures</i>" on the board</p> <ul style="list-style-type: none"> <li>- If we learn about other cultures (non-Japanese cultures) in the classroom, until which level do you think we can learn? Why?</li> <li>- If we go to a foreign country as sightseeing or short stay, until which level do you think we can learn? Why?</li> <li>- If we study abroad for 1 year, until which level do you think we can learn? Why?</li> <li>- Do you agree that it is important to understand other cultures? Why or why not?</li> </ul> <p>Step 4: Ask Ss who are group speakers to share their group ideas regarding each question above <span style="float: right;">5 mins.</span></p>
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work.</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas.</li> </ul>

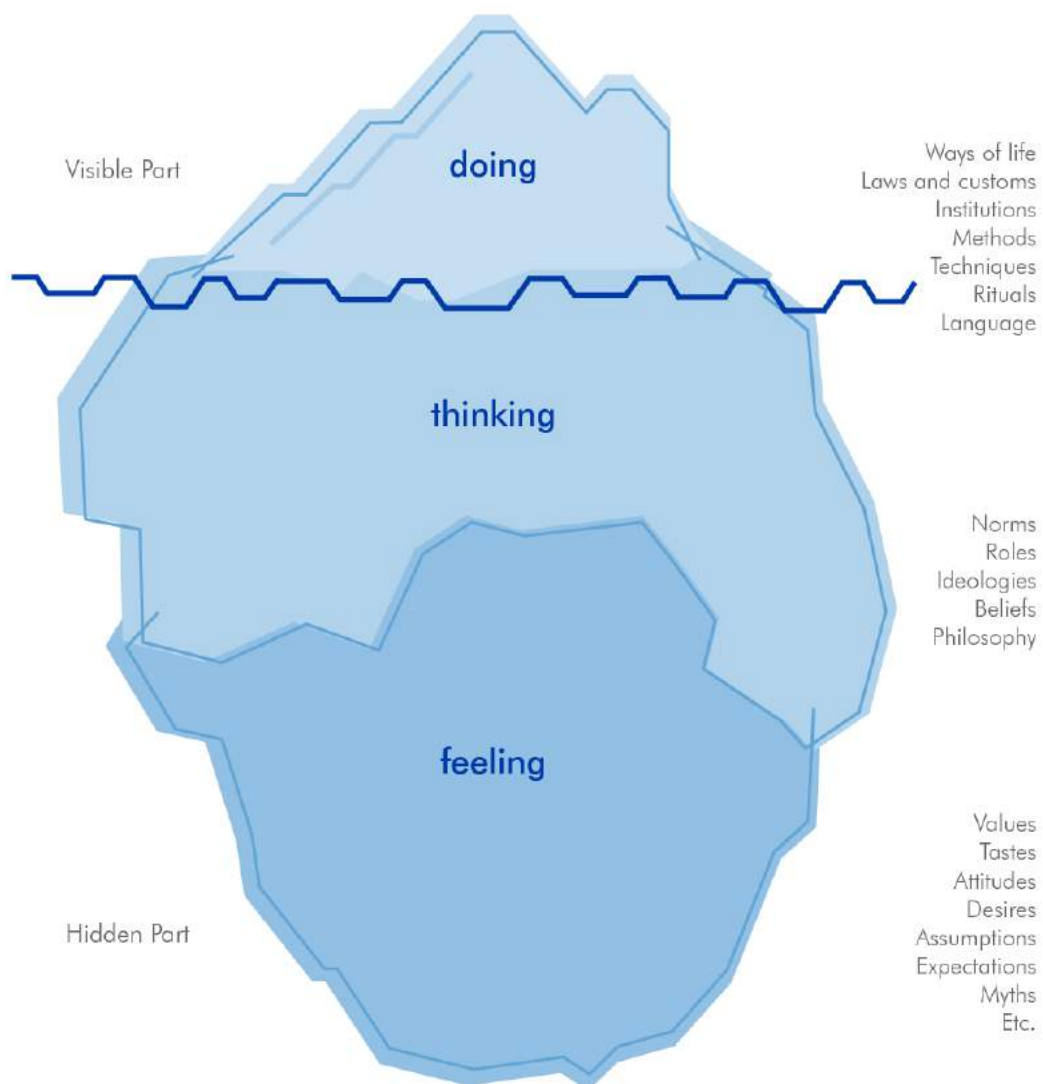
Lesson 3 (3D)



No: \_\_\_\_\_ Name: \_\_\_\_\_

## Iceberg Model of Culture

To help you better understand culture and decode certain behaviours, we give you a good Canadian model: the Iceberg. When seen on the water, only approximately 10% of the iceberg can be seen—most of it is below the surface. This model is useful in helping us understand behaviours of members of other cultures. Have a look at the iceberg and its 3 sections.



Adapted from: Guy Rocher, Introduction à la sociologie générale, Tome 1, 1969



Lesson Plan 15:

Title of the Class:	English III	
Title of the Chapter:	Lesson 3: E-mails from the U.S. and India	
Week / Class Number	15/1-4 (80 minutes.)	
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Deepen their understanding of iceberg model of culture</li> <li>2. Raise their awareness of stereotypes that they may have toward foreigners</li> <li>3. Understand how Japanese are perceived by foreigners</li> <li>4. Realize the danger of stereotypes in learning culture in the classroom</li> <li>5. Explore what they can do to avoid stereotyping while learning about cultures in the classroom</li> </ol>	
Rationale:	<p>These activities are conducted as supplemental activities for lesson 3. In the previous week, students learn that culture is likened to the iceberg. These activities conducted this week help students (a) realize the fact that cultural learning in the classroom tend to be surface and difficult to go beyond that level, (b) explore the possible reasons and problems caused by the impartial understanding of culture, and (c) raise their awareness about stereotypes that they have toward foreigners and foreigners have toward the Japanese. In addition, through discussion, students will be able to express their opinions about what they can do to avoid stereotypes in English</p>	
Materials:	<p>Textbook (TOTAL English III, New Edition)</p> <p>The video clip            Japan: Do foreigners know? (<i>student video clip</i>) retrieved from <a href="http://www.youtube.com/watch?v=LWsvlE5Hxhk">http://www.youtube.com/watch?v=LWsvlE5Hxhk</a></p> <p>The handouts</p> <ol style="list-style-type: none"> <li>1. Stereotypes about People from Other Countries retrieved from <i>Culture in Action</i></li> <li>2. 新宿区多文化共生実態調査[<i>The report of multiculturalism in Shinjuku Ward</i>]</li> <li>3. Stereotypes</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	<p>Step 1:</p> <ol style="list-style-type: none"> <li>1. Ask Ss to prepare               <ul style="list-style-type: none"> <li>- The handout (India)</li> <li>- The handout (Iceberg Model of Culture)</li> </ul> </li> <li>2. Working with a partner, ask Ss to               <ul style="list-style-type: none"> <li>- Compare and contrast what they researched on India (What are there in India?) to Iceberg Model of Culture</li> <li>- By analyzing what they researched on India, think about which level of culture (from surface to deep culture) their research fit</li> </ul> </li> </ol> <p>Step 2:</p> <ol style="list-style-type: none"> <li>1. Elicit some answers from Ss</li> <li>2. Explain that when we learn about other cultures in the classroom, it is easy to know about surface culture but difficult to go beyond that level.</li> <li>3. Ask Ss the reason why it is easy to know/learn</li> </ol>	<p>5 mins.</p> <p>7 mins.</p>

		about surface culture and difficult to know/learn about deep culture.	
		4. Ask Ss to recall their experience of learning/acquiring Japanese surface and deep culture.	
	Step 3:	1. Ask Ss whether there are other issues regarding learning about culture in the classroom in addition to the difficulty of learning deep culture	3 mins.
		2. Elicit Ss their answers	
	Step 4:	1. Explain that when we learn about other cultures, we might have stereotypes toward people in the target culture.	5 mins.
		2. Ask Ss to think about the reason why we might have stereotypes when we learn about other cultures in the classroom.	
		3. Elicit Ss their answers.	
Class 2:	Step 1:	1. Provide the handout 1	5 mins.
		2. Give Ss 5 minutes to finish "Try it" section	
		3. Working with a partner, ask Ss to discuss the following questions from "Discussion" section	
		● Compare your results with a partner. Which statements do most people disagree with? Discuss why.	
		● From what or where do you think Japanese get stereotypes about people from other countries? Discuss this with your partner.	
		● What problems can these or other stereotypes cause in communication and human relations? Discuss with your classmates and write down your answers.	
	Step 2:	Ask Ss about from what/where they think Japanese get stereotypes regarding each following statement.	5 mins.
		- Americans carry guns.	
		- Chinese ride bicycles.	
		- French are unfriendly.	
		- English like tea.	
		- Koreans eat spicy food.	
		- Africans are poor.	
		(Possible answers: books, TV, movies, rumors and etc.)	
	Step 3:	1. Ask Ss whether they have other stereotypes about people from other countries.	2 mins.
		2. Write Ss' answers on the board if necessary	
		3. Ask Ss about from what/where that stereotypes come from.	
	Step 4:	1. Ask Ss	5 mins.
		- Whether they think stereotypes cause problem or not.	
		- If so, what problems they think stereotypes cause. In what way?	
		2. Ask Ss to give examples of problems caused by stereotypes	

	Step 5:	1. Working with a partner, ask Ss to think about how we can solve problems caused by stereotypes.	3 mins.
Class 3:	Step 1:	1. Elicit their ideas from Ss	
		1. Ask Ss if you were a non-Japanese, how did you answer to the following questions? - What is your image toward Japan? - What is Japanese entertainment? - Please name a Japanese food/movie/animation - What age group watches animations?	3 mins.
		2. Working with a partner, ask Ss to compare and contrast their answers to that of their partner.	
		3. Ask some Ss in pairs about their answers	
	Step 2:	1. Show the video clip, "Japan: Do foreigners know?"	8 mins.
	Step 3:	2. Ask Ss to pay attention to foreigners' answers. Ask Ss about their impressions on foreigners' answers.	2 mins.
	Step 4:	1. Explain that when we see other cultures from outside that country (=etic view), people in that country may feel that image does not really represent their own culture or feel that image is only one part of their culture. (=surface culture) 2. Ask Ss to think about the possible reasons where this perceptual gap stems from. 3. Working with a partner, ask Ss to imagine that you had a friend who comes from other country. How would you tell your friend If s/he told you that - Japanese people eat sushi every day. - Japanese are workaholics. - Japanese are not creative?	7 mins.
Class 4:	Step 1:	Preview the previous lesson	
	Step 2:	1. Provide the handout 2 2. Give Ss t10 minutes to read and answer questions 3. Check answers in the class	15 mins.
	Step 3:	1. Summarize the reading What is important for us is to - Regard the images we form as hypothesis - Test them until you can reach a judgment about them - Understand that a stereotype can be true of one of the members of a culture but others do not. 2. Tell Ss that it may be more important for us to raise our awareness of stereotypes that we have regardless of whether subconsciously or unconsciously than trying to remove stereotypes.	2 mins.
	Step 4:	1. Provide the handout 3 2. Explain homework - This is the report which 5000 foreigners and 2000 Japanese people living In Shinjuku Ward were interviewed.	3 mins.

- That statistics show what foreigners and Japanese hope with each other.
- By seeing this data, consider possible ideas which help both foreigners and Japanese understand with each other.

Assessment:	<ul style="list-style-type: none"><li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li><li>● Check the outcome of the activity and give feedback through picking up their ideas.</li></ul>
Homework / Follow-up:	Reflection worksheet
Comments:	-

## Stereotypes

No: \_\_\_\_\_ Name: \_\_\_\_\_

When you meet an American man from California, what kind of person do you expect him to be? When you are invited to dinner by a person who has a Ph.D. in Mathematics, what do you think you will discuss with her? You might think the American man from California will be cheerful, tanned, and fond of outdoor activities. You will be afraid that your jokes won't go over well with the mathematician. Both views toward the persons represent preconceived beliefs that you hold toward others with a reason.

Images are formed mainly through books, T.V., movies, rumors, and information that you have in your country but they are not always true. I held a fixed idea about the Chinese, that is, Chinese women are highly oppressed because I read about *xiao jiao* in a book. The Canadian teacher learned in books that Japanese were extreme racists, but he found that idea wasn't true. Before coming to Japan, the English businessman was informed that we had no homeless people in Japan. However, he has learned that the increasing number of them is a serious social problem in Japan. As my interviewees did, first you have to regard the images you form as hypotheses. Second, you have to test them until you can research a judgment about them. If the stereotype is negative, one may form prejudices. Stereotypes cause problems. You have to understand that a stereotype can be true of one of the members of a culture, but it can't be true of all the members of it.

### Exercises

A. Complete the following sections.

(1) Read the essay and choose one word or phrase from the list (a)-(g) whose meaning accords to one of the descriptions 1-5.

- |  |     |
|--|-----|
| 1. Being aware of others' social and economic position   | ( ) |
| 2. Something that is done outside of houses or buildings | ( ) |
| 3. Power of right to give commands                       | ( ) |
| 4. Decision based on idea, opinion                       | ( ) |
| 5. An unproved theory, a supposition                     | ( ) |

(a) outdoor activity

(b) class consciousness

(c) authority

(d) scholar

(e) information

(f) hypothesis

(g) judgment



(2) Choose (a) or (b) that has a similar meaning.

1. Be found of ( )  
(a) Like (b) found
2. Hesitate to speak out ( )  
(a) be willing to share one's ideas (b) be embarrassed to state one's opinion
3. Regard ... as  
(a) treat ... as (b) protect ... from

B. Read the essay and mark T if it is true and F if it is false.

1. It is a stereotype if you think All American from California are cheerful. ( )
2. Stereotypes are formed by actual communication with people. ( )
3. You have to regard your preconceived belief as hypothesis when you encounter a new culture. ( )
4. Some problems are caused by stereotypes. ( )

Lesson Plan 16:

Title of the Class:	English III		
Title of the Chapter:	Energy and the Environment		
Week / Class Number	Reading 1: 1A and 1B (PP. 46-47)		
Goal of the Class:	16/1-4 (80 minutes.)		
Goal of the Activity:	Students will be able to		
	<ol style="list-style-type: none"> <li>1. Understand the gist of the explanatory reading written approximately 300 words</li> <li>2. Comprehend the content of the graphs</li> <li>3. Deepen their understanding regarding global warming and environmental issues.</li> </ol>		
Rationale:	Students will be able to		
	<ol style="list-style-type: none"> <li>1. Deepen their understanding regarding energy consumption in the world</li> <li>2. Tell their classmates about when, where, and how they use energy in their daily life by using simple past</li> <li>3. Explore the possible reasons regarding the ratio of energy consumption by each country</li> <li>4. discuss cause and effect in English</li> <li>5. Familiarize themselves with English spoken by the Tuvaluans</li> </ol>		
Materials:	These activities are conducted as supplemental activities for Reading 1 of Energy and the Environment. These activities help students (a) raise their awareness of energy consumption in their daily base, (b) the economic relationship between Japan and exporting countries, (c) familiarize themselves with English spoken by speakers other than native English speakers.		
Equipment:	Textbook (TOTAL English, New Edition)		
	The video clips		
	<ol style="list-style-type: none"> <li>1. Where Does Energy Come From retrieved from <a href="http://www.youtube.com/watch?v=aUa7I7D_myU">http://www.youtube.com/watch?v=aUa7I7D_myU</a></li> <li>2. Climate change, faith and hope in Tuvalu retrieved from <a href="http://www.youtube.com/watch?v=UXxX6FeBh2c">http://www.youtube.com/watch?v=UXxX6FeBh2c</a></li> </ol>		
	The handouts		
	<ol style="list-style-type: none"> <li>1. Pros &amp; Cons of Nuclear Power</li> <li>2. Pros &amp; Cons of Hydroelectric Power</li> <li>3. Pros &amp; Cons of Fossil Fuel</li> </ol>		
Procedures:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>		
Class 1:	Step 1:	Working with a partner, ask the students (Ss) to discuss the following questions.	3 mins.
		<ul style="list-style-type: none"> <li>- What is energy?</li> <li>- What things need energy in our homes?</li> <li>- What things need energy outside homes?</li> <li>- Where does Japanese energy come from?</li> <li>- What do we call oil, coal and natural gas?</li> </ul>	
	Step 2:	<ol style="list-style-type: none"> <li>1. Ask Ss to open the textbook to page 46 and check the answers to the questions above in the class</li> <li>2. Confirm that                             <ul style="list-style-type: none"> <li>- We (people) need food to do something such as studying, working etc.</li> </ul> </li> </ol>	5 mins.

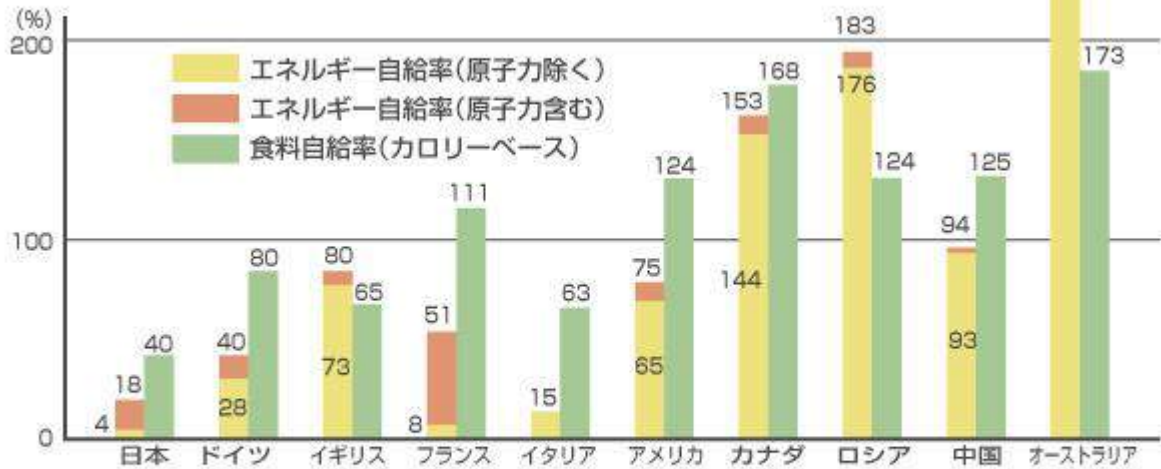
		<ul style="list-style-type: none"> <li>- Energy is likened to food</li> <li>- In our houses, there are many appliances which needs energy to be used</li> </ul>	
	Step 3:	<ol style="list-style-type: none"> <li>1. Write the example sentence: "I watched TV yesterday. (TV/ Light)"</li> <li>2. Ask Ss to               <ul style="list-style-type: none"> <li>- Briefly write about what they did yesterday from the morning to the night</li> <li>- Circle the sentences which describe when they used energy</li> <li>- Write about any appliance that consume energy such as TV, light etc. next to the sentences</li> </ul> </li> <li>3. Working with a partner, ask Ss to narrate their previous day and explain when they used energy</li> </ol>	10 mins.
	Step 4:	Ask Ss to find appliances that use energy on their way home as homework	2 mins.
Class 2:	Step 1:	Ask Ss about their findings (homework)	5 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Show the video clip 1</li> <li>2. Ask Ss to find the answers to the following questions by watching the video               <ul style="list-style-type: none"> <li>- What kind of energy is introduced?</li> <li>- When we feel uncomfortable on the cold day, what chemicals do we use to use a heater?</li> <li>- Where does natural gas come from?</li> </ul> </li> <li>3. Elicit answers from Ss</li> </ol>	5 mins.
	Step 3:	<ol style="list-style-type: none"> <li>1. Ask Ss to think about where fossil fuels that are used in Japan come from.</li> <li>2. Showing statistics of the degree of self-sufficiency in energy, ask Ss the following questions.               <ul style="list-style-type: none"> <li>- What is "self-sufficiency" of one country?</li> <li>- What does Australia's higher rate of self-sufficiency mean?</li> <li>- What does Japan's lower rate of self-sufficiency mean?</li> </ul> </li> <li>3. Explain that while Japan needs fossil fuels such as oil, coal, and natural gas to produce energy, there are not enough fossil fuels to maintain people's life in Japan.</li> <li>4. Ask Ss what Japan should do to gain fossil fuels</li> </ol>	5 mins.
	Step 4:	<ol style="list-style-type: none"> <li>1. Showing the three pie charts of imports, ask Ss the following questions.               <ul style="list-style-type: none"> <li>- Among oil, coal, and natural gas, which does Japan import from Saudi Arabia? (ans. Oil)</li> <li>- Among oil, coal, and natural gas, which does Japan import from Malaysia? (ans. Natural gas)</li> <li>- Among oil, coal, and natural gas, which does Japan import from Australia? (ans. Australia)</li> </ul> </li> <li>2. Explain that Japan heavily relies on imports for most of its fossil fuels</li> <li>3. Ask Ss to think about what possible problems regarding Japan's heavy dependence of fossil fuels</li> </ol>	5 mins.

