

1998 Workshop for Intercultural Understanding

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[INTRODUCTION]

The Workshop for Intercultural Understanding was held at Tokuji National Youth Center (Kokuritsu Tokuji Shounen Shizen no Ie) on June 19 - 21, 1998. This was the third time we organized a course with this title for freshmen in the Education for International Understanding Department. Readers can find reports on the former two attempts in 1996 and 1997 in previous issues of this bulletin. This year, there were two major changes in the way we organized the course.

First, the period of this year's workshop was shortened to three days, whereas the previous ones had been arranged for five days. Thus, in previous years the whole workshop was designed to constitute an entire course in our department, Kokusai Koryu Jisshu I. During those five days the time was divided between language and intercultural study.

This time, however, the period of the workshop was made shorter, because the organizers had reached, in the preparatory meetings, the conclusion that the focus of the workshop should be on intercultural understanding, not on learning conversational English. English study would be completed before the workshop. Therefore, we divided the course into two parts: 1) weekly English conversation lessons at Yamaguchi University (8 times in total), the content of which would include some preparation for what would be carried out in the workshop, and 2) the three day workshop (hereafter referred to as "weekend workshop") at Tokuji National Youth Center including other guest participants.

Second, this year's course was instructed exclusively by Robert Schalkoff. The two Japanese staff members, Ishii and Kogai, worked only on logistical matters and sometimes joined the students in the workshop sessions while observing Schalkoff's classes at the same time. Professor Koshiro Nakamura who participated in the previous two years was in Paris for research and could not attend this year.

As in the last two workshops, a few non-Japanese guests participated in this year's weekend workshop. A Russian student in the Faculty of Humanities, Yamaguchi University, Andrey Bouchnev participated in the whole workshop.

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Dr. Marcia Petrini, an American professor at the School of Nursing, Yamaguchi Prefectural University joined us on the second day. A Bulgarian assistant professor of the Faculty of Education, Yamaguchi University, Dr. Dimitrina Mikhova and her son Rossen were with us on the third day. A British assistant professor, Mr. John Phillips, Faculty of Humanities, Yamaguchi University came this year for the second time to give us a Scottish dance lesson on the evening of the second day. Two Japanese guests also participated in the weekend workshop. Ms. Sadako Ayukawa instructed us in traditional Japanese dance on the second evening and Schalkoff's wife, Mayumi, attended the workshop as a participant on the same evening.

On the last two occasions (1996 and 1997) it was not clear if the non-Japanese guests were there as assistants, participants or observers, but this year the rôle of the guests and the other two Japanese staff members was quite clear. They were simply part of the sessions as participants or as in the case of Mr. Phillips and Ms. Ayukawa as instructors. Because learning English was not the main purpose of the weekend workshop and it was more for real communication and discussion in English with non-Japanese people, everybody could join in freely and contribute their opinions. The situation was rather relaxed and everybody could enjoy it. It seemed to be working well for the students, as they very actively worked on the given tasks and assignments and expressed themselves openly.

We often see students, in usual university classrooms, rather intimidated to speak in English before others, but here in the weekend workshop the psychological barrier was lifted and they were not afraid any longer to be really committed to communication with others in a foreign language. Indeed, the weekend workshop was very successful this year, possibly much more so than before in many respects. Schalkoff will discuss the details below.

(Ryo KOGAI)

[Conceptual Framework, Procedures and Evaluation]

This portion of the report will be broken into four interrelated parts: 1) Structural and conceptual framework of the course, 2) Procedures and evaluation of the preparatory language learning stage, 3) Procedures and evaluation of the intensive weekend workshop and 4) Points to be considered for the future.

Structural and conceptual framework

As mentioned by Kogai above, this year saw marked changes in both format and content from the two previous years. These changes were the result of a clarification of the goals and objectives of the course.

For the benefit of those who have not read last year's report, I will briefly recount some of the main concepts that went into planning and carrying out that course. They were: 1) that through short immersions in US culture and language students would become more aware of and sensitive to cultural differences and 2) that through the process of these experiences and subsequent reflection in Japanese (L1) on them, students would develop a personal understanding of what intercultural sensitivity is. While English language study was a part of the course it was not its main focus.

Following last year's course a decision was made to retain some focus on intercultural skills while at the same time focusing more on the students using English (L2) as the medium of communication among themselves, their instructors and more importantly with the non-Japanese participants who attend the workshop. As a result, this year's course was drastically different from last's.

The first difference was in structure. As Kogai indicated above, last year and the previous year's courses took part over a consecutive five day period. This meant that I met the students for the first time on the first day and our relationship lasted only five days. I believed that if I was going to expect the students to interact as much as possible in L2 this year, that some kind of preparatory stage focusing on language learning, or more accurately language activation, was necessary. This would conceivably move up to and into the workshop portion of the course and would entail shortening the workshop in order to accommodate the language lessons (the entire course is only allotted 15 credit hours, 22.5 actual hours). A number of plans were contemplated but the one that was eventually adopted can be found in Figure 1. It allowed for 8 credit hours of language study to be followed by an intensive 7 credit hour period (eventually the weekend workshop). The content of both are found below.

The second difference brought about by the shift in focus from primarily intercultural skills to learning those skills through L2 can be found at the content level of the intensive weekend workshop and its preparatory stage. First, let us look at the weekend workshop.