Class 3:	Step 1:	4. Ask Ss their ideas. Review the previous lesson	
	Step 2:	1. Opening the textbook to page 46, ask Ss from what 16% of the energy used in Japan come 2. Explain that Japan uses uranium and hydropower to create energy in addition to fossil fuels	3 mins.
	Step 3:	1. Provide the handouts - "Pros & Cons of Nuclear Power" to 10 students in 2 lines - "Pros & Cons of Hydroelectric Power" to 10 students in 2 lines - "Pros & Cons of Fossil Fuels" to 10 students in 2 lines 2. Give Ss 5 minutes to read the article	5 mins.
	Step 4:	1. Make a group of 3 Ss (Each student has the different handout) 2. Working with 2 other partners, ask Ss to discuss - Pros & cons of each power generation - By listening to 2 others students, make notes about pros & cons of each power generation - Explore the possible reasons why japan use fossil fuels the most to produce energy	10 mins.
	Step 5:	Explain homework 1. Ask Ss to choose one country out of countries below China      Canada Russia     Italy France 2. Research on - The ratio of energy consumption of one country - That country's means to create energy (e.g. importing fossil fuels or constructing the nuclear power plant) - Explore the possible reasons why that country use fossil fuels, uranium or hydropower to create energy	2 mins.
Class 4:	Step 1:	1. Working with a partner, ask Ss to share what they have researched as homework 2. Ask Ss in pairs to discuss whether Japan is an environmentally-friendly country compared to other countries. Why or why not? 3. Ask some Ss in pairs about their findings	5 mins.
	Step 2:	1. Show the video clip ("Climate change, faith and hope in Tuvalu") 2. Ask Ss to find the answers to the following questions by watching the video. - How big is Tuvalu? - What are causes that make Tuvalu to be underwater in the future? - What did Fakamifi (a Tuvalish) tell about the climate change?	10 mins.

	3. Elicit answers from Ss	
Step 3:	1. Explain about 'environmental refugees' 2. Working with a partner, ask Ss to discuss the following questions. - Do you think that global warming will proceed? Why or why not? - Do you know the influences of global warming, smog or acid rain, in Japan? Give examples.	3 mins.
Step 4:	Ask Ss to research and find one example about the influence of global warming on Japan	2 mins.
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>	
Homework / Follow-up:	<ul style="list-style-type: none"> <li>● Students find appliances which consume energy</li> <li>● Students research on one country's the ratio of energy consumption</li> <li>● Students find an example of the influence caused by global warming, smog, or acid rain in Japan.</li> </ul>	
Comments:	-	
References:	<p>Statistics</p> <ol style="list-style-type: none"> <li>1. The degree of self-sufficiency in energy by country: <a href="http://www.yonden.co.jp/life/kids/museum/energy/japan/002.html">http://www.yonden.co.jp/life/kids/museum/energy/japan/002.html</a></li> <li>2. Where does Japanese energy come from?: <a href="http://eneco.jaero.or.jp/important/japan/japan04.html">http://eneco.jaero.or.jp/important/japan/japan04.html</a></li> <li>3. A pie charts of Japan's importing country : <a href="http://www.jftc.or.jp/kids/kids_news/japan/item.html">http://www.jftc.or.jp/kids/kids_news/japan/item.html</a></li> </ol>	
Teacher's resources:	<ul style="list-style-type: none"> <li>● Energy consumption in Japan and in the world <a href="http://www.yonden.co.jp/life/kids/teacher/siryou/pdf/jhs_student_act03.pdf">http://www.yonden.co.jp/life/kids/teacher/siryou/pdf/jhs_student_act03.pdf</a></li> </ul>	

Energy and the Environment

■日本のエネルギー自給率

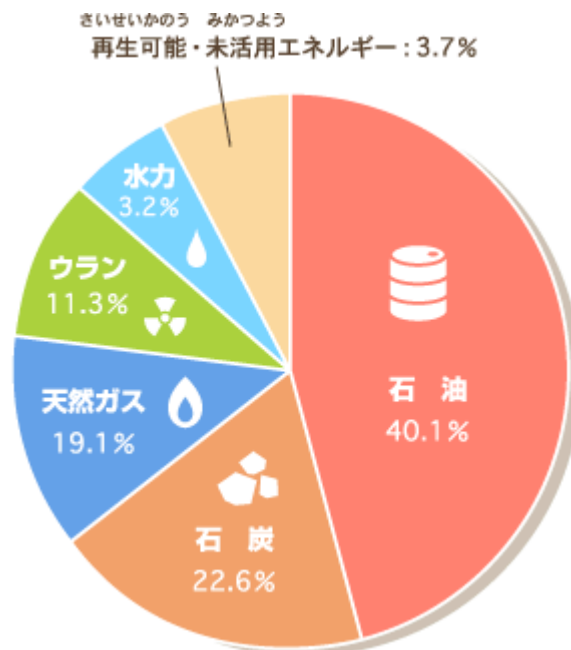


(注1) 原子力発電所は燃料となるウランを輸入しているため純粋な国産エネルギーではありませんが、一度燃料を原子炉に入れたら1年以上取り替えずに発電することができます。また、使用済み燃料をリサイクルできるため、準国産エネルギーと考えられます。  
 (注2) 各国のエネルギー自給率は、2008年実績。  
 (注3) 日本の食料自給率は、2009年度概算値。他の国は2007年試算値。ロシア、中国の食料自給率は重量ベースで算出(2003年)。  
 出典: IEA/Energy Balances of OECD Countries 2010 Edition, IEA/Energy Balances of NON-OECD Countries 2010 Edition, FAOSTATS 他

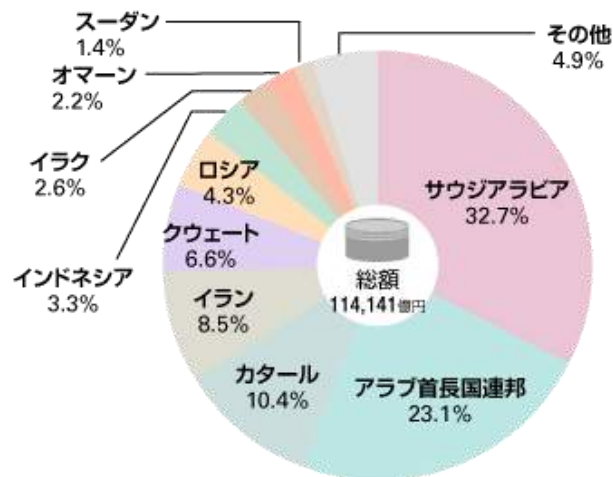
わりあい  
日本で使われるエネルギーの割合

「自然から直接得られるエネルギーの比率」

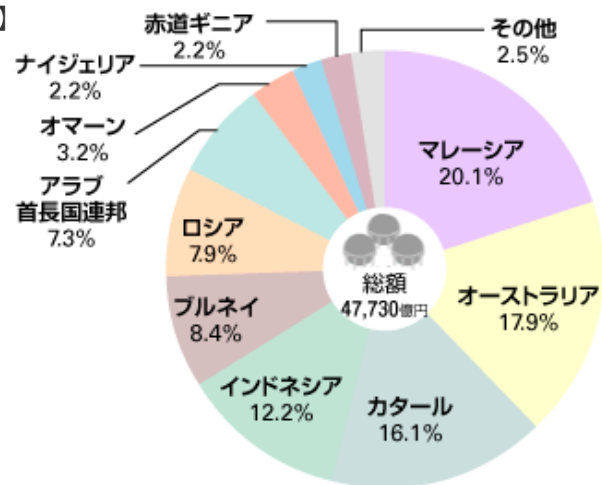
へんかん・かこう  
(電気や都市ガスに変換・加工する前)



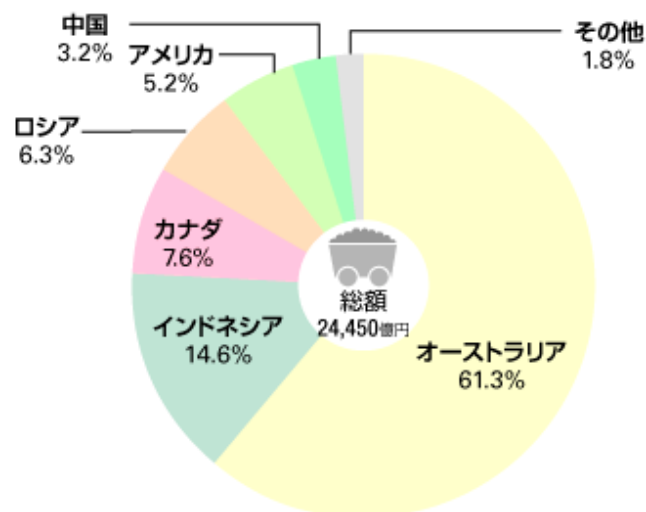
【原油及び粗油】



【LNG (液化天然ガス)】



【石炭】



### Pros and Cons of Nuclear Power

No: \_\_\_\_\_ Name: \_\_\_\_\_

Nuclear power is associated with around 20 percent of electricity in the United States, according to the Nuclear Energy Information Service's website. Considering that number, a large amount of our country relies on nuclear energy to power their homes and run their lives. Even with all of those nuclear plants, the energy source presents some negative sides along with positive sides. Understanding how nuclear power is created can help explain the pros and cons this resource presents, and why looking at alternative power sources may be have to be an option for the future.

The biggest con of nuclear power is the potential for a nuclear disaster. The process behind nuclear power causes a process known as "fission" where atoms of uranium are split. The splitting process spreads throughout the uranium and creates heat. The heat boils a large tank of water that turns into steam to power a turbine attached to a generator. The fission process is controlled within the nuclear plant, but if a mistake occurs, the plant could explode, causing radioactive material into the air and presenting major health concerns.

After the fission process occurs, the rest of uranium is useless and stored as nuclear waste. That waste is harmful to animals and humans, so there must be a storage option for the waste before it loses its radioactivity. An ideal storage solution would be a large mountain area, but a suitable one has not yet been decided and there are still dangers in that as well.

The process of creating nuclear power requires natural resource from Earth known as uranium. While uranium is abundant in cliffs and rocks all over the world, it is non-renewable resource. This means that slowly, the uranium will disappear until there is none left. When this happens, hundreds of nuclear plants will shut down and other power options will need to be considered.

A benefit of nuclear power comes when compared with other sources of power and the atmosphere. Nuclear power creates no smoke or air pollution like coal powered plants create. Those other plants contribute to global warming and holes in the atmosphere, but a nuclear power plant disperses no CO<sub>2</sub> into the air, giving it a huge advantage over burning coal and natural gas.

While nuclear disasters are deadly, they are rare, making nuclear power fairly safe under normal operating conditions. The power plants are cost effective when compare to coal powered operations. The uranium in a nuclear power plant can be used nearly three times longer than the same amount of burned coal, cutting down on how much of the Earth's natural resources are used.

[http://www.ehow.com/about\\_5380506\\_pros-cons-nuclear-power.html](http://www.ehow.com/about_5380506_pros-cons-nuclear-power.html)



## Pros & Cons of Hydroelectric Power

No: \_\_\_\_\_ Name: \_\_\_\_\_

Hydroelectric power is the use of water to create energy. In essence, it captures the earth's gravitational force by using gravity-pulled water to turn generator turbines. Typically, the water from large rivers or waterfalls is used, but large man-made dams can produce the water flow necessary for power. The more water flow and volume, the more electricity produced.

Hydro power has been used for millennia, with waterwheels being used to grind wheat since the time of the ancient Greeks. In 1878, it was used for home electric lighting for the first time, with Cragside House of Northumberland, England being the first house lit by hydroelectricity. Soon after, in 1879, the first hydroelectric power plant was built in Niagara Falls and started powering the city of Niagara Falls' lamp posts by 1881. Today, almost one fifth of the entire world's energy is derived from Hydro power.

With a steady source of flowing water, such as the Niagara Falls, hydroelectric power is a renewable source of energy, meaning its source of power will never run out. This is because water systems are naturally replenished by rainfall, which in turn comes from sea and fresh water evaporated by the sun. Because hydroelectric power does not need fuel, it is unaffected by global factors such as oil costs, and causes little to no pollution. Also, since the earth's gravity is constant, Hydroelectricity can be constantly generated, and plants can reach full output quickly. Also, because the flow of water is generally predictable, hydroelectric power plants are often highly automated, with low labor demands. Furthermore, without the destructive nature of power-producing fuels, hydroelectric plants are more durable than most other power plants, and some have lasted up to 50 or 100 years.

Power plants must be built next to a source of water, and finding a suitable site is often difficult. Even if a suitable site is found, hydroelectric projects can adversely affect neighboring ecosystems. Power plants can often change the environments of rivers downstream, and man-made dams can reduce fish populations. Also, building a dam has a high initial cost, though some of this cost can be shared by other industries since dams have uses outside of hydroelectricity, such as irrigation and flood control.

[http://www.ehow.com/list\\_6883807\\_pros-\\_amp\\_amp\\_-cons-hydroelectric-power.html](http://www.ehow.com/list_6883807_pros-_amp_amp_-cons-hydroelectric-power.html)

## Fossil Fuel Power Pros & Cons

No: \_\_\_\_\_ Name: \_\_\_\_\_

Fossil fuels get their name because they come from the remains plants and animals that have been put under intense heat and pressure for millions of years. As of 2009, the U.S. Department of Energy reports that 85 percent of our energy comes from fossil fuels.

### Types:

Fossil fuels are non-renewable resources and include oil, natural gas, propane and coal.

### Availability:

A major advantage of fossil fuels is how readily available they are and how cheaply they can be collected. This makes fossil fuels an economically effective power option.

### Function:

Fossil fuels are well developed sources of energy that have proven their ability to provide reliable energy. Newer technologies like solar power and wind power are still being developed.

### Considerations:

Fossil fuels are a non-renewable resource meaning the supply will eventually run out. Prices will rise long before fossil fuels run out because the fossil fuels remaining in the earth will become more expensive to collect.

### Environmental Concerns:

When burned, fossil fuels release pollution including carbon dioxide, which contributes to global warming, and nitrous oxide and sulfuric acid, which contribute to acid rain.

[http://www.ehow.com/facts\\_5456499\\_fossil-fuel-power-pros-cons.html](http://www.ehow.com/facts_5456499_fossil-fuel-power-pros-cons.html)

Lesson Plan 17:

Title of the Class:	English III
Title of the Chapter:	Energy and the Environment
Week / Class Number	17 /1-4 (80 minutes.)
Goal of the Class:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the gist of the explanatory reading written approximately 300 words</li> <li>2. Comprehend the content of the graphs</li> <li>3. Deepen their understanding regarding global warming and environmental issues</li> </ol>
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Talk about cause and effect of global warming in English</li> <li>2. Explain the environmental policies in Germany</li> <li>3. Explore why German people are active to protect the environment by looking at other factors in addition to the governmental policies and laws</li> <li>4. Familiarize themselves with English spoken by the German</li> </ol>
Rationale:	<p>These activities are conducted as supplemental activities for Reading 1 of Energy and the Environment. These activities help students (a) raise their awareness of the causal relationship between human activities and the global warming, (b) consider renewable energy based on its pros and cons, and (c) understand what German people do to protect the environment. Moreover, by exploring the possible factors such as German people's sense of nature that may cause them to be active for environmental conservation, students may be able to understand Germany more deeply.</p>
Materials:	<p>Textbook (TOTAL English III, New Edition)</p> <p>The video clips</p> <ol style="list-style-type: none"> <li>1. Germany City of the Future Built to be Green retrieved from <a href="http://www.youtube.com/watch?v=6XeMHuO_6-0">http://www.youtube.com/watch?v=6XeMHuO_6-0</a></li> <li>2. Toys don't last forever, but experiences do! Forest Kindergarten in Germany Part 1 Trailer retrieved from <a href="http://www.youtube.com/watch?v=3nJtX4NL8XI">http://www.youtube.com/watch?v=3nJtX4NL8XI</a></li> </ol> <p>The handout</p> <ol style="list-style-type: none"> <li>1. Pros and Cons of Solar Power</li> <li>2. Pros and Cons of Wind Power</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black/ white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>
Procedures: Class 1:	<p>Step 1: 1. By opening the textbook to page 49, ask Ss to explain what the graph ("How has Japanese energy use changed?") shows 7 mins.</p> <ol style="list-style-type: none"> <li>2. Confirm that the more the industry, business or transportation has developed, the more energy people consume</li> <li>3. Ask Ss to discuss the following questions:             <ul style="list-style-type: none"> <li>- Do you think it is inevitable for human beings to develop their life at the expense of the environment? Why or why not?</li> </ul> </li> </ol>

		- Do you know any attempts to try to use energy in more environmentally-friendly way?	
	Step 2:	By showing pictures of solar panels and wind turbines, ask Ss about	3 mins.
		- Whether they have seen solar panels or wind turbines	
		- What benefits of using solar and wind power energy are	
		- Whether there are possible disadvantages of using solar and wind power	
	Step 3:	1. Give the handout	10 mins.
		- "Pros and Cons of Solar Power" to 15 students in 3 lines	
		- "Pros and Cons of Wind Power" to 15 students in 3 lines	
		2. Give Ss 10 minutes to read the handout	
Class 2:	Step 1:	Review the previous lesson	
	Step 2:	1. Working with a partner, ask Ss to	7 mins.
		- Introduce pros and cons of solar power generation to the partner	
		- Introduce pros and cons of wind power generation to the partner	
		- By comparing and contrasting, discuss which power generation is more feasible in Japan	
		2. Ask Ss about their ideas	
	Step 3:	1. Ask Ss to think about	3 mins.
		- The country which introduces solar panels most (ans. Germany)	
		- The country which introduces wind turbines most (ans. China)	
		(※The amount of introduction of solar panels and wind turbines is different from the amount of power generation by solar and wind energy)	
		2. Show statistics of the implementation rate of solar power generation and that of wind power generation	
		3. Ask Ss to explore the possible reasons why Germany and China has actively adopted solar panels and wind turbines	
	Step 4:	1. Show the video clip	5 mins.
		2. Ask Ss to find the answers to the following questions	
		- Which transportation do Germans use when they go out?	
		- What are three things do make Vauban, the city in Germany, eco-friendly?	
		- How does the university professor describe the roads in Germany?	
		3. Elicit answers from Ss	
	Step 5:	Explain homework	5 mins.

	<ol style="list-style-type: none"> <li>1. Divide Ss into a group of five students</li> <li>2. Ask each student to research on environmental policies in Germany</li> <li>3. Ask Ss to choose one topic out of five topics below                             <ul style="list-style-type: none"> <li>- The renewable energy source act</li> <li>- Traffic</li> <li>- Waste disposal;</li> <li>- Renewable energy</li> <li>- Residential architecture</li> </ul> </li> <li>4. Ask Ss to make groups and decide topics in groups</li> </ol>	
Class 3:	Step 1: Review the previous lesson	
	Step 2: <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to share what they have found about German environmental policies</li> <li>2. Ask Ss to make notes while one student speaks in groups</li> </ol>	10 mins.
	Step 3: <ol style="list-style-type: none"> <li>1. Elicit what Ss have found in group</li> <li>2. Ask Ss to think about               <ul style="list-style-type: none"> <li>- Whether environmental policies promotes German people's attempts to protect environment</li> <li>- Whether such governmental policies or laws are only factors which help German people be eco-friendly</li> <li>- Whether they think that Japanese people become active to protect the environment more if the government enforces the environmental policies and laws as Germany do</li> </ul> </li> </ol>	10 mins.
Class 4:	Step 1: Review the previous class	
	Step 2: Working with a partner, ask Ss to explore the possible reasons why Germany people are active to protect the environment	3 mins.
	Step 3: <ol style="list-style-type: none"> <li>1. Show the video clip 2</li> <li>2. Elicit that there are forest kindergartens in Germany and kindergarteners play in the forest every day</li> </ol>	4 mins.
	Step 4: Ask Ss to explore <ul style="list-style-type: none"> <li>- Why people in Germany build kindergarten in forests</li> <li>- How people in Germany perceive forests</li> </ul>	6 mins.
	Step 5: <ol style="list-style-type: none"> <li>1. Explain that Germanic tribes, ancestors of German people, worshipped forests as a religion</li> <li>2. Ask Ss to explore any other factors that promote Germany people's eco-friendliness (i.e. business strategies to promote renewable energy)</li> </ol>	7 mins.
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>	

Homework / Follow-up:  
Comments:

Reflection worksheet

Germany is an environmentally advanced country and issues policies for environmental conservation. In order for students to deepen their understanding of culture, students are encouraged to explore the possible reasons behind German people's active practice of environmental conservation. As one of the possible reasons, Germans have a high level of awareness of environmental issues. That is, German people tend to think that citizens as well as companies have responsibility for environmental issues more than Japanese people do. This German awareness of environmental problems may stem from environmental education. In Germany, there are kindergartens in forests, and people who are brought up in the forests may foster their strong attachment to forests, which may lead to their active practice of environmental conservation.

Teacher's resources:

- Energy consumption in Germany:  
<http://www.3r-net.com/info/pdf/MM043.pdf>
- Why is Germany an environmentally advanced country?:  
[http://www.cc.kyoto-su.ac.jp/~konokatu/aritomo\(04-1-31\)](http://www.cc.kyoto-su.ac.jp/~konokatu/aritomo(04-1-31))
- Germany as an environmentally advanced country:  
<http://eco.goo.ne.jp/topics/germany2006/>
- Comparison in policies of environmental conservation between Germany and Japan  
[http://www.obirin.ac.jp/la/ico/images/\\_04report/2008tazawa.pdf](http://www.obirin.ac.jp/la/ico/images/_04report/2008tazawa.pdf)

### The Pros & Cons of Wind Power

Wind energy is one of the fastest growing considerations for an alternative energy source in the United States. Capacity, as of 2009, powers 3 million U.S. homes and accounts for 1 percent of the nation's power needs, according to the U.S. Department of Energy. This technology has many positive and negative impacts on the environment that range from pollution to environmental damage to living creatures. The use of wind energy is expected to rise throughout the 21st century, meaning scientists must address both the pros and the cons of using this resource.

Wind turbines do not produce any pollution or radioactive waste, unlike almost all other forms of electrical generation. The collection of wind energy gives off no greenhouse gases and has no secondary effects that scientists can understand. According to the Energy Information Administration, greenhouse gases have increased by 25 percent since the Industrial Revolution of the late 1800s. The addition of wind turbines as a source of energy will most likely offset that figure.

The installation of wind turbines can occur on both a large scale and a more localized one. Large-scale wind turbines can be placed in fields and areas of strong wind gusts to help power whole communities. At the same time, smaller models can be used to power individual homes and farms. This means that in the event of a natural disaster or some other form of interruption to power lines, the home will be self-sustainable from the power generated by the small wind turbine.

The greatest advantage of wind energy is the fact that it allows humans to harness an untapped resource. Wind is essentially an infinite process on the surface of the earth. The sun's energy creates a convection current that makes wind blow. This means that the process to power the wind turbines will last as long as the sun continues to exist.

Wind turbines act as a lightning rod in storms. The National Lightning Safety Institute says that nearly all of the damage caused to wind turbines is lightning. In addition, smaller models used in residential neighborhoods also could prove to be dangerous. They would attract lightning more so than a tree because of metallic components.

Wind turbines have very large blades that kill or injure birds that attempt to fly between them. The American Bird Conservancy estimates that roughly 30,000 birds are killed each year by the existing wind turbine infrastructure as of 2008. Scientists have yet to come to consensus on a plausible solution for these fatalities.

## Solar Power Pros & Cons

Solar power is a clean technology that can be a major source of society's power needs. It has many benefits, but there are also some potential problems associated with its adoption worldwide. Some of these problems may be solved with further research while some may linger and remain as issues that need to be accepted as its use is increased.

Global warming is now acknowledged by the scientific community as a problem that is affected by human activity. One of the major factors under human control is the burning of fossil fuels and the release of greenhouse gases that ensue. Solar power offers an energy source that is free of greenhouse gas production and therefore will not contribute to global warming. Its lack of pollution is one of the most compelling reasons to consider solar power as a viable option for society's energy needs.

Solar power comes from a virtually inexhaustible source, the sun. This aspect makes solar power very attractive as opposed to the finite reserves of fossil fuel available on earth. Using the sun as an energy source also is limiting for some locations and applications of solar power. Areas located in the high latitudes where sunlight is degraded for many month of the year are poor choices for extensive solar power use. Places that experience extensive cloud cover and rainy conditions also may not be suitable for high dependence on solar power. Batteries or another storage source will need to be employed to allow power to be available at night and times of low sunlight.

Cost is another area where there are benefits and some restraints to the use of solar power. Solar panels are currently expensive to manufacture. Their efficiency in generating electricity is becoming better with research but still lags behind fossil fuels on a cost per megawatt basis. The major cost incentive is that once solar panels are manufactured and installed, the cost of harvesting the sun's energy is negligible. With more research to improve efficiency, solar power will be a good long term solution to satisfying power needs. The long term savings will outweigh the initial investments.

Solar panels take up substantial space and are designed for functionality. They can be visually unappealing which may cause some homeowners to refrain from installing them on their roofs. A large scale solar farm will demand an investment in real estate that far exceeds a traditional power plant's needs. This can raise the cost and also have environmental repercussions in diverting the sunlight from hitting the earth over large areas.

Some governments are offering tax breaks to homeowners and businesses that install solar panels. This should help the solar power industry gain a foothold in the private and business sectors. There is also some political opposition from the large oil,



coal and gas companies that will be hurt economically by widespread use of solar power as the market for their products shrinks. This may slow the spread of solar power in the near future.

[http://www.ehow.com/about\\_5410220\\_solar-power-pros-cons.html](http://www.ehow.com/about_5410220_solar-power-pros-cons.html)

Lesson Plan 18:

Title of the Class:	English III	
Title of the Chapter:	Reading 1 Energy and the Environment (PP. 46-49)	
Week / Class Number	18/1-4 (80 minutes.)	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Review reading 1</li> <li>2. Understand English essay structure</li> <li>3. Write a paragraph based on what they have learned in reading 1</li> </ol>	
Rationale:	<p>These activities are conducted as supplemental activities for Reading 1 of Energy and the Environment. These activities help students (a) raise their awareness of the structure of an opinion essay in English and (b) practice writing to express their opinions in English following this pattern. In addition, by writing about what they learn in the previous week (Germany is an environmentally friendly country.), this writing activity also works as the review of the previous lessons.</p>	
Materials:	<ol style="list-style-type: none"> <li>1. Textbook (TOTAL English III, New Edition)</li> <li>2. The handout: structure of English speech/writing</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:		
Class 1:	Step 1: Explain that by the end of this week, Ss submit an English essay based on the pre-determined topic and in order for Ss to prepare this homework, they learn (review) the structure of English essay throughout this week	2 mins.
	Step 2: Explain that when Ss express or write their opinions, follow the ORE pattern	7 mins.
	<ul style="list-style-type: none"> <li>- Opinion</li> <li>- Reason</li> <li>- Example or explanation</li> </ul>	
	Step 3: Give Ss the model speech by using the ORE pattern	3 mins.
	Step 4: 1. Working with a partner, ask Ss to discuss what opinion, reason and example (explanation) are in the model speech	8 mins.
	2. Elicit answers from Ss	
Class 2:	Step 1: 1. Provide the handout	10 mins.
	2. Give Ss to 10 minutes to fill in the blanks	
	Step 2: 1. Working with a partner, ask Ss to compare and contrast their answers	10 mins.
	2. Elicit answers from Ss	
Class 3:	Step 1: Review the previous lesson	
	Step 2: 1. Provide the handout 1	5 mins.
	2. By referring to the textbook (P. 47), ask Ss to fill in the blank	
	Step 3: 1. Since there are no examples/explanations in the textbook, ask Ss to consider examples/explanations that follows reasons based on what they have learned in previous lessons	10 mins.

	2. Working with a partner , ask Ss to compare and contrast their sentences	
Class 4:	Step 4: Elicit some ideas from Ss	5 mins.
	Step 1: 1. Explain the topics: "Germany is an environmentally friendly country." 2. Ask Ss to write three reasons and examples/explanations about why Germany is an environmentally friendly country	
Assessment:	Step 2: Ask Ss to submit their writing By checking Ss' writing, a teacher evaluates not only whether Ss write sentences by accurately following ORE pattern but also how they use what they have learned through activities which are conducted as supplementary activities of reading 1.	
Homework / Follow-up:	-	
Comments:	-	

### Structure of English speech/writing

No: \_\_\_\_\_ Name: \_\_\_\_\_

- By referring to the textbook (PP. 48-49), find the sentences that function as opinion, reasons and examples/explanations.

#### Opinion

---

#### 3 Reasons

A:

---

B:

---

C:

---

#### 3 examples/explanations

(文章が長い場合は「A(sentence) - B (sentence)」と省略しても良い)

A:

---

B:

---

C:

---

Lesson Plan 19:

Title of the Class:	English III													
Title of the Chapter:	Lesson 4 Speech- A Man's Life in Bhutan 4A: Where is Bhutan? (PP. 56-57)													
Week / Class Number	19 /1-4 (80 minutes.)													
Goal of the Class:	Students will be able to understand and produce the target sentence. The man standing over there is my father.													
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Deepen their understanding of the different word order between Japanese and English</li> <li>2. Familiarize themselves with the country, Bhutan</li> <li>3. Familiarize themselves with English spoken by the Bhutanese people</li> <li>4. Explore the possible reasons behind Bhutanese sense of happiness</li> </ol>													
Rationale:	These activities are conducted as supplemental activities for 4A of Lesson 4. These activities help students (a) realize the different word order in present particles between Japanese and English, (b) familiarize themselves with the country, Bhutan, and English spoken by the Bhutanese people. In addition, based on what students have found about Bhutan as homework, students explore the possibilities and probabilities behind Bhutanese sense of happiness.													
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. Dreams in Bhutan retrieved from <a href="http://www.youtube.com/watch?v=-h_1YeHDCi4">http://www.youtube.com/watch?v=-h_1YeHDCi4</a></li> </ol> The handouts <ol style="list-style-type: none"> <li>1. Bhutan Quiz</li> <li>2. Introduction to Bhutan</li> </ol>													
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>													
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Class 1:</td> <td style="vertical-align: top;">Step 1: 1. Ask Ss to explain the different word order between Japanese and English in using present particles</td> <td style="vertical-align: top; text-align: right;">8mins.</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Step 2: 1. Explain that               <ul style="list-style-type: none"> <li>- By referring to the textbook, describe characters by making sentences that use present particles (e.g. the girl playing basketball in the gym is Nana.)</li> <li>- Write 5 sentences in their notebooks</li> </ul>               2. Working with a partner, compare and contrast their sentences to those of his/her partner             </td> <td style="vertical-align: top; text-align: right;">10 mins.</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Step 3: Collect their notebooks</td> <td style="vertical-align: top; text-align: right;">1 min.</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Step 4: Provide the handout 1 as homework</td> <td style="vertical-align: top; text-align: right;">1 min.</td> </tr> </table>		Class 1:	Step 1: 1. Ask Ss to explain the different word order between Japanese and English in using present particles	8mins.		Step 2: 1. Explain that <ul style="list-style-type: none"> <li>- By referring to the textbook, describe characters by making sentences that use present particles (e.g. the girl playing basketball in the gym is Nana.)</li> <li>- Write 5 sentences in their notebooks</li> </ul> 2. Working with a partner, compare and contrast their sentences to those of his/her partner	10 mins.		Step 3: Collect their notebooks	1 min.		Step 4: Provide the handout 1 as homework	1 min.
Class 1:	Step 1: 1. Ask Ss to explain the different word order between Japanese and English in using present particles	8mins.												
	Step 2: 1. Explain that <ul style="list-style-type: none"> <li>- By referring to the textbook, describe characters by making sentences that use present particles (e.g. the girl playing basketball in the gym is Nana.)</li> <li>- Write 5 sentences in their notebooks</li> </ul> 2. Working with a partner, compare and contrast their sentences to those of his/her partner	10 mins.												
	Step 3: Collect their notebooks	1 min.												
	Step 4: Provide the handout 1 as homework	1 min.												
Class 2:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Step 1:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to ask questions to check the answers of the handout 1</li> <li>2. Elicit answers from Ss</li> </ol> </td> <td style="vertical-align: top; text-align: right;">10 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 2:</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.               <ul style="list-style-type: none"> <li>● Where is a Bhutan?</li> </ul> </li> </ol> </td> <td style="vertical-align: top; text-align: right;">3 mins.</td> </tr> </table>	Step 1:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to ask questions to check the answers of the handout 1</li> <li>2. Elicit answers from Ss</li> </ol>	10 mins.	Step 2:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.               <ul style="list-style-type: none"> <li>● Where is a Bhutan?</li> </ul> </li> </ol>	3 mins.							
Step 1:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to ask questions to check the answers of the handout 1</li> <li>2. Elicit answers from Ss</li> </ol>	10 mins.												
Step 2:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.               <ul style="list-style-type: none"> <li>● Where is a Bhutan?</li> </ul> </li> </ol>	3 mins.												

		<ul style="list-style-type: none"> <li>● What do people living there grow?</li> <li>● Where is the capital city of Bhutan?</li> <li>● Do you know anything about Bhutan?</li> </ul>	
		Opening the textbook to page 54, ask Ss their answers	
	Step 3:	<ol style="list-style-type: none"> <li>1. Show the video clip (Dream in Bhutan)</li> <li>2. Ask Ss to pay attention to the following questions                             <ul style="list-style-type: none"> <li>- What are dreams of Bhutanese children?</li> <li>- Where (in city or countryside) do you think this video was recorded?</li> <li>- What do Bhutanese children wear? What does it look like?</li> </ul> </li> </ol>	7 mins.
Class 3:		Ask Ss about their answers	
	Step 1:	<ol style="list-style-type: none"> <li>1. Provide the handout 2</li> <li>2. Give Ss 10 minutes to read the passage</li> <li>3. Ask Ss to explain one thing about Bhutan</li> </ol>	15 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Provide the handout 3</li> <li>2. Divide into a group of 5 students</li> <li>3. Explain homework                             <ul style="list-style-type: none"> <li>- Each student in a group chooses one topic out of eight below                                     <ul style="list-style-type: none"> <li>Religions</li> <li>Medical treatment</li> <li>Education</li> <li>Cultural diversity</li> <li>Communities</li> <li>Ecological diversity</li> <li>Time use and balance</li> <li>Government</li> </ul> </li> <li>- Ss research on Bhutan from the perspective of the topic they choose (Each student is supposed to choose a different topic)</li> <li>- Write what they have found on the handout in Japanese (They have to explain in English in groups)</li> </ul> </li> <li>4. Ask Ss to discuss which topic they choose in a group</li> </ol>	5 mins.
Class 4:	Step 1:	<ol style="list-style-type: none"> <li>1. Divide Ss into a group of 5 students</li> <li>2. Working in a small group, ask Ss to share what they have found as homework</li> <li>3. Ask Ss to make notes when a speaker in a group talk</li> </ol>	10 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Explain that Bhutan is famous for Gross National Happiness</li> <li>2. Ask Ss in a group to discuss what possible factors that they have found as homework lead to the happiness of Bhutanese people</li> <li>3. Compare and contrast Japan to Bhutan</li> <li>4. Find similarities and differences between two countries</li> <li>5. Explore the possible reasons behind similarities and differences.</li> </ol>	10 mins.
Assessment:		<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work:</li> </ul>	

Checking comprehension and participation

- Check the outcome of the activity and give feedback through picking up their ideas

Homework / Follow-up:

-

Comments:

-

# Bhutan Quiz

No: \_\_\_\_\_ Name: \_\_\_\_\_

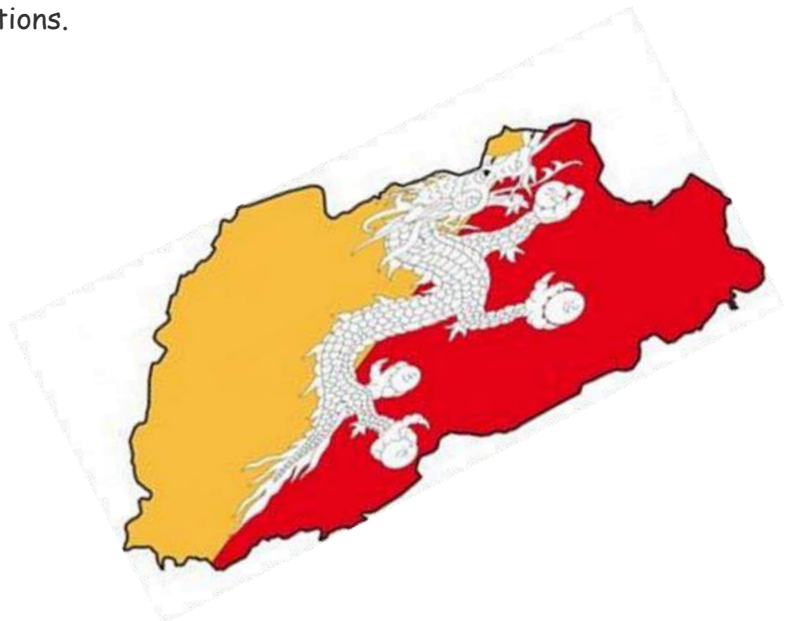
**Choose the correct answer.**

1. The \_\_\_\_\_ is written in the national flag of Bhutan.  
a) Chicken                      (b) dragon                      (c) pig
2. The area of Bhutan is the same as \_\_\_\_\_.  
a) Shikoku                      (b) Kyushu                      (c) Ibaraki
3. Bhutan is next to  
(a) China and Nepal      (b) China and Bangladesh      (c) China and India
4. The population of Bhutan is \_\_\_\_\_ people.  
(a) 650,000                      (b) 680,000                      (c) 720,000
5. It is \_\_\_\_\_ that is used in Bhutan.  
(a) Zonga                      (b) English                      (c) Nepalese
6. What is the special product of Bhutan?  
(a) Wheat                      (b) Corn                      (c) Sugar cane
7. There are two religions in Bhutan. What is Hinduism and?  
(a) Tibetan Buddhism      (b) Islam                      (c) Hinduism
8. Japanese \_\_\_\_\_ engineer named Keizi Nishioka was sent by Japan in 1964.  
(a) Agriculture      (b) Medical treatment                      (c) Construction
9. How many universities are there in Bhutan?  
(a) 1 university      (b) 10 universities                      (c) 24 universities
10. When it \_\_\_\_\_, Capital Thimpu City becomes a rest.  
(a) First flowering of cherry blossoms  
(b) First typhoon  
(c) First snow of the season



# Interesting Facts about Bhutan

1. One of 43 landlocked countries in the world, Bhutan is about half the size of the state of Indiana.
2. Bhutan translates to "Edge of the Earth."
3. Bhutan is the first country in the world with specific constitutional obligations on its people to protect the environment. Among its requirements: at least 60 percent of the nation must remain under forest cover at all times.
4. One-third of Bhutan's population is under the age of 14; its median age is 23.4 years.
5. Thimpu is one of just two capital cities in Asia that does not have a single traffic light. The other is Pyongyang, North Korea.
6. Bhutan is the only nation in the world where the sale of tobacco is banned.
7. At 24,840 feet, Gangkhar Puensum is the highest point in Bhutan - and the highest unclimbed mountain in the world.
8. Anyone found guilty of killing a highly endangered and culturally sacred black-necked crane could be sentenced to life in prison.
9. Bhutan is one of the last countries in the world to introduce television to its people. The government lifted a ban on TV - and on the Internet - only in 1999.
10. A Bhutanese is not allowed to wear pants while visiting government offices, and during official and religious functions.



# Introduction to Bhutan

No: \_\_\_\_\_ Name: \_\_\_\_\_

**Bhutan** is a small landlocked country in the Eastern Himalayas bordered by China in the North and India on the other 3 sides. Bhutan has a total land area of 38,394 square kilometers and measures approximately 150 kilometers North to South and 300 kilometers East to West. The landscape is characterized by rugged terrain and steep mountain valleys ranging from 150 meters in the sub-tropical valleys in the southern foothills, through temperate zone to heights exceeding 7000 meters in the alpine regions of the mountains.

Bhutan has over 72% of its land under forest cover, including 26% of its area designated as protected areas thereby maintaining its rich biodiversity. The national parks and the wildlife sanctuaries are home to some of the rarest and most significant animals in the world. Bhutan has one of the richest biodiversity in the world with about 3,281 plant species per 10,000 square kilometers and has been declared as one of the 10 global biodiversity 'hot spots'. It has been identified as one of the 221 global endemic bird areas. The country's forests of temperate and sub-tropical species are home to many rare species of flora and fauna. An estimated 770 species of birds and over 50 species of rhododendron, along with an astonishing variety of medicinal plants (over 300 species) and orchids are endemic to this region. Rare animals like the golden langur, takin and snow leopard are found distributed widely in Bhutan. Bhutan is also one of the wintering grounds for the rare and endangered black-necked cranes. Bhutan is also endowed with a river system that has an estimated potential to generate 30,000 MW of hydroelectricity.

The steep and unstable terrain and the relatively young mountain system, however, render the country to be ecologically very fragile. Agricultural production is also severely constrained, as only around 16% of the land area is cultivable. Bhutan has 3 distinct climatic zones corresponding broadly to the 3 geographical divisions - hot and humid Southern belt, cool temperate central zone, and alpine Northern region.

<http://bhutan-360.com/introduction-to-bhutan/>

Lesson Plan 20:

Title of the Class:	English III	
Title of the Chapter:	Lesson 4: Speech – A Man’s Life in Bhutan 4B: Nishioka Tries hard (PP. 56-57)	
Week / Class Number	20/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentence: I received a letter written in English	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Explain Gross National Happiness in English</li> <li>2. Compare and contrast Bhutan to Japan in terms of beliefs</li> <li>3. Explore how Bhutanese religious beliefs may influence on their life</li> <li>4. Be familiar with English spoken by Bhutanese people</li> </ol>	
Rationale:	These activities are conducted as supplemental activities for 4B of Lesson 4. After students learn about big C culture of Bhutan in the previous week, these activities help students deepen their understanding about Bhutan and Bhutanese people more deeply. In other words, activities help students (a) better compare and contrast Bhutan to Japan in terms of their beliefs, (b) explore how one’s religious beliefs influence on their way of life and (c) familiar with English varieties.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. Bhutan schools focus on “Gross National Happiness” retrieved from <a href="http://www.youtube.com/watch?v=ChOy_gtcQw0">http://www.youtube.com/watch?v=ChOy_gtcQw0</a></li> <li>2. Why are Bhutanese happy? Tamako Mitarai at TEDxUTokyo retrieved from <a href="http://www.youtube.com/watch?v=AzB1Wf2T01I">http://www.youtube.com/watch?v=AzB1Wf2T01I</a></li> </ol> The handout: The results of questionnaires administered to Bhutanese 8 <sup>th</sup> grade students	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black/ white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:	Step 1: Review the precious lesson	5 mins.
Class 1:	Step 2: <ol style="list-style-type: none"> <li>1. Show the video clip 1</li> <li>2. Ask Ss to pay close attention to school life in Bhutan</li> </ol>	5 mins.
	Step 3: <ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to explore <ul style="list-style-type: none"> <li>- What primary school students in Bhutan did in the video</li> <li>- Whether there are similarities and differences between school children in Bhutan and those of Japan</li> <li>- The possible reasons why there are similarities and differences between children in Bhutan and those in Japan</li> </ul> </li> <li>2. Elicit that Buddhism plays a significant influence on Bhutanese way of thought and behavior</li> </ol>	5 mins.
	Step 4: Ask Ss to explore <ul style="list-style-type: none"> <li>- The possible reasons why a religion is</li> </ul>	5 mins.

		<ul style="list-style-type: none"> <li>- important for Bhutanese people</li> <li>- Whether there are relationship between Bhutanese beliefs and their sense of happiness. If so, how?</li> </ul>	
Class 2:	Step 1:	Review the previous lesson	3 mins.
	Step 2:	Working with a partner, ask Ss to ask the following questions with each other. <ul style="list-style-type: none"> <li>- Which subjects at school do you like?</li> <li>- When do you feel happy?</li> <li>- Do you like Japan? If so, which aspects of Japan do you like?</li> <li>- What do you want to be in the future?</li> <li>- Do you want to go overseas?</li> <li>- What do you think about Bhutan?</li> </ul>	6 mins.
	Step 3:	<ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>2. Explain this is the result of the questionnaire administered to Bhutanese 8<sup>th</sup> grade students (Bhutanese students answered the same questions that Ss discussed in Step 2)</li> </ol>	1 min.
	Step 4:	<ol style="list-style-type: none"> <li>1. Working with the same partner, ask Ss to <ul style="list-style-type: none"> <li>- compare and contrast Bhutanese students' answers to his/her own answers</li> <li>- find similarities and differences</li> <li>- discuss what Ss think about images of Japan that Bhutanese students have</li> </ul> </li> <li>2. Ask some ideas from Ss</li> </ol>	10 mins.
Class 3:	Step 1:	<ol style="list-style-type: none"> <li>1. Show the video clip 2</li> <li>2. Ask Ss to find how the speaker explains the different sense of happiness between Bhutanese and Japanese people</li> </ol>	17 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Write the following sentence on the board <ul style="list-style-type: none"> <li>- The Japanese tend to think about happiness of _____.</li> <li>- The Bhutanese tend to think about happiness of _____.</li> </ul> </li> <li>2. Ask Ss to fill in these blanks as homework</li> </ol>	3 mins.
Class 4:	Step 1:	<ol style="list-style-type: none"> <li>1. Review the previous lesson</li> <li>2. Ask Ss the following homework questions <ul style="list-style-type: none"> <li>- According to her speech, how did Bhutanese perceive happiness?</li> <li>- According to her speech, how did Japanese tend to think about when they hear the word, happiness?</li> </ul> </li> <li>3. Elicit answers from Ss</li> </ol>	5 mins.
	Step 2:	Working with a partner, ask Ss to discuss the following questions. <ul style="list-style-type: none"> <li>- The speaker mentioned that the Bhutanese think about happiness for others at first. From where do you think their thought come?</li> <li>- Do you agree that Japanese people tend to think about happiness of themselves rather</li> </ul>	10 mins.

than that of others?

- Do you have any experiences that what you do for others makes you happy? Give an example
- Do you think happiness of oneself coexists with that of others?

Step 3: Elicit answers from Ss 5 mins.

Assessment:

- Observation through walking around the classroom during pair work:  
Checking comprehension and participation
- Check the outcome of the activity and give feedback through picking up their ideas

Homework / Follow-up:

-

Comments:

The following book describes people's life in Bhutan. The author administered the questionnaire and among participants, there were Bhutanese 8<sup>th</sup> grade students.

Teacher's resource:

Ohashi, T. (2010). *幸福立国ブータン 小さな国際国家の大きな挑戦* [The happiest country Bhutan]. Tokyo: Hakusuisha.

## The Questionnaires for 7 Bhutanese Junior High School 8<sup>th</sup> Grade Students

Participants (このアンケートに答えたブータンの中学生)

(A)	Tshewang Tenizn ツェワン・テンジン	Male	15
(B)	Chimi Zangmo チミ・ザンモ	Female	13
(C)	Dorji Lhaden ドルジ・ラデン	Female	15
(D)	Tshering Pem ツェリン・ペム	Female	13
(E)	Paraksha パラシヤ	Male	13
(F)	Wangchuk Gyalpo ウオンチュク・ギャルポ	Male	14
(G)	Knzang Dorji ケサン・ドルジ	Male	14

### 1. Which subjects do you like?

- English (A)
- English and math (B)
- English and science (C)
- Geography and Dzongkha (ゾンカ語) (D)
- English, Dzongkha, geography, math and science (E)
- Dzongkha, science, English, the history of Bhutan (F)
- English and science (G)

### 2. Do you like studying?

- No, I don't like it. (A)
- I may like or may not like studying. (B)
- I like studying especially when I focus on studying and gain knowledge. (C)
- Yes. If we don't study, we cannot produce good work and earn money by ourselves. (D)
- Yes. I like studying when I am assigned tasks or homework other than studying. (E)
- To be honest, I don't like studying. (F)
- I like studying. (G)

### 3. When do you feel happy?

- I feel happy when...
- Everything goes well. (A)
- I'm thinking. (B)
- I am with good friends, and I get things which I want. (C)
- I am with my family and friends, and I get things which I want. (D)
- I'm with my family and friends, and I pass tests. (E)
- I'm with family and friends, and I play tennis. (F)
- I get things which I want. (G)

### 4. Do you like Bhutan?

- Yes, of course. I love my country. (A)
- Yes, because I was born in Bhutan and I will continue living in Bhutan. (B)
- Yes, because Bhutan is the country which I was born in, there are kings who

understand us well, and Bhutan is a peaceful country. (C)

- Yes, because Bhutan is the country which I was born in, people are kind to each other, and the Bhutanese believe in Buddhism with deep respect. (D)
- Yes, because I grew up in Bhutan and Bhutan is a religious and peaceful country, (E)
- Yes, because I am Bhutanese, and I like Bhutan the best. (F)
- I love my country, Bhutan. (G)

**5. What kind of aspects of Bhutan do you like?**

- Religious festivals, green forests, and our king (A)
- Unique culture (B)
- Traditional clothes called "go" (for men) and "kira" (for women), the way of expression of respect for a god (C)
- Traditional clothes, and geographical features (D)
- Bhutan is a religious, artistic, peaceful and rising country (E)
- Bhutan is a country in which I was born as a Bhutanese (F)

**6. What do you want to be in the future and why?**

I want to be...

- a soccer player because I like soccer and it is a good sport. (A)
- a doctor because I want to help people who get sick. (B)
- a journalist because I want to write articles about various kinds of people. If I'm unable to publish books or papers, I will write for myself. (C)
- a good doctor because there are few good doctors in Bhutan. Some people are dying because they cannot get proper medical treatment. I want to help these people. (D)
- an environmentalist or a writer. I want to protect the environment and animals. Also, I want to report my ideas. (E)
- a professional tennis player like Andre Agassi. (F)

**7. What do you think about Japan?**

- Japan is an industrialized and advanced country in terms of technology. (A, B)
- Japan is one of the most advanced countries in terms of technology and it is beautiful. (C)
- I think Japan is a beautiful and peaceful country where there are many friendly people. (D)
- Japan is a religious and technologically advanced country. Also, it is similar to Bhutan but is more advanced. (E)
- Japan is one of the largest countries and there are many festivals. (F)
- Japan is a beautiful, friendly and advanced country. (G)

**8. What comes to your mind, if you hear the word, "Japan"?**

The country which there is/are...

- modern technology (B)
- beautiful buildings, beaches, and nice people (C)

- tall buildings, nice people, and people wearing Japanese traditional clothes (i.e. kimono) (D)
- samurai, ninjas, beautiful women wearing kimonos, and robots (E)
- a large country in which there are many buildings and many robots (F)
- tall towers and buildings (G)

**9. What do you think about Buddhism?**

- I think Buddhism is the truth and the only way to make our life peaceful. (A)
- Buddhism was made by Buddha and leads us toward the right path. (B)
- Buddhism is a religion which helps people overcome suffering and guide them toward the right path. (C)
- I think Buddhism is a strong religion which guides people toward the right path. (D)
- Buddhism teaches us the way of life in the simplest way. (E)
- Buddhism is a religion which is about peace, truth and justice. (F)
- Buddhism is a religion which the Bhutanese have to follow. (G)

**10. What do you think about gender equality?**

- There is no difference between men and women. (A)
- Men and women should not be unequal but equal. (B)
- It is important for men and women to be equal because although women did not go to school in the past, both men and women are able to be educated now. I think a gender bias should be taken away. (C)
- In the past, women had to stay at home and do housework while men went to school and studied. However, both men and women are treated equally in today's society. (D)
- Women have the ability to do the same things as men. Both men and women should be treated equally. (E)
- Women have the ability to do the same things as men. Women can succeed more than men so gender equality should be promoted. (F)
- Gender equality should be the highest priority promoted by the nation. (G)





Lesson Plan 21:

Title of the Class:	English III		
Title of the Chapter:	Lesson 4: Speech- A Man's Life in Bhutan 4C: Give Time and Skills (PP. 58-59)		
Week / Class Number	21/1-4 (80 minutes.)		
Goal of the Class:	Students will be able to understand and produce the target sentence. I asked my father to help me.		
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Express agreement or disagreement in English</li> <li>2. Explore the possibilities and probabilities by referring to the statistics</li> <li>3. Express their opinions about international cooperation</li> </ol>		
Rationale:	These activities are conducted as supplemental activities for 4C of Lesson 4. These activities help students (a) express agreement/disagreement in English, and (c) explore the possibilities and probabilities by looking at the statistics. In addition, students will develop their reading skill by reading the longer passage in English.		
Materials:	Textbook (TOTAL English III, New Edition) The handout: Volunteerism in America and Japan- Two Different Cultures		
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>		
Procedures:	Step	1. Show the statistics 1	5 mins.
Class 1:	1:	2. Explain that this statistics shows the ratio of social support in helping strangers by country 3. Ask Ss what they have found from this statistics	
	Step	1. Show the statistics 2	5 mins.
	2:	2. Explain that this graph shows the rate of donation and participation of volunteer activities. Activities include participating cleanup activities held by any organizations other than volunteer organizations. 3. Ask Ss whether they think the ratio of Japanese participation of volunteer activities and their donations is low or not. Why? 4. Explain that while the Japanese participated volunteer activities to some extent, they may tend not to give a hand to strangers.	
	Step	1. Working with a partner, ask Ss to explore the possible reasons behind these results regarding Japanese volunteerism	5 mins.
	3:	2. Ask Ss about their ideas	
	Step	1. Ask Ss to think about the reasons why Americans actively participate volunteer activities or give a social support	5 mins.
	4:	2. Show the statistics no.3 3. Explain that religious communities are the major organizations in volunteer activities in the United States	

Class 2:	Step 1:	1. Provide the handout 1 2. Give Ss 15 minutes to read and answer the questions	15 mins.
	Step 2:	Check answers in the class	5 mins.
Class 3:	Step 1:	1. Working with a partner, ask Ss to discuss the following questions. - Have you ever thought that you want to do something for people living in foreign countries? - Have you ever done something for people living in foreign countries? - What comes to your mind, if you heard the word, "international cooperation"? - What do you think is the purpose of international cooperation? - To what extent do you think Japan helps foreign countries in terms of monetary and technological assistance?	5 mins.
	Step 2:	2. Ask Ss their ideas 1. Divide Ss into a group of 4 students 2. Ask Ss to discuss the question: Do you think that Japan should give monetary and technological support for other countries even though she has domestic issues. Why or why not? 3. Elicit answers from each group	12 mins.
	Step 3:	Explain homework - Go to the website: <a href="http://www.jftc.or.jp/kids/kids_news/japan/item.html">http://www.jftc.or.jp/kids/kids_news/japan/item.html</a> - Find the information about imports from other countries. - Make <b>5 sentences</b> using past particles such as "Japanese people eat corns <u>imported</u> from the United States." and "Japan imports oil <u>mined</u> in Saudi Arabia."	3 mins.
Class 4:	Step 1:	1. Working with a partner, ask Ss - to compare and contrast their sentences (homework) - check answers	5 mins.
	Step 2:	Elicit some ideas from Ss 1. Provide the reflection worksheet 2. Ask Ss to write what they have learned in lesson 4 on the worksheet	5 mins. 10 mins.
Assessment:		● Observation through walking around the classroom during pair work: Checking comprehension and participation ● Check the outcome of the activity and give feedback through picking up their ideas	
Homework / Follow-up:		Reflection worksheet	
Comments:		-	

References

Statistics

1. Social support by international comparison retrieved from <http://www2.ttcn.ne.jp/honkawa/2996.html>
2. Volunteer activities by international comparison retrieved from <http://www2.ttcn.ne.jp/honkawa/3002.html>
3. Volunteer activities in the United States retrieved from <http://www2.ttcn.ne.jp/honkawa/8790.html>

## Volunteerism in America and Japan Two Different Cultures

No: \_\_\_\_\_ Name: \_\_\_\_\_

The United States is the most advanced country in philanthropy, in terms of percentage of income (GDP) given to charities and average number of hours given for volunteering. In the USA, many non-profit organizations have an important role. In Japan, as well as in most European countries, these functions are more often filled by local and national governments.