Because of the limited amount of time available, I doubted that we would be able to explore the concept of intercultural sensitivity (contact, awareness, analysis, action) as fully as we had last year. I was also concerned that having to use L2 as the primary medium of communication would limit the depth of discussion attainable in the workshop. Therefore, I decided to make the focus

of the weekend workshop cultural awareness (helping students realize the impact that culture has on our lives and our behavior) not intercultural sensitivity. (For more on intercultural sensitivity see Schalkoff, Kogai, Nakamura 1997).

In order to promote cultural awareness I knew that I would need a number of activities that would enable students, through the use of L2, to come into contact with other cultures by speaking to members of those cultures. These activities, ideally, would then be interactive and would produce a number of concrete examples of cultural differences. It would be these concrete examples that, I hoped, would foster a heightened awareness that people from different cultures look at similar things in different ways, and that this outlook is influenced by culture.

I knew many activities (intercultural training simulations, games, etc.) that could produce these kind of examples, but most of them were designed to be done by participants interacting with one another in their native language. My problem was, therefore, how to set up situations where the students could obtain information about other cultures, while at the same time interacting with members of those cultures in English. Thus, I decided to move away from intercultural communication resources and into resources designed for non-native speakers of English. I was particularly interested in resources that had a cultural aspect to them. I found many, but the one that proved to be most helpful was Cultural Awareness by Tomalin and Stempleski (1993). I was able to adapt a number of activities from this book for use during the weekend workshop.

Now that I had some idea of the activities I would have the students do in the weekend workshop, I began to contemplate what kind of language skills the students would need to accomplish those activities. In order to do this I reflected on the previous two courses, particularly on how the students interacted with native or non-native but relatively fluent speakers of English. While some of these interactions were successful, many were not. As I contemplated these unsuccessful attempts at communication, a pattern seemed to emerge in my mind of English speakers talking and asking questions and of Japanese students trying to produce grammatically correct replies. The Japanese students needed a tremendous amount of time to do this and often the subject changed before they could contribute.

With this in mind, I first determined that the students would need a tremendous amount of work with fluency based activities in order to develop the

communication skills necessary for interaction with the non-Japanese participants during this year's weekend workshop. Fluency, in language teaching discourse, refers to using previously acquired language to communicate without the interference of error correction from self and/or teacher. At the heart of fluency based teaching and learning is the importance of "getting your point across". Thus, rather than introducing new language or working with already acquired language to promote more accurate production of that language, the teacher is primarily concerned with helping the students to successfully communicate without worrying about making structural errors. Fluency based activities give students a chance to interact with one another in the way native speakers might, concentrating on content rather than structure.

Other skills that I felt would be necessary for successful interaction during the activities planned were the ability to speak and listen in L2 for extended periods of time, the ability to interrupt the speaker with clarification or follow up questions, and the ability to give related or tangentially related input to the conversation. I also decided that I would need to do some pre-teaching for some of the activities that required special vocabulary or speaking in front of the entire group.

Thus, even before I began the lessons in the preparatory stage I had some very concrete ideas about my focus, fluency, about some of the other skills on which I would concentrate and on some of activities I would do, pre-teaching vocabulary and public speaking. However, I still had two questions about the preparatory stage. First, how would the students want to use our time together? Did they see a need to work on their fluency or would they want to work more on accuracy? Second, what would the content of this stage be, i.e. What would we talk about for eight weeks?

As for the first question, I thought the best policy would be to ask the students. I felt the same way about the second question, but I thought I might include some suggestions for the students when I did so, e.g. students talking about themselves and their daily experiences, English speaking cultures, etc. These suggestions as well as suggestions regarding the first question were included in a questionnaire that I gave the students on the first day of class (See Figure 2) .

As one can see from the results of that questionnaire (Figure 3) the students thought that talking about their daily lives was important. They also indicated that their desire to work on speaking English more fluently without worrying about mistakes coincided with mine. Their answers to the other questions on

the questionnaire indicated that they were more interested in working on speaking than on any other skill, and that many of them were concerned with their pronunciation. This information moved me firmly and positively in the direction I had been moving in since the beginning of the planning stage: I would concentrate solely on fluency in speaking; topics for conversation would revolve around the students' lives and experiences. In addition, I would work with the students on their pronunciation. I decided to combine this work with some supplementary listening activities I had planned to do with popular songs. With these thoughts in mind, I set about planning my lessons for each week (see Figures 4 through 15).

Procedures and evaluation of the preparatory language learning stage Process

As I have explained above my primary goal during this eight week preparatory stage was to help the students to use the language they already had as fluently as possible.

The method I used throughout this eight week course to achieve that goal, and which can be found at the heart of each lesson, is mapping. Simply put, mapping is a technique that students can use to organize their thoughts before speaking. While it may be familiar to certain readers, I will attempt to describe its use and advantages.

First, students are given a topic on which they must speak. Then, they are given a short amount of time to diagram (Map) what they will say. They do this by including main ideas and related ideas in small ovals on a single piece of paper. Related ideas are connected to main ideas by single straight lines. An example of this can be found in Figure 16. This map is of course of my family. After completing the map, it allows me to have some idea of what important facts I would tell someone if I were to describe my family.

I have found that this type of technique works well with Japanese students, because it gives them some time to organize their thoughts before having to put them into words as well as providing them with something that they can come back to from time to time for reference while speaking. While this may seem to be a rather artificial way of speaking (of course native speakers don't go around carrying maps of everything they are going to say), it provides students with a structure that allows them to talk for a certain amount of uninterrupted time in the target language. This time is important because it gives them the practice they need at just speaking or telling a story. I have also found that students who have a map for reference are able to concentrate

primarily on "getting their point across" and for the most part are able to forget about trying to produce grammatically perfect sentences.