According to a 1999 survey by Independent Sector, the percentage of volunteers in America is the largest of any country, almost 56%. The average hours volunteered per week by an individual is 3.5 hours. This is down from 4.2% in 1995, but still exceptional.

According to the American Association of Fund-Raising Counsel, donations to charity reached 2.1% of the GDP in 1999. This is also exceptional. The United States is greatly helped by its volunteers and donors. Why is it so? There are various reasons. First, the desire to work together and help others comes from the foundation of the country. In the United States, the notion of "the people" preceded that of "the government" in its creation. The founders were disappointed with their former countries and did not want to have a powerful government. They wanted to build their communities for themselves. Also, the United States is a country of immigrants seeking to improve their lives and the lives of those around them.

Americans still have a strong sense of community. According to a survey, those who think the government should take basic responsibility to help needy people make up 40% and those who think private sectors such as companies and charitable organizations should hold the primary responsibility of helping the needy are 31%. If the Japanese people were asked the same questions, I believe that most would answer that the government should take charge. Japan has had a long tradition of putting the government above the people.

Second, American volunteerism also comes from religion. Churches and synagogues have always been big sources of volunteers and still are. Congregates often say they gain more than they give by volunteering. Even when Americans volunteer without any relationship to religion, they realize volunteering offers various skills, friends, experiences, satisfaction and fun.

In Japan, volunteerism is seen more in terms of service and sacrifice. This has been so for a long time and is just beginning to change. Japanese people are beginning to realize that volunteering is a give-and-take action.

Third, American volunteerism also comes as a result of requests from large numbers of people and organizations. American society has faced many problems

dealing with racial issues and an increasing immigrant population. In Japan, families and neighbors have handled problems that arise. This is changing - these traditional ties are beginning to break down and Japan is now a rapidly aging society, so volunteering draws attention.

Finally, the United States is a country of volunteers because federal, state and local governments give substantial financial aid to non-profit organizations. Many organizations working with the homeless and other poverty-related issues receive direct support from government agencies. Most organizations have IRS 501(c)(3) status -- individual donors can deduct donations from taxable income. In Japan, it was not until 1998 that most of the volunteer organizations gained official legal status, and the tax issue is still being debated.

For the above reasons, there are many volunteer groups and non-profit organizations in the United States. Many of them are very big and have full-time staff, which is not the case in most Japanese organizations. In the United States, non-profit organizations often cooperate, sharing volunteers and information. Schools and companies have a number of volunteer programs they are linked to. As for donations, the United Way collects money by payroll deduction from corporate employees, and donors can designate the field or agency they want their gift to support.

Through volunteering and donations, individuals can express their will on what kind of society they want and what issues they think are crucial. In the matter of volunteerism, Japan still has much to learn from the United States about how to promote volunteerism.

by Motoko Imai, lecturer at Tokiwa University in Japan and Minds volunteer

<http://www.heartsandminds.org/articles/volunteer.htm>

Lesson Plan 22:

Title of the Class:	English III	
Title of the Chapter:	Lesson 5 Stevie Wonder- The Power of Music 5A: Little Stevie Wonder (PP. 54-55)	
Week / Class Number	22/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentences: - We need a person who speaks English. - The woman who is standing over there is my mother.	
Goal of the Activity:	Students will be able to 1. Describe facts and information such as who Stevie Wonder is 2. Explain themselves by using relative pronoun 3. Explore the possible reasons why Stevie Wonder is “more than just a musician” 4. Compare and contrast two songs in terms of one aspect (expressions of season) 5. Discover one’s expressions in lyrics may be similar or different from culture to culture	
Rationale:	These activities are conducted as supplemental activities for 5A of Lesson 5. These activities help students (a) explain a person by using relative pronoun, (b) deepen their understanding of Stevie Wonder, and (c) discover that songs may include cultural expressions which vary depending on countries.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips 1. Stevie Wonder- Sir Duke retrieved from <a href="http://www.youtube.com/watch?v=hmKshpLXnxE">http://www.youtube.com/watch?v=hmKshpLXnxE</a> 2. Stevie Wonder-Interview, performed three songs retrieved from <a href="http://www.youtube.com/watch?v=WCiqOW3uHs8">http://www.youtube.com/watch?v=WCiqOW3uHs8</a> 3. Stevie Wonder- I Just Called to Say I Love You retrieved from <a href="http://www.youtube.com/watch?v=QwOU3bnuU0k">http://www.youtube.com/watch?v=QwOU3bnuU0k</a> The handouts 1. Discussion question (student A and student B) retrieved from <a href="http://www.esldiscussions.com/m/music.html">http://www.esldiscussions.com/m/music.html</a> 2. Sir Duke 3. Stevie Wonder 4. I just called to say I love you	
Equipment:	1. Movable desks and chairs 2. Black / white board 3. Timer 4. Projector 5. Screen	
Procedures: Class 1:	Step 1: 1. Provide the handout 1 2. Working with a partner, ask the students (Ss) to ask the questions listed on the handout with each other.	10 mins.
	Step 2: 1. Show the video clip 1 2. Ask Ss to try to catch words as much as they can. 3. Provide the handout 2 4. Ask Ss to listen to the music with looking at the lyrics	8 mins.
	Step 3: 1. Ask Ss that Stevie Wonder wrote this song for someone. To whom they think he wrote the song. 2. Explain that	2 mins.

		<ul style="list-style-type: none"> <li>- This song was written in 1977</li> <li>- The song was written in tribute to Duke Ellington who influenced Stevie Wonder but died in 1974</li> <li>- The lyrics also refer to other famous musicians such as Count Basie, Glenn Miller, Louis Armstrong and Ella Fitzgerald.</li> </ul>	
Class 2:	Step 1:	Review the previous lesson	5 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Provide the handout 3</li> <li>2. Give Ss 15 minutes to read and answer to the questions</li> </ol>	15 mins.
	Step 3:	Ask Ss to finish answering all questions as homework	
Class 3:	Step 1:	Elicit answers from Ss	5 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.                             <ul style="list-style-type: none"> <li>- Based on the reading students read as homework, what did Stevie Wonder do as a musician?</li> <li>- Why do you think Stevie Wonder became famous?</li> <li>- Is there anything which makes Stevie popular in addition to his gift for music?</li> </ul> </li> <li>2. Ask Ss about their ideas</li> </ol>	
	Step 3:	<ol style="list-style-type: none"> <li>1. Show the video clip 2</li> <li>2. Ask Ss to find the answers to the following questions                             <ul style="list-style-type: none"> <li>- According to Stevie, what do people in the world need? Why?</li> <li>- What does Stevie think about the purpose of being leader?</li> <li>- What does Stevie believe to make peaceful world?</li> </ul> </li> <li>3. Elicit answers from Ss</li> </ol>	
	Step 4:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to discuss the following questions.                             <ul style="list-style-type: none"> <li>- What do you think makes him actively promote peace?</li> <li>- Where do you think his belief about peace come from?</li> </ul> </li> <li>2. Explain that he often talks about God in the interview. Ask Ss to think about whether religious beliefs may influence music in Japan</li> </ol>	
Class 4:	Step 1:	<ol style="list-style-type: none"> <li>1. Provide the handout 4</li> <li>2. Ask Ss to fill in the blanks while listening to the song</li> <li>3. Show the video clip 3 twice</li> </ol>	8 mins.
	Step 2:	<ol style="list-style-type: none"> <li>1. Working with a partner, ask Ss to check their answers</li> <li>2. Elicit answers from Ss</li> </ol>	3 mins.
	Step 3:	<ol style="list-style-type: none"> <li>1. Explain that Stevie expressed 12 months in this song</li> <li>2. Ask Ss to find out which lyrics expresses which month from January to December</li> </ol>	3 mins.

- Step 4: 1. Check the answers in the class 6 mins.  
 2. Working with a partner, ask Ss
- to brainstorm what kind of expressions Japanese use to express spring, summer, autumn, and winter
  - compare and contrast their answers to Stevie's expressions
  - find similarities and differences

- Step 5: Explain homework
- Go to YouTube and find one non J-pop song
  - See its lyrics and consider what lyrics expresses

Assessment:

- Observation through walking around the classroom during pair work: Checking comprehension and participation
- Check the outcome of the activity and give feedback through picking up their ideas

Homework / Follow-up:

Comments:

Answer: I just called to say I love you (Stevie Wonder)

Month	Lyrics
January	No New Year's Day to celebrate
February	No chocolate covered candy hearts to give away
March	No first of spring
April	No April rain
May	No flowers bloom
June	No wedding Saturday within the month of June
July	No summer's high No warm July
August	No harvest moon to light one tender August night
September	No autumn breeze No falling leaves
October	No Libra sun
November	No Halloween
December	No giving thanks to all the Christmas joy you bring



## MUSIC DISCUSSION

### STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What images spring to mind when you hear the word 'music'?
- 2) What does music mean to you?
- 3) What would life be like without music?
- 4) Which is more important to you, music or TV?
- 5) What kind of music do you like?
- 6) How have your musical tastes changed since when you were a kid?
- 7) What music can change the way you feel?
- 8) What's the best time and place to listen to music?
- 9) Where does the best music come from, the USA, UK or other?
- 10) What decade has produced the best music?

Hundreds more free handouts at [www.eslDiscussions.com](http://www.eslDiscussions.com)

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## MUSIC DISCUSSION

### STUDENT B's QUESTIONS (Do not show these to student A)

- 1) How varied are your musical tastes?
- 2) What artists/band do you want to see at a music festival?
- 3) What musical genres do you really hate?
- 4) Do you think most music (say 90%) is rubbish?
- 5) Is the Internet helping or hindering musicians?
- 6) Do you agree with Shakespeare that music is the food of love?
- 7) What new music have you bought or listened to recently?
- 8) What do you think of the music your parents listen to?
- 9) Why do humans like music so much?
- 10) What do you think of the music they play in supermarkets and elevators?

## Stevie Wonder

Stevie Wonder is the most famous African singer/songwriter, multi-instrumentalist, record producer and activist. He was blind soon after birth, but he signed with Motown Record's Tamla label at the age of 17. And he became a United Nations (UN) messenger of peace. He is very famous throughout the world not only because of his hit songs but also his great impact which made many people feel touched.

Stevie Wonder was born on May 13, 1950 in Detroit, Michigan, the United States. He is the third of six children. He began playing many different instruments at an early age, such as piano, harmonica, drums, bass and so on. And he was very active in his church choir when he was a child. At the age of 13, Stevie made a great success because of his major hit which was 'Fingertips' in 1963. In this song, he sang and played bongos and harmonica. And this song was a hit on the U.S. pop and R&B (rhythm and blues) charts and made many people know him. After that, Stevie Wonder soon became well known to people around the world.

Stevie Wonder has recorded more than thirty U.S. top ten hits and won 22 Grammy Awards. He won Grammy's Awards the most as a sole male artist and a Lifetime Achievement Award. He has also won Academy Award for Best Song, and been awarded the Polar Music Prize. American music magazine known as *Rolling Stone* named him the ninth greatest singer in the world. In June 2009 he became the fourth who received the Montreal Jazz Festival sprit award. Lastly, Stevie was the Motown first artist and second African-American musician to win an Academic Award for Best Original Song for his 1984 hit song, 'I Just Called to Say I Love You.'

He gave a great impact to the world because he became one of the most successful R&B artists, song writers, and producers. Stevie Wonder gave a great impressions, inspiration and encouragement to not only black Americans but also to all Americans especially those with disabilities. Because he has suffered a lot when he was a child because of his sickness, he gives hopes to all of the people with disabilities.

● Answer the following questions.

1. What is Stevie Wonder famous for? \_\_\_\_\_.
2. When and where was he born? \_\_\_\_\_.
3. What song made him popular? \_\_\_\_\_.
4. How many Grammy Awards did he win? \_\_\_\_\_.
5. According to the passage, to whom did Stevie give hope?  
\_\_\_\_\_.

**I Just Called To Say I Love You**  
**song by Stevie Wonder**

No ( ) ( ) Day to celebrate

No chocolate covered candy hearts to give away

No first of ( )

No song to sing

In fact here's just another ordinary day

No ( ) rain

No flowers bloom

No wedding ( ) within the month of ( )

But what it is, is something true

Made up of these three words that I ( ) say to you

I just called to say I love you

I just called to say ( ) ( ) ( ) ( )

I just called to say I love you

And I mean it from ( ) ( ) ( ) ( ) ( )

No ( )'s high

No warm ( )

No harvest moon to light one tender ( ) night

No ( ) breeze

No falling leaves

Not even time for birds to fly to southern skies

No Libra sun

No ( )

No giving thanks to all the ( ) joy you bring

But what it is, though old so new

To fill your heart like no three words ( ) ever do

I just called to say I love you

I just called to say ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

I just called to say I love you

And I mean it from ( ) ( ) ( ) ( ) ( ) ( )

I just called to say I love you

I just called to say ( ) ( ) ( ) ( ) ( ) ( )

I just called to say I love you

And I mean it from ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

( ) ( ) ( ) ( )

( ) ( ) ( ) ( )

Lesson Plan23:

Title of the Class:	English III	
Title of the Chapter:	Lesson 5 Stevie Wonder- The Power of Music	
	5B Stevie's Turning Point (PP.66-67)	
Week / Class Number	23/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentence. Stevie wrote songs which touched people all over the world.	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Understand what is dehumanization</li> <li>2. Comprehend the history of apartheid</li> <li>3. Explore the possible reasons behind historical incidents</li> <li>4. Familiarize Nelson Mandela who fought against apartheid</li> <li>5. Familiarize themselves with English spoken by an African person</li> </ol>	
Rationale:	These activities are conducted as supplemental activities for 5B of Lesson 5. These activities help students (a) explore how racial discrimination are brought about, (b) understand the history of apartheid and (c) familiarize Nelson Mandela who fought against apartheid.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips	
	<ol style="list-style-type: none"> <li>1. The legacy of apartheid retrieved from <a href="http://www.youtube.com/watch?v=Y9WB5nOnHIY">http://www.youtube.com/watch?v=Y9WB5nOnHIY</a></li> <li>2. Nelson Mandela's life history with Japanese subtitle retrieved from <a href="http://www.youtube.com/watch?v=MAbL-HWFpoo">http://www.youtube.com/watch?v=MAbL-HWFpoo</a></li> </ol>	
	The handouts 1: Apartheid Pictures (see references)	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:	Step 1:	<ol style="list-style-type: none"> <li>1. Show the picture 1 <span style="float: right;">8 mins.</span></li> <li>2. Working with a partner, ask the students (Ss) to discuss the following questions.                             <ul style="list-style-type: none"> <li>- What comparison is being made?</li> <li>- Is this comparison favorable or unfavorable? Why?</li> <li>- What do you think is the purpose of making this comparison?</li> <li>- This example was created in 1854. What was going on at the time that may help explain the purpose of the image?</li> </ul> </li> <li>3. Elicit answers from Ss</li> </ol>
Class 1:	Step 2:	<ol style="list-style-type: none"> <li>1. Explain that <span style="float: right;">5 mins.</span> <ul style="list-style-type: none"> <li>- When one group wants to take economic/political control over other groups, it will use oppression and exploitation to gain power.</li> <li>- To justify these inhumane actions, oppressors often describe people as less than human (stereotypes and dehumanization)</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>- Comparing Africans to apes (picture 1) promoted the idea that these people were no better than animals.</li> <li>- This idea justifies the oppressors' false belief in their own superiority and makes it easier to hate, enslave, kill, torture or persecute the dehumanized group.</li> </ul>	
	<p>Step 3: Working with a different partner, ask Ss to discuss the following questions.</p> <ul style="list-style-type: none"> <li>- How would you describe the role of stereotypes and dehumanization in racism?</li> <li>- Do you have any other examples of dehumanization in history or in Japan?</li> <li>- What do you think it would take to break down the concept of racial superiority?</li> <li>- Ask Ss their ideas</li> </ul>	7 mins.
Class 2:	<p>Step 1: Review the previous lesson</p>	5 mins.
	<p>Step 2: 1. Show pictures 2-4</p> <p>2. Ask Ss to describe what they see, and if they know when and where these pictures are from</p>	5 mins.
	<p>Step 3: 1. Provide the handout</p> <p>2. Give Ss 10 minutes to read and answers to the questions.</p> <p>3. Ask Ss to finish reading by next class</p>	10 mins.
Class 3:	<p>Step 1: Ask Ss to answer the questions listed on the handout 1</p>	10 mins.
	<p>Step 2: 1. Show the video clip 1</p> <p>2. Ask Ss to find the answers to the following questions.</p> <ul style="list-style-type: none"> <li>- What was the purpose of apartheid?</li> <li>- When was African National Congress (ANC) organized?</li> <li>- What did Black South Africans do against Apartheid?</li> <li>- How was the life of the white different from that of Black South Africans because of Apartheid?</li> <li>- When did Apartheid finish?</li> <li>- Who fought against Apartheid as a leader?</li> </ul> <p>3. Elicit answers from Ss</p>	10 mins.
Class 4:	<p>Step 1: Ask Ss the following questions as review</p> <ul style="list-style-type: none"> <li>- What was Apartheid?</li> <li>- When did it happen?</li> <li>- Where did it happen?</li> <li>- How did it change Black South Africans life?</li> </ul>	5 mins.
	<p>Step 2: 1. Show the video clip 2</p> <p>2. Ask Ss to make notes about what Mandela did against apartheid.</p>	15 mins.
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work:</li> </ul> <p>Checking comprehension and participation</p>	

- Check the outcome of the activity and give feedback through picking up their ideas

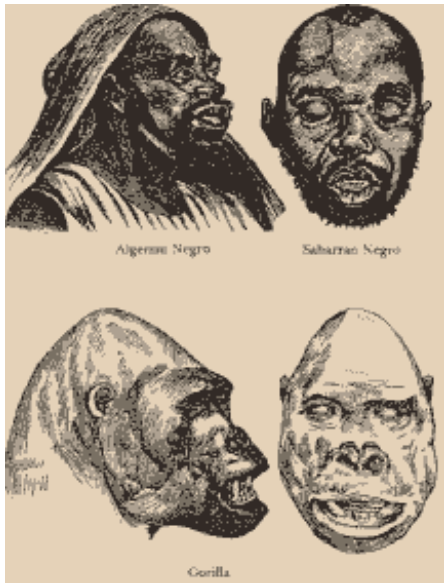
Comments:

The website below provides various kinds of activities which help students learn about global issues such as human rights, world hunger, racial discrimination etc.