Maps also provide a concrete piece of evidence of what the speaker has spoken about after the speaking is done. This is an aspect that I intended to exploit during the preparatory stage to help students develop the additional skills (asking follow up questions, etc.) mentioned above. The techniques I used to do that are described below.

In the first lessons students were only required to tell the story using the map. The speaker began their extended narrative while their partner was required to listen to the story and to "counsel it back" (paraphrase) it every so often. This was done for two purposes: 1) to let the speaker know that she had been understood and 2) to give a more "active" sense of listening to the listener. This also began to set the students up for becoming used to interruptions and clarifications that native speakers make during their interactions with one another.

In the next few lessons the concept of follow up questions was introduced. First, paired students were asked to switch maps with one another after they had both finished telling their stories. They then had to think of a number of questions that they wanted to ask about what they had heard. The questions were then asked and answered. In later lessons, students were given a chance to see the maps before the story was told so that they could think of questions that could be asked during the telling of the story. This second step, while again unnatural to native speakers, was quite powerful for the students. It began to help them get a feel for interrupting and being interrupted to ask questions, a listening technique that native speakers of English use quite often.

In the final lessons students were introduced to adding tangential information and then moving into tangential conversations before coming back to the original topic. This was carried out in two steps. First, students were asked to exchange maps after they had told their stories and asked and answered each other's questions. They then had to look for aspects of the conversation which they shared with their partner. This could have been something similar or something similar that led into a different direction, e.g. "Oh, I have a cat, too." or "I haven't been to Space World but I've been to Disney Land." This information was then introduced as the story was told again. Once the information was introduced students were required to start a new conversation based on that information before moving back to the original topic. This technique was designed to prepare the students for the way that native

speakers introduce such information, without being asked to do so, when they are listening to someone speak.

Evaluation

I believe the above method was quite successful in helping the students to use the language that they already possessed in a more fluent and native way. The repeated opportunities to speak in extended narrative form as well as ask and answer questions about their own and other's narratives gave students the practice that they needed to gain confidence in their own ability to use English to communicate. The use of the maps and the steps I took to make the use of the maps more complex so as to resemble native speaker-native speaker interaction, gave the students the structure they needed to concentrate on "getting their point across" while at the same time not leaving them with enough time to contemplate errors.

Cognitively, I tried to address the students' tendency to self correct by stressing to them that they should not worry about making mistakes and just try to speak as naturally as possible when using the maps. I reinforced this by making a conscious effort not to correct the students when they were speaking with each other during the map activities.

This, however, does not mean that I engaged in no error correction throughout the entire eight week period. Rather, I made an effort to separate error correction from the time students were working on fluency with the maps. I did this in the following way.

While the students were telling one another their stories and asking and answering one another's questions, I would circulate around the room eavesdropping on their conversations and making memos of errors in the conversations. I would then put those errors into two categories: Errors that I would allow to go unchecked and errors that I felt needed to be corrected. In the first area went vocabulary problems, errors that students self corrected, and pronunciation errors that did not seem to affect comprehension on the part of the listener, in this case, me. Errors that I felt needed to be corrected were pronunciation errors or errors in basic structures of English that interfered with my comprehension of what the students were saying. Into this latter category went errors like wh-questions, use of the present perfect tense to ask and answer questions about previous experiences, and subject verb agreement to name a few.

I would address these errors and any questions the students themselves had

about how to express a certain idea in the time after the story telling was finished. Here, I tried as much as possible to correct the errors in a deductive rather than didactic way. By this I mean that I provided students with examples of correct and incorrect structures so that they could determine what the rule or the problem was rather than telling them what the rule or problem was. I followed this with short, intense accuracy based activities so that they would have a chance to produce and practice the structure.

I believe the result of this dichotomy between fluency and accuracy in the lesson contributed to the students' sense of when it was time to "get their point across" and when it was time to make corrections. Indeed, as the class moved towards its conclusion in the sixth and seventh weeks, the students became capable of differentiating between when they should focus on fluency and when they should focus on accuracy. This had a very positive impact on how the students used English to interact during the workshop with fluent speakers of English (I will discuss this in more detail below).

Of course the amount of time spent working with fluency based activities (almost all of the available time) also contributed to the students becoming more fluent in the use of English over the eight weeks. Over that time the students seemed to become more confident in their ability to use the language for communicative purposes (to "get their point across"). This also helped them move away from self correction as the course progressed. Indeed, the students did less self correction in the last three weeks of the course than they had in the beginning of the course when I was quite conscious of the students correcting themselves or waiting for me to correct their every utterance.

What was the source of the confidence describe above? I think it can be found below in two students' comments from their final evaluations of the course.

- "At first, I am not so happy speaking in English because I was not sure to be understood. Now I am happy because I can know many things of friends"
- "I don't know the reason but when everyone understood my English I felt happy."

Their confidence in their ability to communicate in English seems to be derived from experiences of understanding and being understood in English. Certainly, this is true of their pair work using the maps and I believe it is also true of their interactions with me. I have spoken before of a conscious effort on my part not to correct the students when they were engaged in communicative

interaction with one another. I also made a conscious effort throughout the course to focus on “understanding” what the students told me in English regardless of how they said it. Of course, if structural or phonetic errors interfered with my comprehension of what the students were saying, I asked them to say it again but I deliberately did not require them to use “perfect” English as long as the meaning of what they said was clear to me.

Students for the most part also seemed to be aware of their growing confidence and fluency. The following are student responses to my questions, “Do you feel your English has become more fluent because of this class/Compared to the first class do you worry more or less about making mistakes in English now?” These questions were part of the final evaluation of this part of the course (Figure 19).

- “I don’t worry about making mistakes in English now. It’s the best thing that I get from this class.”
- “I think that my English has become more fluent. Compared to the first class, I became not to worry about mistakes in English.”
“Probably, less. Much of worrying about speaking English is vanished.”

Another aspect of the course which may have contributed to the students’ growing fluency was the fact that I chose to use the L2 (English) for all aspects of the course. In previous years I had used a mixture of L1 (Japanese) and L2 but this year I made a conscious decision to use L2 for any and all interactions I had with the students during this part of the course. Students commented on the final evaluation how this helped them. Below are some of their comments as to that effect.

- “Sometimes I wanted you to speak Japanese but thanks not to use Japanese, I could try to use English as much as possible.”
- “I want teacher not to use Japanese. Because if teacher use Japanese, I speak more Japanese than English.”
- “I think teacher not using Japanese help me. Because I try to think and talk in English.”
- “1.5 hours in a week when I can’t use Japanese was very important for me.”

As the reader has most likely deduced from the evaluation found above, I believe this preparatory language learning (activation) stage was successful in achieving the goals I established at the beginning of the course. In terms of how this type of worked prepared the students for successful

completion of the intensive weekend workshop, I will address that matter in the following section.

Procedures and evaluation of the intensive weekend workshop

Figures 17 through 26 pertain to the weekend workshop held from the 19th to the 21st of June at Tokuji National Youth Center. Kogai, in his introduction, has listed the number and identity of non-Japanese as well as Japanese participants who were not students. As many of those participants were not available on the first evening of the workshop (the 19th), a final preparatory language lesson was held after the evening meal. Thus, the cultural awareness portion of the program actually began on the following morning (the 20th) and continued through the afternoon of the 21st. (See Figure 14 for a detailed schedule of the weekend.)

To briefly recap, the goal of this year's shortened workshop was to help students gain an awareness that culture plays a large part in the daily life and customs of humans. Methods used to obtain this goal required students to interact with each other and members of other cultures exchanging facts and ideas about different aspects of life in Japan and in other cultures. This exchange took place in English and through a series of modules titled Study Sessions 1, 2, and 3 which spanned the weekend. In addition, the students and other participants had two "hands on" cultural experiences on the second night of the workshop.

Process

The students had, as the reader will recall, been interacting with one another in English for eight weeks, right up and until the day before the first morning of the workshop (a total of 13.5 hours of language study). Thus, they had established an English speaking relationship with one another as well as with myself. They had not, however, met any of the other persons who would be attending the workshop with the exception of Kogai and Ishii, and the dean of the Faculty of Education, Professor Kaneta. While I felt comfortable with the progress we had made during the preparatory stage I was anxious as to how they would interact with the others in English. As such, I thought it was important to devote most of the morning of the second day to helping the students get to know the other people who they would be working with for the remainder of the day and weekend. This was accomplished through a series of games and activities designed for that purpose (Figures 20 and 21).

In the latter part of the same morning I attempted to introduce the participants to the fact that we all see similar things in different ways and to

introduce the concept that culture influences our perception and actions. During this session I used a series of perceptual tools and conducted a short brainstorm on the word culture.

The afternoon activities centered around one aspect of daily life- the houses in which we live. All of the participants (students included) were asked to take a short amount of time to draw and then label each of the rooms and gardens/yards of the houses in which they grew up. The participants were then put into small groups and given discussion questions that they needed to answer as a group about various aspects of the house. Once these questions were answered, the whole group (all of the participants) then contemplated the way culture may or may not influence the way we live and the kind of homes we live in. (For a more detailed description of the activity see Figure 22 or Tomalin and Stempleski, 1993, p. 78-79.)

That evening all of the participants gathered in a large hall for two "hands on" cultural experiences. First, they experienced a Japanese Bon Dance as taught by Ms. Ayukawa. Following that, Mr. Phillips instructed them in a Scottish Folk Dance.

On the morning of the third day the participants worked on two different activities. The first was a survey about dating. Essentially, it asked the participants to state whether certain aspects of dating in their countries were similar to or different from the US. In the discussion that followed participants told the whole group about the differences in their countries (See Figure 23 or Tomalin and Stempleski, p. 59-61). The second activity was a panel discussion where participants from two countries, Russian and Bulgaria, answered questions about living in Japan as foreign nationals. Again, the aim here was to help make participants more aware of the ways in which culture touches everything we do, in this case the way the students live in Japan (See Figure 24 or Blohm and Mercil 1996, p. 139-141).

One activity which spanned the entire workshop was a series of question and answer sessions about the countries represented at the workshop (Bulgaria, Japan, Russia and the US). Students were asked to think of questions that they would like to ask about the countries of origin of the non-Japanese present at the workshop, and the non-Japanese participants were asked to think of questions that they would like to ask the Japanese students. These questions were generated during the time between the morning and afternoon sessions on the second day and were recorded on newsprint taped to the walls of the classroom. The questions were answered throughout the weekend during

Study Sessions 1, 2 and 3. (For more information on this activity see Figure 21 or Tomalin and Stempleski 1993, p. 83-84)

Evaluation

While I will attempt to evaluate each study session described above, on an overall level I believe the weekend workshop met the goal I had set out for it: It promoted an awareness amongst the participants of the impact that culture has on our own daily lives. This was successfully achieved through an exchange of information about daily life in other countries with members of different cultures in English.