Teacher's resource:

United Nations Cyberschoolbus:  
<http://www.un.org/Pubs/CyberSchoolBus/>

### Lesson 5 (5B)



1



2



3



4

References:

1. [http://www.un.org/Pubs/CyberSchoolBus/discrim/race\\_b\\_bur\\_print.asp](http://www.un.org/Pubs/CyberSchoolBus/discrim/race_b_bur_print.asp)
2. <http://sagasouthafrica.over-blog.com/article-apartheid-museum-79840785.html>
3. [http://en.wikipedia.org/wiki/Apartheid\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Apartheid_in_South_Africa)
4. <http://www.tumblr.com/tagged/racial%20segregation>

## Apartheid

No: \_\_\_\_\_ Name: \_\_\_\_\_

South Africa was colonized by the Dutch and English in the 17<sup>th</sup> century. Over the following centuries, the white settlers used power to take control of the land and make a system of domination over Africans who originally lived in that area.

In 1948, the Afrikaner National Party won the elections. "Today South Africa belongs to us once more," said the new Prime Minister, D.F. Malan. He began to force the policy of apartheid. The word means separateness in Afrikaans. The original idea of apartheid was separate development of black and white communities. In reality it means racism decided by law. Non-white people had no rights. Opposition to the white government was illegal.

Black people were used as cheap labor. Pass Laws restricted their movement round the city. To make money, the men moved from the country to work in the gold and diamond mines, while the women went to work as domestic servants in white households. This broke down the black people's tribal customs and close family unity. Apartheid gave political control to the white minority and Africans who made up 80% of population were discriminated. This system was made through political, economic, and social organizations and continued through the early 1990s.

force: ~を強制する、押しつける

racism: 人種差別

cheap labor: 低賃金労働者

Afrikaans: アフリカーンス語

opposition: 反対

Answer the following questions.

1. What happened to South Africa in the 17<sup>th</sup> century?

\_\_\_\_\_.

2. When was Apartheid started?

\_\_\_\_\_.

3. What does "Apartheid" mean?

\_\_\_\_\_.

4. What was the original idea of apartheid?

\_\_\_\_\_.

5. What happened to people who opposed to the white government?

\_\_\_\_\_.

6. What did men do to make money?

\_\_\_\_\_.



7. What did women do?

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8. Was the population of the white larger than that of Africans? (Yes / No)

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9. Until when apartheid continue?

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Lesson Plan 24:

Title of the Class:	English III													
Title of the Chapter:	Lesson 5 Stevie Wonder- The Power of Music 5C: Songs to Help Others (PP. 68-69)													
Week / Class Number	24/1-4 (80 minutes.)													
Goal of the Class:	Students will be able to understand and produce the target sentence. Stevie wrote songs that touched people around the world.													
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the excerpt of speech by Mandela</li> <li>2. Explore his beliefs, attitudes, values, perceptions toward apartheid</li> <li>3. Explore the meaning of lyrics of "<i>It's Wrong (Apartheid)</i>"</li> <li>4. Recognize songs as one of means to express one's will (resistance/appeal)</li> </ol>													
Rationale:	These activities are conducted as supplemental activities for 5C of Lesson 5. These activities help students not only understand (a) what Mandela did against apartheid but also explore (b) his beliefs underneath his actions by reading his speech. In addition, by listening to the song, " <i>It's Wrong (Apartheid)</i> ", students will realize songs as means to express one's will.													
Materials:	Textbook (TOTAL English III, New Edition) The video clip <ol style="list-style-type: none"> <li>1. Free At Last- Speech by Nelson Mandela 2 May 1994 retrieved from <a href="http://www.youtube.com/watch?v=2-_r6B_Z188">http://www.youtube.com/watch?v=2-_r6B_Z188</a></li> <li>2. It's Wrong (Apartheid) retrieved from <a href="http://www.youtube.com/watch?v=S2HD4IvKjMI">http://www.youtube.com/watch?v=S2HD4IvKjMI</a></li> </ol> Music and apartheid retrieved from <a href="http://www.youtube.com/watch?v=T3XhzmNxR8w">http://www.youtube.com/watch?v=T3XhzmNxR8w</a> The handout <ol style="list-style-type: none"> <li>1. I am the first accused</li> <li>2. It's Wrong (Apartheid)</li> <li>3. Reflection worksheet</li> </ol>													
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>													
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Class 1:</td> <td style="vertical-align: top;">Step 1: 1. Ask Ss to about what Mandela did against apartheid as review 2. Write Ss' answers on the board</td> <td style="vertical-align: top; text-align: right;">10 mins.</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Step 2: 1. Provide the handout 1 2. Read the except of Mandela's speech 3. Ask Ss to translate the speech in English into Japanese</td> <td style="vertical-align: top; text-align: right;">10 mins.</td> </tr> <tr> <td style="vertical-align: top;">Class 2:</td> <td style="vertical-align: top;">Step 1 Review the previous class</td> <td style="vertical-align: top; text-align: right;">5 mins.</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Step 2: 1. Divide Ss into a group of three students 2. Ask Ss to discuss the following questions - What do you think made him determine to fight against apartheid? - How do you think did the government promoting apartheid perceive him at that time?</td> <td style="vertical-align: top; text-align: right;">10 mins.</td> </tr> </table>		Class 1:	Step 1: 1. Ask Ss to about what Mandela did against apartheid as review 2. Write Ss' answers on the board	10 mins.		Step 2: 1. Provide the handout 1 2. Read the except of Mandela's speech 3. Ask Ss to translate the speech in English into Japanese	10 mins.	Class 2:	Step 1 Review the previous class	5 mins.		Step 2: 1. Divide Ss into a group of three students 2. Ask Ss to discuss the following questions - What do you think made him determine to fight against apartheid? - How do you think did the government promoting apartheid perceive him at that time?	10 mins.
Class 1:	Step 1: 1. Ask Ss to about what Mandela did against apartheid as review 2. Write Ss' answers on the board	10 mins.												
	Step 2: 1. Provide the handout 1 2. Read the except of Mandela's speech 3. Ask Ss to translate the speech in English into Japanese	10 mins.												
Class 2:	Step 1 Review the previous class	5 mins.												
	Step 2: 1. Divide Ss into a group of three students 2. Ask Ss to discuss the following questions - What do you think made him determine to fight against apartheid? - How do you think did the government promoting apartheid perceive him at that time?	10 mins.												

		<ul style="list-style-type: none"> <li>- How do you think did the black South Africans perceive him?</li> <li>- What do you think was his belief behind his actions?</li> <li>- What are possible reasons why he had never given in for 27<sup>th</sup> imprisoned life?</li> </ul>	
Class 3:	Step 3:	Elicit answers from Ss	5 mins.
	Step 1:	1. Provide the worksheet 2 2. Working with a partner, ask Ss to <ul style="list-style-type: none"> <li>- Read the lyrics</li> <li>- Explore what these lyric means</li> <li>- Explore what Stevie wants to express through this song</li> </ul>	4 mins.
		3. Elicit some ideas from Ss	
	Step 2:	1. Show the video clip 2 2. Ask Ss to listen to the song by referring to the lyrics	4 mins.
	Step 3:	1. Ask Ss their impressions on this song 2. Elicit that music is one of means to express one's will	1 min.
	Step 4:	1. Show the video clip 3 2. Ask Ss how people in South Africa resisted against apartheid by music	10 mins.
	Step 5:	As homework, ask Ss to find one song which musician(s) create to show their resistance against racial discrimination, social injustice etc. or to appeal the importance of peace	1 min
Class 4:	Step 1:	1. Working with a partner, ask Ss to compare and contrast what they research 2. Ask some Ss about what songs they choose	10 mins.
	Step 2:	1. Provide the reflection worksheet 2. Ask Ss to write what they have learned in lesson 5	10 mins.
Assessment:		<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas</li> </ul>	
Homework / Follow-up:		-	
Comments:		-	

**"I Am the First Accused"**

No: \_\_\_\_\_ Name: \_\_\_\_\_

*"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."*

Nelson Mandela-April 20, 1964.

dedicate oneself~: (動)~に専念する	cherish: (動)~を大切にする
ideal: (名)理想	live for~: (動)~を生きがいにする
achieve: (動)~を得る	

1. By using a dictionary, translate Mandela's speech in English into Japanese.

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2. Discuss the following questions in a group.

- What do you think made him determine to fight against apartheid?
- How do you think did the government which promoted apartheid think about him at that time?
- How do you think did the black South African think about him?
- What do you think was his belief behind his actions?
- Why do you think that he never gave in for 27<sup>th</sup> imprisoned life?

## **It's Wrong (Apartheid)**

Song by Stevie Wonder

The wretchedness of Satan's wrath  
Will come to seize you at last  
'cause even he frowns upon the deeds you are doing  
And you know deep in your heart  
You've no covenant with God  
'cause he would never countenance people abusing

You know apartheid's wrong (Qha), wrong (Qha)  
Like slavery was wrong (Qha), wrong (Qha)  
Like the holocaust was wrong (Qha), wrong (Qha)  
Apartheid is wrong (Qha), wrong (Qha), wrong  
It's wrong (Qha), wrong (Qha), wrong (Qha), wrong (Qha)  
Wrong (Qha), wrong (Qha), wrong (Qha), wrong (Qha)

The pain you cause in God's name  
Points only to yourself to blame  
For the negative karma you will be receiving  
'cause when people are oppressed  
With atrocities that test  
The future of all mankind we, the world won't stand seeing

You know apartheid's wrong (Qha), wrong (Qha)  
Like slavery was wrong (Qha), wrong (Qha)  
Like the holocaust was wrong (Qha), wrong (Qha)  
Apartheid is wrong (Qha), it's wrong (Qha), wrong  
It's wrong (Qha), it's wrong (Qha), wrong (Qha), wrong (Qha)  
Wrong (Qha), wrong (Qha), wrong (Qha), wrong (Qha)

Ubuqaba Babo Bucacile  
Woqamba Kuze Kucace  
Ngoba Nosathane Uyabugxeka  
Lobuqaba  
Oh, freedom is coming  
(Inkululeko Iyeza)  
Say it again  
(Inkululeko Iyeza)  
Hold on tight, it's coming  
(Qinisani Inkululeko Iyeza)  
(Inkululeko Iyeza)  
Oh, the whole world is with us  
(Qinisani Umhlaba Wonke Unathi)  
Say it again

(Umhlaba Wonke Unathi)  
Hold on tight, cause we're with you  
(Qinisani Umhlaba Wonke Unathi)  
(Umhlaba Wonke Unathi)  
Oh, oh, oh, freedom is coming, yeah, yeah, yeah,  
(Qinisani Inkululeko Iyeza)  
(Inkululeko Iyeza)  
Hold on tight, yeah  
(Qinisani Inkululeko Iyeza)  
Freedom is coming  
(Inkululeko Iyeza)  
Hold on tight  
(Qinisani)

Lesson Plan 25:

Title of the Class:	English III	
Title of the Chapter:	Lesson 5 Stevie Wonder- The Power of Music	
	5D: Making the World a Better Place (PP. 70-71)	
Week / Class Number	25/1-4 (80 minutes.)	
Goal of the Class:	-	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Write the speech script about a famous person</li> <li>2. Present the speech in the class</li> </ol>	
Rationale:	These activities are conducted as supplemental activities for 5D of Lesson 5. These activities help students (a) understand writing structure in English (general to specific), (b) deepen their understanding of relative pronoun by writing the speech script. In addition, by presenting their speech in the class, students may become familiar to speaking English which may lead to foster their confidence in speaking.	
Materials:	Textbook (TOTAL English III, New Edition) The handout: Introducing Famous People	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:	Step 1: Provide the handout	1 min.
Class 1:	Step 2: Explain the project	10 mins.
	<ol style="list-style-type: none"> <li>1. Choose one historically famous person by using the website</li> <li>2. Make copies/notes what his/her biography</li> <li>3. Based on the example speech about Stevie Wonder, take information which you think important</li> <li>4. Write the script by following the structure on the handout</li> <li>5. Each Ss present the speech within 2-3 minutes in the class from the 2<sup>nd</sup> to 4<sup>th</sup> class</li> </ol>	
Class 2:	Step 1: 10 Ss present the speech	20 mins.
Class 3:	Step 1: 10 Ss present the speech	20 mins.
Class 4:	Step 1: 10 Ss present the speech	20 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Give feedback about Ss' speech</li> <li>2. Ask Ss to handout the speech script</li> </ol>	10 mins.
Assessment:	<ul style="list-style-type: none"> <li>● Listening to Ss' speech in the class</li> <li>● Checking Ss' participation as a listener</li> <li>● Checking Ss' speech script</li> </ul>	
Homework / Follow-up:	Reflection worksheet	
Comments:	-	

## Introducing Famous People

No: \_\_\_\_\_ Name: \_\_\_\_\_

**[An example speech script]**

### Stevie Wonder

Stevie Wonder is an African-American musician who is known to everyone. But he is more than just a musician.

Stevie was born in 1950. He soon lost his eyesight. When he was a little boy, Stevie often enjoyed listening to music on the radio. He used spoons to keep rhythm with the music. He became very good at playing the drums, the piano and so on. People who listened to his music were amazed.

When he was 13 years old, Stevie released his first album. This made him a big star. After that, he had one hit after another. Stevie continued to write a lot of songs which touched people around the world. In 1973, Stevie had a car accident and almost died. This experience changed his life. He decided to help others who have difficulties. He began to work for them through his music.

In 1980, Stevie wrote a song that celebrated Martin Luther King, Jr.'s birthday. King worked for equal rights for non-white in the U.S. In 1968, he was killed for it. Stevie worked with the government to make King's birthday a national holiday. It became one in 1986. In 1985, Stevie took part in two songs-*We are the World* for hungry people in Africa and *That's What Friends Are For* for AIDS research.

Stevie wants to make the world a better place. He joined demonstrations against apartheid. It was a system that gave advantages to white people in South Africa. In 1985, Stevie was invited to the United Nations. There, he sang a song called *It's Wrong (Apartheid)*. In the song *Black Man* Stevie sang, "This world was made for all men, all people, all babies, all children, all colors, all races."

### Speech about a famous person:

A. Google "famous people" and go to the website: <http://www.thefamouspeople.com/>

(※You can use other websites)

B. Choose one person who is known to everyone

C. Write the script (原稿) by following structure:

1. Name of the person: \_\_\_\_\_ is \_\_\_\_\_ who is known to everyone.
2. His/her childhood: When s/he was a child, s/he \_\_\_\_\_.
3. His/her major life event 1 (e.g. what s/he did or what happened to him/her)
4. His/her major life event 2
5. His/her major life event 3
6. His/her famous saying/quote (if you can find)



Lesson Plan 26:

Title of the Class:	English III	
Title of the Chapter:	Lesson 6 Interesting Languages	
Week / Class Number	6A: Taku's Speech- The Meaning of Words (PP. 78-79) 26/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentences: - These are some pictures which I took in the pack. - The cake which your uncle made is delicious.	
Goal of the Activity:	Students will able to 1. Find examples of Japanese words a. Which changed its meanings when they became English b. Which are used as the same meanings 2. Explore the possible reasons why they changed its meanings 3. Find English loanwords a. Which changed its meanings when they became Japanese b. Which are used as the same meanings	
Rationale:	These activities are conducted as supplemental activities for 6A of Lesson 6. These activities help students understand that words have been constantly evolving under the influence of cultural exchange among countries.	
Materials:	Textbook (TOTAL English III, New Edition) The video clip: Japanese loanwords in English retrieved from <a href="http://www.youtube.com/watch?v=qfrDMg8cdS0">http://www.youtube.com/watch?v=qfrDMg8cdS0</a> The handouts 1. Japanese words list 2. Homework	
Equipment:	1. Movable desks and chairs 2. Black / white board 3. Timer 4. Projector 5. Screen	
Procedures: Class 1:	Step 1: 1. Write the following sentences on the board a. " <i>Futon</i> " and " <i>Hibachi</i> " are Japanese words _____ became English. b. They have the meanings _____ are different from the original Japanese words. 2. Ask Ss to fill in blanks (ans: which) 3. Explain that " <i>futon</i> " and " <i>hibachi</i> " are used as English language but they have different meanings. (textbook pp. 78-79)	3 min.
	Step 2: 1. By referring to two examples on the textbook, ask the students (Ss) to think about any other examples of Japanese loanwords and write them down on their notebooks. 2. Working with a partner, ask Ss to - Compare and contrast their answers - Explain where and when they see those Japanese loanwords 3. Elicit some ideas from Ss	10 mins.
	Step 3: 1. Show the video clip 1	5 mins.

2. Ask Ss to find answers to the following questions
    - What are six Japanese loanwords which a speaker introduces in the video?
    - How does the speaker explain the meanings of those six words?
  3. Elicit answers from Ss
  4. Ask Ss to explore the possible reasons why and how the words, “tsunami”, “samurai”, “karate”, “sushi”, “keiretsu” and “kaizen” (from the video) became English
- Class 2:
- Step 4: Explain homework 2 mins.
- Choose two words from your possible Japanese loanwords list (from step 1)
  - Confirm whether those words are used as English
  - Confirm whether the meanings of Japanese loanwords are same/different from the original Japanese words
  - Explore the possible reasons why and how those words became English
- Step 1: Ask some Ss examples of Japanese words and how they became English(homework) 3 mins.
- Step 2: 10 mins.
1. Provide the handout 1
  2. Divide Ss into a group of 5 students
  3. Ask Ss in a group to
    - Determine one strip /student
    - Write about the meanings of 11 Japanese loanwords
- Step 3: 7 mins.
1. After all of students complete their work, explain
    - One student in a group reads the meaning of the word
    - The rest of four students guess what the word is.
    - Ss use only English and gesture
- Class 3:
- Step 4: Collect the handout 1
- Step 1: 5 mins.
1. Ask Ss to write down possible English loanwords as many as possible on their notebooks
  2. Working with a partner, ask Ss to compare and contrast their answers
- Step 2: 5 mins.
1. Elicit some ideas of Ss
  2. Ask Ss how we call the following things in English
    - ホッチキス
    - ジェットコースター
    - コンセント
    - ポテトフライ
    - カンニング
  3. Explain that
    - *Wasei-eigo* (katakana eigo) is a word which is not used in the English-speaking world or by native English speakers but used in Japanese

		- even the word has the same spelling, it may be interpreted differently depending on the country	
	Step 3:	1. Working with a partner, ask Ss to think about the possible reasons why - Japanese words change the meanings when they became English - Japanese people use katakana eigo instead of using English words as they are	9 mins.
		2. Elicit some ideas of Ss	
	Step 4:	1. Provide the handout 2 2. Explain homework - By using the Internet, Ss look for one katakana eigo - Find its English word and write it down on the left side - By using a dictionary, write the meaning of that word and what that is called in Japanese on the right side - Hand out homework by next class	1 min.
Class 4:	Step 1:	1. Divide Ss into a group of 6 students 2. Ask Ss to choose one student who reads the meaning in a group 3. Explain that while a student reads the meaning, the rest of five students play karuta	20 mins.
Assessment:		● Observation through walking around the classroom during pair work: Checking comprehension and participation ● Check the outcome of the activity and give feedback through picking up their ideas.	
Homework / Follow-up:		-	
Comments:		-	



**[For teachers] Japanese Words and Meanings**

aikido	Japanese martial arts
anime	animation
azuki	a type of bean
bento	a meal box with separators
bonsai	miniature tree
dashi	soup stock; fundamental to Japanese cooking
dojo	a martial arts training ground
futon	a type of mattress
geisha	professional artist
haiku	short poem of 3 lines
harakiri	a form of ritual suicide
hibachi	portable charcoal grill
honcho	chief or head or a business magnet
ikebana	flower arrangement
imari	porcelain ware
judo	martial arts form
jujitsu	martial art - meaning 'soft skill'
kabuki	Traditional Japanese theater
kamikaze	Divine wind
kanji	A Japanese writing system; refers to the Chinese characters used
kakemono	Vertical Japanese calligraphy scroll
karaoke	Singing pop songs to musical backing
karate	Type of Japanese martial arts
katsuo/maguro	Tuna
kimono	Outer garment, generally made of silk
koi	Ornamental carp fish
manga	Comics
makimono	Horizontal hand scroll for calligraphy
miso	Paste made from soybean, koji and sea salt

ninja	a stealthy warrior
obi	Belt/sash used with a kimono
origami	Paper-folding art
ramen	A variety of Japanese noodle soup
rickshaw	Human-pulled vehicle
sake	Alcoholic beverage made from rice
samurai	Japanese warrior
satsuma	a type of orange
sayonara	Goodbye
sensei	Master, teacher
seppuku	ritual suicide by cutting the abdomen
shoyu	Japanese soy sauce
soy	a bean
sudoku	Puzzles, although now used for mathematical puzzles
sumo	Japanese wrestling; also national sport of Japan
sushi	Vinegared rice topped with raw fish, shellfish and rarely vegetables
tanka	Short poem form; older than haiku
teriyaki	Cooking technique in which fish or meat is grilled in soy marinade
tofu	Bean curd
tsunami	Large wave as a result of underwater disturbances
tycoon	Great Leader; now applied to wealthy businessmen
typhoon	Violent tropical storm or cyclone
ukiyoe	Wood block prints
wasabi	Green paste similar to horseradish
zen	Branch of Mahayana Buddhism
zori	Rice straw sandals; commonly worn with kimono for formal occasions

Adopted from

<http://www.dailywritingtips.com/japanese-loan-words/>

<http://www.buzzle.com/articles/japanese-words-in-english.html>

**Homework**

No: \_\_\_\_\_ Name: \_\_\_\_\_

1. Look at the example below. Please choose one "katakana eigo" and write down that word in English on the left. Write the meaning of that word on the right.