Study Session 1 (Figures 20 and 21) was, as stated before, a collection of activities designed to help all of the participants to cooperate with one another while at the same time getting to know one another. While all of the activities were successful to some extent in doing that, the first major activity of the day stands out as having been exceptionally so. All of the participants were asked to stand up and write their names on the whiteboard and then tell the group a story about their name. (See Figure 20 or Lambach 1996 for a more detailed description of the activity.) Some participants spoke about the origin of their name while others talked about the meaning of their names. All of the stories told that day were quite memorable and some were quite moving in their own right. This first activity served to break the ice and give everyone present a chance to tell the group about themselves. As I had had the students do a map about their names and tell their partner about it during the previous night's lesson, the students were well prepared to stand up in front of the group to tell their stories. The other participants, while having to speak extemporaneously, seemed quite comfortable telling their stories as well. The result was that almost everyone was able to remember everyone else's names very quickly: The stories themselves serving as pneumatic devices to do so. Students in their final evaluations (Figure 25) of this activity had the following to say about the activity:

- "Name stories everyone talked was very interesting. No stories was same. I think we were very relaxed at this time."
- "I enjoy knowing all member's name means."
- "It was very interesting because I could know the reason why the names of my classmates was named."

During the second half of the morning program I used a number of perceptual tools (for the most part illustrations) to give students a window into the concept of different perceptions from different perspectives. While I had not

used these kinds of pictures (Old Lady/Young Lady, Airplane Taking Off/Landing) in the past I found that they were quite useful in helping the students and other participants to realize that we all perceive things differently. In addition, the point was made that if we change our focus we can perceive things we could not perceive at first.

This discussion seemed to move quite smoothly into the brain storming activity we did on the word culture. This brainstorm generated aspects of culture that fell into two broad categories: the "Big C" (art, music, dance, etc.) and the "little c" (behaviors and beliefs). Because of this, it was easy for me to explain to the participants that we would be looking mainly at aspects of "little c" but would have two experiences with the "Big C" later on that evening.

Students for the most part found the pictures to be helpful. Some quotes from their final evaluations are found below.

- "That picture is very interesting. It helped us understand another point of view."
- "I know that people have the different view point each other even if everyone look at same picture."
- "I found that there are many different point of view for just one thing. And I thought it is very difficult to understand other people. But that's very important."

That afternoon during Study Session 2, I found myself going back to the morning's penultimate activity (the perception exercises) to recycle some of what the participants had talked about during that discussion. It fit into the afternoon's activities where we were beginning to look at one aspect of life which was similar though somehow different for all of the participants: The houses in which we spent our childhoods.

Again, the students were able to successfully participate in this activity because of pre-teaching in the language preparatory stage. There, I had spent two lessons working with the students on the vocabulary that they would need for describing their houses. Though at the time they did not realize that they would be using that vocabulary at the workshop, students were able to retain the information for use in this activity. I noticed with satisfaction the way the students were able to confidently label all of the parts of their houses in English, and then with even more satisfaction, when they were able to explain those uniquely "Japanese" aspects of those same houses, e.g. the family altar, the *tokonoma*, etc. Some of the students made similar observations in their

final evaluations. They believed that their ability to talk about their houses in English was the result of their hard work in the language lessons.

The small group discussions during this activity seemed to progress fairly smoothly and the discussion questions provided insight into the different way people live even within the same country. While students seemed to be surprised at the homes in which the non-Japanese participants lived they were even more impressed by the differences between themselves. This, I think is an important part of the process of becoming more aware of differences. Realizing that people of the same cultural background behave and think differently paves the way for accepting differences in other cultures. In addition, some of the students seemed to be becoming more aware of the impact Japanese culture has on their lives. This is also an important part of cultural awareness: Awareness of self as cultural being. Some students comments about this activity are found below.

- On receiving guests in a special room: "I found that Japanese people sometimes separate family and others."
- On the fact that different doors are left opened or closed in different cultures: "I fell that different culture has many different things in small daily things."
- "I thought there are a lot of types of houses even if we live in the same country."

On the second evening of the workshop all of the participants gathered in a large hall to learn two different dances from two cultures. Ms. Ayukawa, dressed in a summer kimono, first instructed us to a Japanese traditional summer dance, Bonodori. She spoke a little about the origin of the dance and its purpose before and then during the instruction. While most of the Japanese students had experienced a Bon dance some had not. The non-Japanese participants, myself included, were also inexperienced. After much practice everyone was able to successfully dance the full sequence of steps in addition to being able to sing the response to the chorus of the song. Ms. Ayukawa, throughout her instruction, spoke about the conservation of energy and movement that was characteristic to the dance. She explained that we should not exert ourselves too much for two reasons. One, because the wearing of traditional Japanese clothing (*yukata* or *kimono*) would prevent it and two, because the dance is done at the height of summer and for long periods of time. While some students who learned the dance quickly seemed anxious to move on to the next dance, those participants who were having difficulty coordinating their singing with the steps of the dance seemed to appreciate the

numerous times the dance was done.

In terms of the Scottish Dance that Mr. Phillips taught us, the contrast between the energy and the athletic nature of it and the Japanese dance was quite striking. Mr. Phillips explained that this, too, had much to do with the climate and purpose of the dance. In Scotland, where the dance originated, it is danced in the colder months as a method for keeping warm. In addition, the varieties of the dance (though we only danced one) and its focus on partner dancing are designed to give young men and women (as well as older couples) a chance to meet and to enjoy one another's company. In this aspect it was quite different from the purpose and style of the dance Ms. Ayukawa had taught us. All of the participants were challenged not so much by the complexity of the steps but by the necessity to execute them in pairs as well as in multiples of two throughout the dance.

I believe that doing both the Japanese and Scottish dances gave the students some very "physical" evidence of the different characteristics of two dances as well as the different roles dance plays in both cultures. Students had much to say about the dances and the experiences of that evening. Two examples are given below.

- "I'm living in Japan but I had not known about Bonodori very much. I found differences between Japanese dance and Scottish one."
- "Japanese dance is so slow. But Scottish dance is so hard. But we touched other culture."

During Study Session 3 on the following morning, all of the participants explored cultural differences for the last time. They did this through two very different activities. First, the participants were asked to fill out a survey of sorts that compared dating in the US to dating in their countries. On this morning there were representatives of four cultures, Bulgarian, Russian, Japanese, and US. The discussion that followed the filling out of the survey was lively as comparisons were made between the cultures. However, student participation was limited in this discussion by an unforeseen aspect: Some of the students had not had any experience in dating and thus were unable to contribute their knowledge and opinions to the discussion. These students were thus forced to play a passive role in the discussion. I had not anticipated this problem, probably because of my own "cultural" block: Being an American I assumed that all college students would have had experiences with dating. While this aspect of the activity is something that I will take into consideration should I do the activity again next year, the discussion by the other

participants was so interesting and relevant to everyone (even the students who had not dated stated that it had been a learning experience) that that might outweigh the fact that some of the students were not able to participate.

Following this activity, the two Bulgarian participants and the one Russian participant were asked to participate in a type of panel discussion. At first, I posed a series of questions that asked each panelist to reflect on different aspects of living in Japan (see Figure 24). Following this other participants were invited to ask the panelists questions about their experiences in Japan. This was quite an interesting discussion and I think it impacted the students in a positive way, allowing them to see their own country through another's eyes.

One unfortunate aspect of the panel discussion was its timing. I had scheduled it last so as to give the students a chance to reflect specifically on their own culture after they had done a number of activities where they had reflected on other cultures. However, the weekend, and its intense nature, began to take its toll on some of the students during the discussion. I noticed some of the students fading and stopped the discussion a little earlier than planned. Still, students seemed to have a positive impression of both of the morning activities. As I have done for all previous activities I will include a sampling of student responses to these activities.

- "I could know my own country, Japan, seen from other country. And I recognized the difference of point of view."
- "I enjoyed this most because of the daily topic. I was most interested in their talking."
- "I was so sleepy that time, so I couldn't hear so much."
- "Good. Wanted more time."

Over the course of the workshop there were also three question and answer sessions devoted to the cultures other than Japan represented at the workshop. Originally, I had planned for a fourth session that would have been devoted to Japan, but due to time considerations I was forced to cancel it. As described in the process section, during the lunch break on the second day students and other participants were invited to contemplate a total of 10 questions about each of the cultures present. These questions were to be written on four pieces of poster paper (one for each culture) that were found around the classroom. The participants were told that at certain times throughout the weekend, one member of a culture would be invited to sit in the "hot seat" and answer the questions.

I had planned for each of the sessions to be 15 minutes in length so that they could be conducted in between the core activities of each Study Session. In reality, however, this time limit was nearly impossible to maintain. The Russian and Bulgarian sessions took almost 30 minutes a piece. While the US session was relatively shorter, it was still longer than the 15 minutes scheduled. The fact that these three sessions went over time combined with the fact that I had scheduled the session on Japan for the last part of the third Study Session, resulted in the unfortunate cancellation of the Japanese session.

In contemplating why 15 minutes was not enough, I have reached two conclusions. First, that ten questions of the kind the participants generated could not be answered in that amount of time. The topics were quite diverse in nature, ranging from rose water to yogurt for Bulgaria, the climate to vodka for Russia, racial discrimination to the amount of beef consumed by Americans for the US and from raw fish to the concept of silence for Japan. Thus, some of the answers the speakers gave required a certain amount of additional information in order to be understood in the context of the culture. An example of this would be the role that vodka plays in Russian society.

Second, that each speakers' enthusiasm for their subject, i.e. their country and culture, could not be contained in the 15 minutes allotted. Speakers invariably went into great detail on even the simplest questions, e.g. What is the most popular sport in Bulgaria? This is not meant to be a criticism of the speakers but rather a simple fact: Once the speakers found their audience receptive, they warmed to each topic. This, ironically, also seemed to be one of the strengths of the activity. Each speaker proved to be very willing to give additional information about their culture and to answer any further questions that came up.

Unfortunately, as I have stated before, the result of these three sessions taking more time to complete than anticipated was the cancellation of the question and answer session on Japan. I had hoped to hold this session immediately after the panel discussion on the third morning to further the students' awareness of their own culture. While the panel discussion was successful in doing this to a certain extent, I believe that the question and answer session on Japan would have furthered that work. I regret its cancellation but in terms of the schedule it was unavoidable.