English	Meaning

Example(例)

English	Meaning
<p style="font-size: 2em; font-family: cursive;">stapler</p>	<p>A small device used for putting staples into paper. We call this "ホッチキス" in Japanese.</p>

2. By using the Internet, find out how this Japanese-made English was spread throughout Japan.

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Lesson Plan 27:

Title of the Class:	English III	
Title of the Chapter:	Lesson 6 Interesting Languages	
Week / Class Number	6B: Nana's Speech- American and British English (PP.80-81) 27/1-4 (80 minutes.)	
Goal of the Class:	Students will be able to understand and produce the target sentences: <ul style="list-style-type: none"> <li>- The people that we met yesterday were very kind to us.</li> <li>- The movie that I saw last week was very interesting.</li> </ul>	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Explain and give examples of the difference between American English and British English in terms of vocabulary, spelling and pronunciation</li> <li>2. Try to discriminate English spoken by five speakers from the U.S., the U.K., New Zealand, France and Korea</li> <li>3. Express their opinions about Japanese-accented English</li> </ol>	
Rationale:	These activities are conducted as supplemental activities for 6B of Lesson 6. These activities help students (a) deepen their understanding of the difference between American English and British English, (b) familiarize themselves with World Englishes, and (c) form their opinions about Japanese-accented English through discussion.	
Materials:	Textbook (TOTAL English III, New Edition) The video clips <ol style="list-style-type: none"> <li>1. American English &amp; British English Differences retrieved from <a href="http://www.youtube.com/watch?v=Lh9PS1JUv8g">http://www.youtube.com/watch?v=Lh9PS1JUv8g</a></li> <li>2. World Englishes retrieved from <a href="http://www.alc.co.jp/eng/feature/091125/02.html">http://www.alc.co.jp/eng/feature/091125/02.html</a></li> <li>3. TED×Tokyo- Ken Mogi- 5/15/10- (English) retrieved from <a href="http://www.youtube.com/watch?v=7HU05V9HDHo">http://www.youtube.com/watch?v=7HU05V9HDHo</a></li> </ol> The handouts <ol style="list-style-type: none"> <li>1. Who speaks English...?</li> </ol>	
Equipment:	Picture: the colored world map <ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	Step 1:	<ol style="list-style-type: none"> <li>1. Ask Ss to look at the world map which they colored in the class in week2 <span style="float: right;">3 mins.</span></li> <li>2. Ask Ss <ul style="list-style-type: none"> <li>- In which countries do people speak English as a native language?</li> <li>- In which countries do people speak/study English?</li> <li>- Among these countries, which English (American English or British English) do you think that people speak/study more?</li> </ul> </li> </ol>
	Step 2:	<ol style="list-style-type: none"> <li>1. Show the picture 1 <span style="float: right;">3 mins.</span></li> <li>2. Working with a partner, ask Ss to discuss the following questions. <ul style="list-style-type: none"> <li>- Which color (pink or green) is American English?</li> </ul> </li> </ol>



- What seems to be in common among countries which speak/study American English?
  - What seems to be in common among countries which speak/study British English?
3. Elicit answers from Ss
- Step 3: 1. By drawing a vertical line on the board, write "American English" on the left side and write "British English" on the right side 13 mins.
2. Show the video clip
3. After watching the video, ask Ss about what Toshiko who is from America and John who is from Britain compare and contrast
4. By eliciting answers from Ss, make a chart as below:

American English	British English
(n) soccer	(n) football
(n) football	(n) American football
(n) pants	(n) trousers
(n) underwear	(n) pants
(adj) hungry	(adj) peckish
(n) cupcakes	(n) fairy cakes
(n) egg and toasts	(n) egg and soldiers
(n) fries	(n) fish and chips
(n) candies	(n) sweets

- Step 4: 1. Explain that there are difference between American English and British English in terms of 1 min
- a. Vocabulary
  - b. Spelling
  - c. Pronunciation
2. Ask Ss to find any other examples out of these categories above as homework

Class 2:

- Step 1: 1. Working with a partner, ask Ss to discuss the following questions. 10 mins.
- What are differences between American English and British English in terms of vocabulary, spelling or pronunciation? Give examples. (homework)
  - Why do you think that there are some differences between American and British English even though they refer to the same thing?
2. Elicit answers from Ss
- Step 2: 1. Ask Ss 5 mins.
- Is Japanese spoken in kanto region different from one spoken in kansai region?
  - What are differences b/w Japanese in kanto and Japanese in kansai region?
  - Do you think there is a possibility of miscommunication when a person from kanto region talks to other person from kansai

		region? Why or why not?	
		2. Ask Ss to explore the possible reasons why people speak differently depending on the region	
	Step 3:	1. Working with a different partner, ask Ss to explore the possible reasons why there are differences between American English and British English	5 mins.
		2. Elicit some ideas from Ss	
Class 3:	Step 1:	Review the previous lesson	
	Step 2:	1. Provide the handout 1	5 mins.
		2. Ask Ss to read aloud the speech script	
		3. Explain that	
		- Ss are going to listen to the speeches spoken by five different speakers.	
		- Speakers from America, Britain, New Zealand, Korea and France	
		- Ask Ss to listen to each speech and guess who read the speech	
		4. Play five speeches randomly from the website: <a href="http://www.alc.co.jp/eng/feature/091125/02.html">http://www.alc.co.jp/eng/feature/091125/02.html</a>	
	Step 3:	1. Check the answers	5 mins.
		2. Working with a partner, ask Ss to discuss the following questions.	
		- Which speech do Ss feel easy to understand? Why?	
		- Which speech do Ss feel difficult to understand? Why?	
		3. Elicit answers from Ss	
	Step 4:	1. Ask Ss to explore the possible reasons why these five speeches sound differently even though they speak English.	10 mins.
		2. Explain that	
		- even though we speak English, it may sound different depending on which country s/he comes from and also varies from person to person	
		- although it sounds different, they are all legitimate and intelligible varieties of English	
Class 4:	Step 1:	1. Show the video clip 3 (※Since this video clip runs for approximately 12 minutes, a teacher stops before the end.)	5 mins.
		2. Working with a partner, ask Ss to discuss the following questions.	
		- What did the speaker talk about?	
		- How did his English sound like?	
		- How did the audience react to his lecture?	
		- Was it easy for you to understand his lecture? Why or why not?	
	Step 2:	1. Ask Ss	5 mins.
		- what "Japanese English" sounds like	
		- how Japanese English sounds similar to/different from English which students are	

familiar with (American English?)

2. Ask Ss to explore the possible reasons why Japanese English may sound different from American English.

Step 3: 1. Divide Ss into a group of four students. 10 mins.

2. Working with group members, ask Ss to discuss the following questions.
  - Which English (Japanese English or American English) do you feel easy to understand? Why?
  - Do you think that if Japanese speak English with Japanese accent, listeners feel it difficult to understand? Why or why not?
  - Which English do you want to follow when they practice pronunciation? Why?
3. Elicit some ideas from Ss in groups

Assessment:

- Observation through walking around the classroom during pair work: Checking comprehension and participation
- Check the outcome of the activity and give feedback through picking up their ideas.

Homework / Follow-up:

-

Comments:

When a teacher talks about countries where people speak/study either American English or British English, keep in mind that we cannot clearly draw the line between American and British English and thus there is no clear-cut answer.

# Who speaks English...?

No: \_\_\_\_\_ Name: \_\_\_\_\_

- You are going to listen to the following speech script read by the five different English speakers. Listen carefully to each script and after listening, answer who read the script.

### Speech script



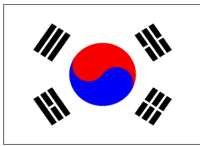
On Sunday, when my aunt's car motor died, we ended up having to first get out fast and roll it to the side of the road and wait until someone came for help. Fir lack of anything better to do, we played UNO on the hood of our poor car, until an old man driving a semi-trailer stopped for us.

### 【訳】

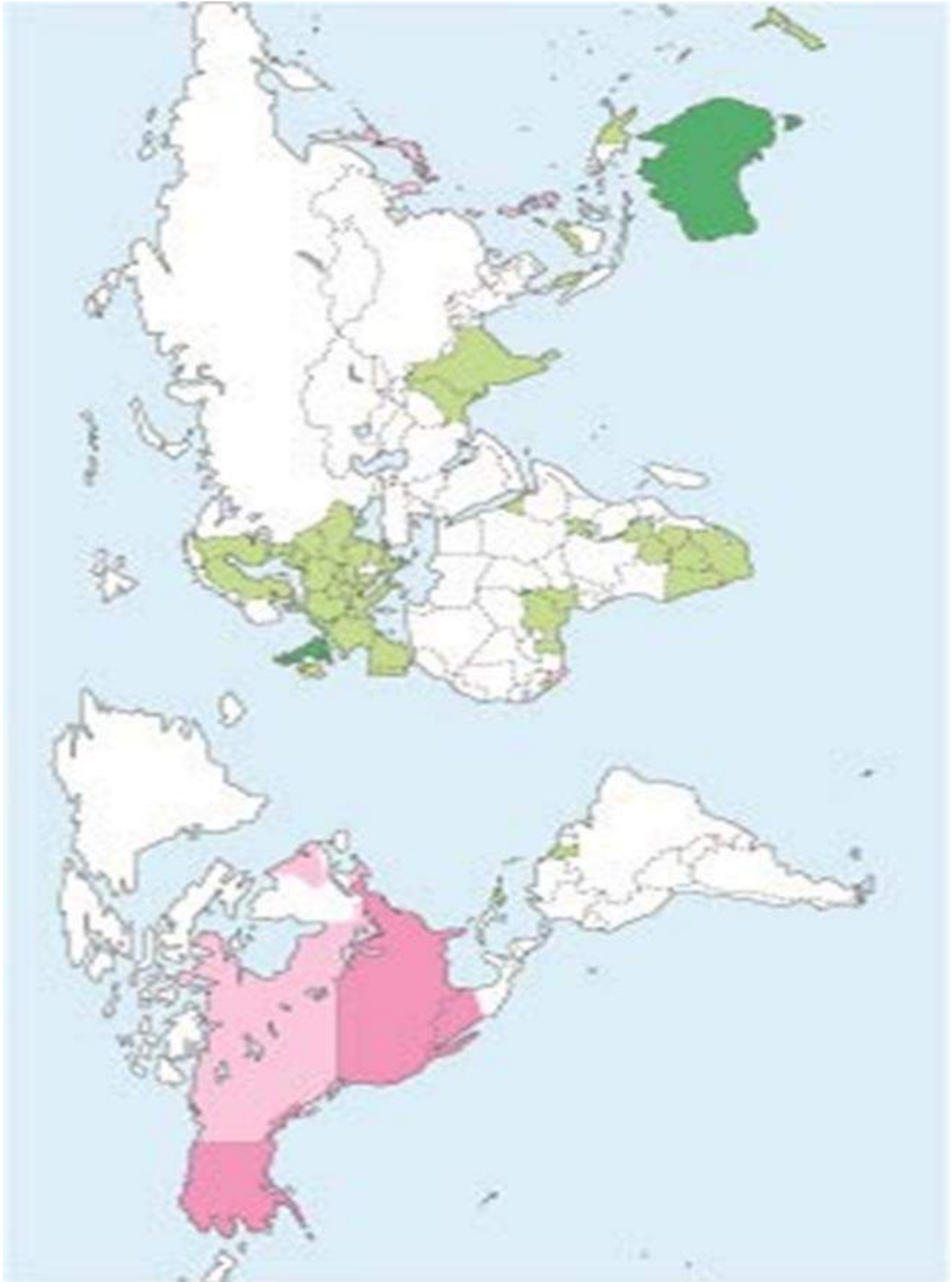
日曜日、おばの車のエンジンが止まってしまう、まずは急いで外に出て道路の脇まで車を押していき、誰かが助けに来るまで待たなければならない羽目になった。特に何もすることがなかったので、セミトレーラーに乗った老人が止まってくれるまで、そのボロ車のボンネットの上でウノをした。

- Who do you think read the speech? Choose from the below.

Speech	Nationality
1 <sup>st</sup> speech	(            )
2 <sup>nd</sup> speech	(            )
3 <sup>rd</sup> speech	(            )
4 <sup>th</sup> speech	(            )
5 <sup>th</sup> speech	(            )

France	New Zealand	The U.S.	The U.K.	Korea
				

- Which speech did you feel it easy to understand? Why do you think it was easy?  
\_\_\_\_\_.
- Which speech did you feel it difficult to understand? Why do you think it was difficult?  
\_\_\_\_\_.



Lesson Plan 28:

Title of the Class:	English III	
Title of the Chapter:	Lesson 6 Interesting Languages	
Week / Class Number	6C: Maya's Speech- <i>Sumimasen</i> in English	
Goal of the Class:	28/1-4 (80 minutes.)	
Goal of the Activity:	Students will be able to understand and produce the target sentences: - The people we met yesterday were very kind to us. - The movie I saw last week was very interesting.	
Rationale:	Students will be able to 1. Understand the interrelatedness between language and culture 2. Appropriately use different expressions such as "I'm sorry", "thank you", and "excuse me" for different purposes by roleplaying 3. Explore the possible reasons why " <i>sumimasen</i> " in Japanese is translated into three English expressions	
Materials:	These activities are conducted as supplemental activities for 6C of Lesson 6. These activities help students (a) raise their awareness of the interrelatedness between language and culture, (b) use different English expressions ("I'm sorry"/"thank you"/"excuse me") for different purposes, and (c) explore the possible reasons why there are differences among languages.	
Equipment:	Textbook (TOTAL English III, New Edition) The handouts 1. Why do you always say, "I'm sorry"? 2. " <i>Sumimasen...</i> " roleplaying	
Procedures:	1. Movable desks and chairs 2. Black / white board 3. Timer 4. Projector 5. Screen	
Class 1:	Step 1:	1. Provide the handout 1 <span style="float: right;">10 mins.</span> 2. Give Ss 5 minutes to read the passage 3. Working with a partner, ask Ss to discuss the following questions. - What did Hiroshi say to his host parents when he thanked? - Why didn't his host parents understand when Hiroshi thanked them? - What should have Hiroshi said to his host parents when he wants to express his gratitude in those situations?
Class 2:	Step 2:	1. Elicit answers from Ss <span style="float: right;">10 mins.</span> 2. Ask Ss to think about in what situations Japanese use <i>sumimasen</i> 3. Ask Ss to explain how the phrase, <i>sumimasen</i> is translated into English such as "I'm sorry", "thank you" and "excuse me" 4. Explain that while Japanese say " <i>sumimasen</i> " when they apologize, thank and get someone's attention, there are three different English expressions equivalent to the phrase, <i>sumimasen</i> .
	Step 1:	Explain that while the Japanese expression, " <i>sumimasen</i> " is applicable to both apologetic and <span style="float: right;">3 mins.</span>

	thanking situations, English language have two different expressions, "I'm sorry" and "thank you."	
	Step 2: 1. Working with a partner, ask Ss to explore the possible reasons why Japanese people use <i>sumimasen</i> both in apologetic and thanking situations. 2. Ask Ss to compare and contrast the perception toward thanking between Japanese language and English 3. Elicit some ideas from Ss	5 mins.
	Step 3: 1. Ask Ss whether they always use <i>sumimasen</i> in Japanese for apologizing and thanking 2. Working with a different partner, ask Ss to think about any other Japanese expressions which they use when they apologize to and thank someone	5 mins.
	Step 4: 1. Elicit some ideas from Ss 2. Ask Ss to explain how they use those different Japanese expressions for different purposes	5 mins.
	Step 5: 1. Explain that depending on to whom we apologize/thank or for what we apologize/thank, Japanese expressions vary (→raise students' awareness of the interrelatedness between language and society)	2 mins.
Class 3:	Step 1: Review the previous lesson	
	Step 2: 1. Divide Ss into two groups 2. Ask Ss to form a line and face each other 3. Provide the handout 2 4. Tell Ss who stand on one line act out as student A and Ss who stand on the other line play a role of student B	3 mins.
	Step 3: 1. Working with partner, ask Ss (student A) to start conversation in English based on situations from 1 to 3 2. Ask Ss to change roles and ask Ss (student A) to start conversation in English based on situations from 4 to 6	12 mins.
	Step 4: Ask Ss about how the Japanese expression, " <i>sumimasen</i> " is translated into three different English expressions ("thank you", "I'm sorry" and "excuse me.") in the situations from 1 to 6	5 mins.
Class 4:	Step 1 Review lesson 6	5 mins.
	Step 2 1. Provide a reflection worksheet 2. Ask Ss to write worksheet	15 mins.
Assessment:	<ul style="list-style-type: none"> <li>● Observation through walking around the classroom during pair work: Checking comprehension and participation</li> <li>● Check the outcome of the activity and give feedback through picking up their ideas.</li> </ul>	
Homework / Follow-up:	-	
Comments:	-	

## Why do you always say, "I'm sorry"?

No: \_\_\_\_\_ Name: \_\_\_\_\_

### 1. Read the following story.

Hiroshi who is a university student in Tokyo is now staying with an American family in Los Angeles. One day, his host mother, Linda, came back with lots of fried chicken for dinner, and Hiroshi said "Sorry, Linda. I really like fried chicken." Linda looked at him for a while \*with a confused look on her face, but said "It's OK, Hiroshi." When his host father, Peter, \*gave him a ride to a football stadium, he \*thanked Peter by saying "I'm sorry to ask you to give me a ride." Peter didn't understand the reason why Hiroshi thanked him that way. So one night, the host parents asked Hiroshi if he had any reason to say sorry to them. He didn't understand their question, but smiled at them and said, "I like you two very much. By the way, sorry to \*trouble you always, Linda's dinner is \*excellent." "That's what we are talking about!" Peter said, "Why do you say 'sorry' when you thank us? Hiroshi finally understood what they were asking and told them "In Japanese 'sorry' and 'Thank you' mean the same thing!"