Points to be considered for the future

There are a number of points to be considered for the course in the future. The first is the availability of non-Japanese participants. This year, three overseas

students from Yamaguchi University were scheduled to attend the weekend workshop. However, because of personal reasons two of the students decided not to attend. We were notified of this decision on the Tuesday and Wednesday before the workshop. Though this problem is considered more fully in Ishii's report, I would like to mention it here as it has direct relevance to the content of the workshop: Without the overseas students' participation the activities planned for Study Sessions 1, 2 and 3 would have been rendered inoperable. Fortunately, at the last minute, Professors Petrini and Mikhova agreed to participate.

Another point to be considered is the frequency of the language lessons in the preparatory stage. Though I consider this stage to have been very successful in helping the students successfully participate in the weekend workshop, there were some areas that still need to be worked on with the students. I wonder if more could have been accomplished by scheduling two classes per week rather than one. A week between lessons is entirely too long if maximum progress is hoped for.

One possible solution to this problem would be to restructure the entire course once again. The course in its present form is made up of 8 weeks (12 hours) of language study and requires the students to be away from campus for 3 days and 2 nights (10.5 hours class time) for the intensive weekend. However, if one were to look at the weekends' essential elements, Study Sessions 1, 2 and 3, it is conceivable that these could be done on campus in three 2 hour sessions for a total of 6 hours. The remaining 16.5 hours of the course could then be devoted to preparatory language study. If the preparatory stage remains at eight weeks in length then the class could meet twice a week for one hour each time. This would ensure greater progress in language ability through greater frequency and greater length of study.

Another less drastic but equally plausible solution would leave the weekend as it is and divide the entire time available in the preparatory stage (12 hours) into twelve one hour lessons, two of which would be given each week for a six week period before the weekend. While the time of language study would be equal to this year, I believe the higher frequency of lessons would produce greater progress in terms of the students' language ability.

One final consideration for the future would be the content of the three Study Sessions during the intensive weekend workshop. I believe that the focus on cultural awareness was well suited to the length of the workshop and to the amount of experience that the students had in interacting with other cultures

(very little). The other participants also seemed to be quite interested in the topics discussed at the workshop. The question that remains to be answered, however, is how this focus fits in with the overall conceptual structure of the curriculum the students are involved with during their four years at university. If it is believed to fit into that structure then the focus should remain on cultural awareness, if it is deemed to be in need of further adjustment than that will have to be a major consideration in the planning of future workshops.

(Robert J. SCHALKOFF)

[Challenge of "Workshop for Intercultural Understanding" Goes On]

In the First Report submitted by the Central Council on Education of 1996, "internationalization" is recognized as one of the four key elements of a rapidly changing society. People in the future must learn to live in a world of interdependence and solve various global problems collectively with other nations. For this reason, the Council argues that in the future Japanese youth need to understand cultural diversity and be able to communicate with people of various cultural backgrounds. Hence, further promotion of education for international understanding with an emphasis on intercultural understanding and foreign language instruction with an emphasis on self-expression will be critical issues in school education in the 21st century.

The Education for International Understanding Department shares this view and aims at producing teachers who can contribute to such education. Students are expected to develop competence in inter-cultural communication through two strands of classes: Classes to learn English and classes to learn about cultures. The "Workshop for Intercultural Understanding" course is designed for the purpose of combining these two strands through first-hand experience.

Compared with those of previous years this year's course had a stronger emphasis on communication in a foreign language than it did in intercultural experience. The course was divided into two parts: eight weekly sessions and a three-day weekend workshop at Tokuji Youth Center. English was used as the medium of instruction in both parts. According to the evaluation by students, this arrangement was successful. It was successful both in terms of language learning and cultural experience.

Since students, through weekly sessions, had developed an attitude to try to communicate in English, they were ready to start communicating in English at Tokuji regardless of whether their sentences were grammatically correct or not.

Students also experienced the positive frustration of communicating in a foreign language. This experience is meaningful in three ways. Students will not be shocked or at least will be ready to accept the shock when they need to communicate in a foreign language in the future. At the same time, by

struggling themselves, they can understand difficulties and frustration that most minorities have in their host society. One more outcome is that they may have an understanding of the kind of frustration their future students may feel when learning a foreign language.

In order to further improve this course, particularly the weekend workshop several points need to be sorted out. Firstly, the number and ages of non-Japanese participants. Students pointed out as a good point of the Tokuji program the development of a closer relationship with other classmates. However, this did not extend to the relationship with non-Japanese participants. There are several reasons for this. Despite the fact that there were four non-Japanese participants, only one of them was a student. Others were academics at universities and did not stay overnight. Furthermore, the only non-Japanese student was male and did not stay with the Japanese students who were all females. He wanted to stay with male teachers. If the participation of a significant number of female students had been possible, a "close relationship" could have been developed between Japanese and non-Japanese students. This might have also fostered further "positive" frustration of communicating in a foreign language and would then have been closer to a real life situation.

Secondly, the cost. This is relevant to the first point as well. In order to stay at the youth center for several days, students have to pay few thousand yen for accommodation, meals and transportation. Since there is no financial support for inviting guest speakers, students have to pay for them as well. Despite this, non-Japanese participants do not get paid for their cooperation. This financial limitation makes it difficult to find non-Japanese helpers, overseas students in particular. Overseas students are often occupied with their own work and do not want to participate in such a program unless they understand the meaning of the program well or there is some other incentive. It is against the aim of this program to cause any inconvenience to such overseas students by asking insistently for their help. The introduction of a teaching assistant system is a feasible remedy that makes the program beneficial both for the Japanese and overseas students.