\*with a confused look on her face: 困惑した表情で  
 \*give (人)a ride to~: (人)を~まで車で送る  
 \*thank~::~~に感謝する  
 \*trouble~::~~に面倒・迷惑をかける  
 \*excellent: (食事が) 最高に美味しい

### 2. Working with a partner, discuss the following questions.

- What did Hiroshi say to his host parents when he thanked?
- Why didn't his host parents understand when Hiroshi thanked them?
- What should Hiroshi say to his host parents when he wants to thank them?

Adopted from *Heart to Heart* (Yoshida, 2000)



**"Sumimasen..." Roleplaying: A**

No: \_\_\_\_\_ Name: \_\_\_\_\_

**Situation 1:**

When you are getting off the bus, someone tells you that you have dropped your wallet. Please respond to his/her utterance. Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは、バスを降りる時に他の乗客から「お財布落としましたよ」と声をかけられました。あなたは、何と言いますか？「すみません」を英語に訳して、使うこと。

**Student A:** あなた

**Student B:** お財布を渡す人

**Situation 2:**

You noticed that your friend has left his/her umbrella in the classroom and going to the club activity. Please tell your friend and give your friend his/her umbrella. Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは、授業終わりに友達が教室に傘を置き忘れたことに気づきます。急いで友達を追いかけて傘を届けてあげてください。「すみません」を英語に訳して、使うこと。

**Student A:** あなた

**Student B:** 傘をもらう人（友達）

**Situation 3:**

You borrowed AKB48's CD from your close friend. When you returned the CD, you accidentally dropped the CD. As a result, the CD had a small crack on its case, but it is almost invisible. How would you say to your friend? Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは、仲良しの友達から借りた AKB48 の CD を返そうとした時、誤って CD を落とし、CD ケースにほとんど目立たない程度の傷がつけました。あなたは何と言いますか？「すみません」を英語に訳して、使うこと。

**Student A:** あなた

**Student B:** 友達

**"Sumimasen..." roleplaying: B**

No: \_\_\_\_\_ Name: \_\_\_\_\_

**Situation 4:**

You borrowed the English textbook from your senior student. When you returned that the textbook to him/her, you noticed that the textbook stained was stained and became dirty. How would say to him/her? Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは、先輩から英語の教科書を借りています。あなたが教科書を返そうとした時、あなたはその教科書にシミがついて汚れていることに気がつきました。あなたは、先輩に何と言いますか？「すみません」を英語に訳して、使うこと。

Student A:あなた

Student B:先輩

**Situation 5:**

You want to go to JR Shinjuku station. However, you have got lost in subway. You look for somebody but there are few people. You finally found a person. Please talk to that person. Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは、JR 新宿駅へ向かっています。しかし途中で迷子になってしまい、道を尋ねようと人を探してもなかなか見つかりません。あなたはようやく人を見つけました。その人に話しかけて新宿までの道のりをきいてください。「すみません」を英語に訳して、使うこと。

Student A:あなた

Student B:道を教える人

**Situation 6:**

You have both hands full carrying your books and want to ride in an elevator. When you take the elevator, someone holds the elevator door open for you. How would you say to that person? Translate the Japanese expression, "sumimasen" into English and use that expression.

あなたは両手にたくさんの本を抱えた状態でエレベーターに乗ろうとしています。あなたがエレベーターに乗ろうとした時、ある人があなたの為にエレベーターのドアを押さえていてくれました。あなたはこの人に何と言いますか？「すみません」を英語に訳して、使うこと。

Student A:あなた

Student B:エレベーターのドアを押さえる人

Lesson Plan 29:

Title of the Class:	English III	
Title of the Chapter:	Lesson 6 Interesting Languages	
Week / Class Number	29/1-4 (80 minutes.)	
Goal of the Class:	-	
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Raise their awareness of the widespread use of loanwords in Japan</li> <li>2. Explore the possible reasons behind the increase of use of loanwords</li> <li>3. Explain the pros and cons of using loanwords in their daily life</li> <li>4. Explore the possible reasons why France issues language policy which protects French language</li> </ol>	
Rationale:	<p>These activities are conducted as supplemental activities for lesson 6. These activities implemented this week help students critically analyze how foreign words (loanwords) may influence one's native culture in the both positive and negative way. That is, while Japan relatively positively incorporates loanwords into Japanese language, there are countries such as France where the government regulate the use of loanwords to protect their own native language. Through learning the attempts by the French government, students explore the possible reasons why France regulates the use of English language and discuss whether there is a possibility that the Japanese government halts loanwords in the future with reasoning.</p>	
Materials:	<p>Textbook (TOTAL English III, New Edition)</p> <p>The video clips</p> <ol style="list-style-type: none"> <li>1. CM Kagome Tomato Juice (1980s) retrieved from <a href="http://www.youtube.com/watch?v=grFp6Zi8fIE">http://www.youtube.com/watch?v=grFp6Zi8fIE</a></li> <li>2. Kagome CM (2000) retrieved from <a href="http://www.youtube.com/watch?v=2sOh3Un0G3U">http://www.youtube.com/watch?v=2sOh3Un0G3U</a></li> <li>3. Kagome <i>Yasai Seikatsu 100</i>[vegetable juice] (2012) retrieved from <a href="http://www.youtube.com/watch?v=P-3eC5KRT9o">http://www.youtube.com/watch?v=P-3eC5KRT9o</a></li> </ol> <p>The handouts</p> <ol style="list-style-type: none"> <li>1. Companies' logos</li> <li>2. The French government asks youth to say 'non' English words retrieved from <a href="http://www.france24.com/en/20100331-govt-urges-youth-say-non-english-words">http://www.france24.com/en/20100331-govt-urges-youth-say-non-english-words</a> (but added major revision)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures: Class 1:	<p>Step 1: Working with a partner, ask Ss to discuss the following questions.</p> <ul style="list-style-type: none"> <li>- Have you ever seen katakana/ English words used in your daily life? If so, when and where did you see?</li> <li>- When you see the same product but written in Japanese (katakana) or English, which would you buy? Why?</li> <li>- Do you feel the use of those words has increased compared to the past? (i.e. the name of products, tagline etc.) Why or why not?</li> </ul>	3 mins.

	Step 2:	Ask Ss to give examples	3 mins.
	Step 3:	1. Provide the handout 1 2. Working with a partner, ask Ss to - Think about which they are familiar with - Compare and contrast the logo written in Japanese (katakana) and in English - Explore whether these two logos give the different impression to people or not	9 mins.
Class 2:	Step 4:	Ask Ss their ideas	5 mins.
	Step 1:	1. Explain that Ss are going to watch the three commercials of <i>Kagome</i> (one of Japanese famous manufacturers and distributors of tomato-based foods, and fruit and vegetable juice) which were broadcasted in the early 1980s, 2000 and 2012. 2. Ask Ss to focus on to what extent Japanese (katakana or kanji) or English is used in each commercial 3. Show the three video clips	3 mins.
	Step 2:	Ask Ss their ideas	5 mins.
	Step 3:	1. Confirm that while the tagline of two former commercials were written in Japanese, that of the latest commercial was written in English (“THINK GREEN KAGOME”) 2. Working with a partner, ask Ss to explore the possible reasons why the number of companies/corporations which use English to express the tagline has increased	7 mins.
Class 3:	Step 4:	Ask Ss their ideas	5 mins.
	Step 1:	1. Ask Ss to consider the replacements for the following English words into Japanese (kanji) without changing their meanings - アクセス(access) - トレンド(trend) - セキュリティー(security) (Ans: 接続、傾向、安全 respectively)	3 mins.
	Step 2:	1. Working with a partner, ask Ss to think about the replacements for the following English words into Japanese without changing their meanings -モチベーション(motivation) - バリアフリー(barrier free) - プレゼンテーション(presentation) - コミュニティー(communitiy) - シミュレーション(simulation) (Ans: 動機、障壁なし、発表、地域社会、模擬実験 respectively) 2. Ask Ss in pairs their ideas 3. Ask Ss which word they think it easy/difficult to translate into Japanese	5 mins.

	Step 3:	1. Provide the handout 2	10 mins.
		2. Give Ss 10 minutes to read the article	
	Step 4:	Ask Ss to find answers to the following questions based on reading as homework	2 mins.
		- What is "Francomot"?	
		- What were participants asked to do in the competition?	
		- Why did the French government hold this competition?	
		- Which English words were translated into French?	
		- According to the article, what is the cause of widespread use of English words?	
		- According to the article, do young people in France use the French language more than English?	
Class 4:	Step 1:	Ask Ss answers to the homework questions	5 mins.
	Step 2:	1. Working with a partner, ask Ss to explore the possible reasons why the French government tries to exclude English words and conserve the French language	6 mins.
		2. Ask Ss their ideas	
	Step 3:	1. Divide Ss into a group of 4 students	6 mins.
		2. Ask Ss to discuss the following questions in groups	
		- To what extent do you think that Japanese people use loanwords in their daily life?	
		- How do you think the Japanese people's use of loanwords influences on Japanese culture (in both positive and negative way)?	
		- Do you think that there is a possibility that Japanese government may regulate the Japanese people's use of loanwords in the future? Why or why not?	
	Step 4:	Elicit answers from Ss in groups	3 mins.
Assessment:		● Observation through walking around the classroom during pair work: Checking comprehension and participation	
		● Check the outcome of the activity and give feedback through picking up their ideas.	
Homework / Follow-up:		Reflection worksheet	
Comments:		- The French government does not regulate the choice of language in publications by individuals but the use of French is required by law in commercial and workplace communications. In fact, the government issued the law which prohibited the use of 500 loanwords which were selected by the government (i.e. "hot dog", "show", "business", "living kitchen", "weekend" and "parking") in TV commercials, advertisements or official documents.	
		- In addition to mandating the use of French in the territory of the Republic, the French government tries to promote French in the European Union and globally through institutions such as <i>La Francophonie</i> . The perceived threat from Anglicisation has prompted	

- efforts to safeguard the position of the French language in France.
- As one of the possible reasons behind the French government's language policy, the French government may not accept multiculturalism. In fact, the immigration law issued in 2007 stipulates that before immigration to France, candidates are required to take tests which assess their French language proficiency and their understanding about value of France as the republic. If they fail to pass these tests, they have to take the language training program in their native country and they cannot enter France until they pass the exams (see links below). This may indicate that France asks immigrants to acculturate French culture.

Teacher's resources:

- Language policy in France  
[sng.edhs.ynu.ac.jp/lab/hasegawa/seminar/sei0910.ppt](http://sng.edhs.ynu.ac.jp/lab/hasegawa/seminar/sei0910.ppt)
- New immigration law rules require French language skills  
<http://www.france24.com/en/20111012-new-immigration-rules-require-knowledge-french-language-government>
- The immigration law issued in 2007 in France  
[www.ndl.go.jp/jp/data/publication/legis/237/023702.pdf](http://www.ndl.go.jp/jp/data/publication/legis/237/023702.pdf)
- The results of the public opinion poll regarding the Japanese language conducted by Agency for Cultural Affairs in 2007  
[http://www.bunka.go.jp/kokugo\\_nihongo/yoronchousa/h20/kekka.html](http://www.bunka.go.jp/kokugo_nihongo/yoronchousa/h20/kekka.html)

Lesson 6



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*Changes for the Better*

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明日をもっとおいしく

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## The French government asks youth to say 'non' English words



No: \_\_\_\_\_ Name: \_\_\_\_\_

Recently, there has been a major change in the French language. A trend has gradually been appearing to include certain English words in everyday conversation. In order to resolve this problem, the government created a **competition** called "Francomot" in January 2010. Participants were asked to find French translations for 5 English words commonly used by French speakers: "buzz", "chat", "newsletter", "tuning", and "talk". The competition was open to all students who had to **submit** new words as **replacements** until February.

In order to make the youth give up their use of English language and love the French language again, France's junior minister for cooperation and **Francophonie** **awarded** six students on Tuesday for their entries to 'Francomot', an online students-only competition to find the ideal **replacements** for popular English words in everyday French.

"Too many **Anglicisms** have entered our everyday life in France," expressed sadness Alain Joyandet in his **prize-giving** speech on Tuesday. The five words which were chosen in this round of Anglo-French conflict relate to new media or technology, and have apparently become all too common in everyday parlance. The Académie, the Commission and Joyandet's competition all try to protect its "cultural exception" by France. But it remains to be seen if the new words will actually be used by anyone.

Joyandet reminded his audience of recent successes: "walkman' [and] 'software', two English words that have naturally been **replaced** by 'baladeur' and 'logiciel'," he said. But in general, French organizations have mostly been unsuccessful in getting young people to oppose the "**menace**" of English.

<p>competition: (名) 競技(会)  submit: (動) ~を提出する  replacement: (名) 代替語 (英語の代わりとなるフランス語の単語)  replace: (動) ~を置き換える  Francophonie: (名) フランス語圏 (cf. Francophone: フランス語を話す人)  award: (動) ~に(賞などを)授与する  Anglicisms: (名) 英語特有の慣用表現や英国の習慣  prize-giving: (名) 表彰式  menace: (名) 脅威</p>
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Lesson Plan 30:

Title of the Class:	English III	
Title of the Chapter:	Chapter 3 Project (PP.86-87)	
Week / Class Number	30 /1-4 (80 minutes.)	
Goal of the Class:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Write sentences focusing on coherence</li> <li>2. Get their ideas in order and report with good intonation</li> <li>3. Acquire expressions which is appropriate for the speech</li> </ol>	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Understand and use relative pronouns appropriately</li> <li>2. Write the speech script about the country they want to visit based on the provided structure</li> <li>3. Present their speech in a small group</li> </ol>	
Rationale:	These activities are conducted as supplemental activities for Chapter 3 Project. The textbook explains how to write sentences about somebody who is special to students. Based on this explanation in the textbook, these activities also help students deepen their understanding of relative pronouns by describing countries which they want to visit.	
Materials:	Textbook (TOTAL English III, New Edition)	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. Black / white board</li> <li>3. Timer</li> <li>4. Projector</li> <li>5. Screen</li> </ol>	
Procedures:		
Class 1:	Step 1: Ask Ss to recall the structure of English essay that they learned in week 20	5 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Provide the handout 1</li> <li>2. Explain the project                     <ul style="list-style-type: none"> <li>- Ss write the essay, "The country which I want to visit is _____."</li> <li>- They develop each paragraph step by step per class</li> <li>- Give a speech in small groups and submit in the last class of this week</li> </ul> </li> </ol>	3 mins.
	Step 3: By referring to the handout 1, ask Ss to write the introductory sentences by following step 1	11 mins.
	Step 4: Ask Ss to research about famous places, food and things in that country by next class	1 min.
Class 2:	Step 1: By referring to the handout 2, ask Ss to write the sentences in the body part by following step 2 and 3	20 mins.
	Step 2: Ask Ss who have already completed the body parts to make pairs and do peer review	-
Class 3:	Step 1: By referring to the handout 1, ask Ss to write the concluding sentences by following step 4	10 mins.
	Step 2: Working with a partner, ask Ss to do peer review and give feedback with each other	10 mins.
Class 4:	Step 1 <ol style="list-style-type: none"> <li>1. Divide Ss into a group of four students</li> <li>2. Ask Ss to give a speech based on the script in small groups</li> </ol>	15 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Give feedback in the class</li> <li>2. Collect Ss' speech script</li> </ol>	5 mins.

Assessment:

- Observation through walking around the classroom during group work
- Check the outcome of the activity and give feedback through collecting Ss' speech scripts

## The country which I want to visit is...

自分が行きたい国について書いてみよう

No: \_\_\_\_\_ Name: \_\_\_\_\_

- 教科書 86 ページを参考に、今まで習った表現を使って、自分が将来行きたい国について書いてみよう。

**Step 1:**自分が行きたい国を決めて、書き出し部分を考えよう。

行きたい国                      The country which I want to visit is \_\_\_\_\_.

どんな国か                      (Example) \_\_\_\_\_ is famous for.... / \_\_\_\_\_ is known as.....

日本との共通点・相違点      What is similar between Japan and \_\_\_\_\_ is.....

What is different between Japan and \_\_\_\_\_ is .....

**Step 2:**なぜ、その国を訪れたいのか理由を説明しよう。

There are 3 reasons.

理由 1 (観光地)      First, I want to see/go to.....

理由 2 (食べ物)      Second, I want to eat.....

理由 3 (その他)      Third, I.....

**Step 3:**

**Step 2** で書いた 3 つの理由について具体例を挙げてより詳しく説明しよう。  
インターネットや本を使って、その国にある有名な観光地や食べ物を調べよう。

理由 1 (観光地)      First, I want to see/go to...

具体例: \_\_\_\_\_.

理由 2 (食べ物)      Second, I want to eat...

具体例: \_\_\_\_\_.

理由 3 (その他)      Third, I...

具体例: \_\_\_\_\_.

**Step 4:**まとめの部分を考えよう。

その国を調べて自分が面白いと思ったこと: \_\_\_\_\_.

まとめ: I think I can experience things which I have never had before so I really want to  
visit \_\_\_\_\_ in the future.



# About Final Oral Presentation

No: \_\_\_\_\_ Name: \_\_\_\_\_

Topic: Junior high school students and their life in Japan and another country

In your presentation, you should

1. Choose one country other than Japan (you can choose the same country which you research in week 9 and 10)
2. Compare and contrast junior high school students' lives in Japan and the other country in terms of 3 questions which you decide

**【Question examples】**

- Which school subjects do junior high school students like the best/least in country A and in Japan?
- What do junior high school students do on weekends in country A and in Japan?
- How do junior high school students enter senior high school in country A and in Japan?

3. Find similarities and differences
4. Explore the possible reasons behind these similarities and differences

Basic format of the presentation is as follows:

I. Introduction:

A. Greeting

B. the basic information of the country which you choose

(e.g. the geographical location, the national flag, population, language, temperature, famous things, the relationship between Japan and that country etc.)

II. Body:

A. Three similarities and differences between Japan and country A

1. Question 1
2. Question 2
3. Question 3

B. Possible reasons behind these similarities and differences

III. Conclusion: summary→repeat each main point and emphasize 1 point to remember, then at the end say "Thank you for listening/Thank you for your attention."

Your presentation should be at most 5 minutes. Preparation should be done in the classes in this week (week 31) and outside of class. You can explain with notes.

Before the presentation day, you should practice many times in front of a mirror with a timer! ☺