Thirdly, transportation. Non-Japanese participants are not always available for three days. It is thus sometimes necessary to secure transportation for them to come to and leave from Tokuji. This is not an easy task since there is no direct public transportation connecting Yamaguchi and Tokuji. A tentative solution is for the teaching staff and their families to work as chauffeurs but this is by no means a healthy solution if this program continues as an official part of a university course.

A suggested quick remedy for these problems is an on-campus workshop. If the workshop were to take place on campus, neither extra fees nor extra work

for transportation and accommodation would be necessary. It would be easier to invite non-Japanese participants, also. If the program were to last from morning till evening and Japanese students would go home only to sleep, they would still feel as much of the "positive" frustration caused by the language barrier as they had at Tokuji.

Education for international understanding is still a new element in school education and tends to be considered by schoolteachers less important than other subjects. This seems to be the same at pre-service teacher education institutes. Because it is new, it is hard to get institutional support. However, it is obvious that such education will be stressed more in the revised Course of Study that will be published within a couple of years. Students who are learning about education for international understanding now are expected to be ready to take the initiative in their schools when they become teachers. For this reason, the workshop needs to be improved without waiting for the official implementation of the new Course of Study. Systematic support that facilitates the operation of the workshop and enables teaching staff to concentrate on content-level rather than logistic planning is desired.

(Yuri ISHII)

Figure 1

Schedule of classes for 国際交流実習 1

Teacher: Robert J. Schalkoff (Bobby)

Students,

This class will be divided into two parts: English conversation and intercultural exchange. The first 8 hours of the class will be devoted to an intensive study of English conversation (including speaking, listening and pronunciation). This study will take place at Yamaguchi University. The remaining seven hours of the class will be used for an intercultural exchange between the students in the class and foreign national residents of Yamaguchi City as well as international students of Yamaguchi University. This part of the course will be held on the weekend of June 19th, 20th and 21st at Tokuji National Youth Center.

You will be provided with a detailed course syllabus (including goals and objectives) in our next class on the first of May. I need some time to work on incorporating the results of the questionnaire you filled out in class today into our schedule for the next 7 weeks.

4/17- English conversation (university)

4/24- no class

5/1 - English conversation (university)

5/8 - English conversation (university)

5/15- English conversation (university)

5/22- English conversation (university)

5/29- English conversation (university)

6/5 - English conversation (university)

6/12- English conversation (university)

6/19- Intercultural exchange (Tokuji)

6/20- Intercultural exchange (Tokuji)

6/21- Intercultural exchange (Tokuji)

Figure 2

English conversation questionnaire

Please answer the following questions as truthfully as possible.

1. What is most important to you? Please place the following categories in order of importance (1~10). You may add other topics if you want to.

- _____ Writing English essays and reports
- _____ Reading English stories and books
- _____ Learning about English speaking cultures
- _____ Talking in English about everyday things
- _____ Speaking English smoothly
- _____ Using good pronunciation
- _____ Speaking English fluently without worrying about mistakes
- _____ Listening for general meaning
- _____ Being able to understand everything native speakers say
- _____ Using correct grammar when speaking in English
- _____ Other: _____
- _____ Other: _____

2. What do you feel you need to work most on in English?

3. What do you want to do in this class?

4. What don't you want to do in this class this year?

5. How will you use English after university?

6. Do you have any requests for English songs to listen to this semester?

Figure 3

Intercultural Exchange 1

Robert Schalkoff

Results of questionnaire

1. speaking English fluently without worrying about mistakes
2. speaking English smoothly
3. talking in English about everyday things
4. using good pronunciation
5. being able to understand everything native speakers say
6. learning about English speaking cultures
7. using correct grammar when speaking English
8. reading English books and stories
9. listening for general meaning
10. writing English essays and reports

Thoughts on results

I will be preparing lessons that focus on trying to help you speak more smoothly without worrying about mistakes. The topics of each lesson will center around everyday life events. We will also work a little on pronunciation. Being able to understand everything native speakers say is a very difficult task. I think it's important to start listening for general meaning and then move on to listening more in detail. So, we will begin our listening work listening for the main idea and then move on to listening for detail.

As the title of our course suggests we will also be looking at different cultures. We will try to do this during our weekend together in June.

I have received requests for older music and for new music that is popular now in England and the USA. I will be trying to find songs that we can learn something from in our lessons. If you have any specific requests please tell me.

Expectations

In this class I expect *you* to:

1. Work and cooperate together in pairs, small groups and the whole group
2. Try to use English as much as possible
3. Come every week
4. Be on time
5. Try new things
6. Tell me what you think about the class and make suggestions to help make our class interesting for everyone

You can expect *me* to:

1. Work hard planning for this class
2. Use English as much as possible
3. Be early for every class we have
4. End our classes on time
5. Try to use your suggestions in our classes
6. Answer your questions about English both inside and outside of class

Grades

If you want an A you must:

1. Come to all of our classes and to the weekend exchange
2. Use English whenever you can in class
3. Work hard in class and during the weekend exchange

If you want a B you must:

1. Come to at least 7 of our 8 classes
2. Use English whenever you can in class
3. Work hard in class and during the weekend exchange

If you want a C you must:

1. Come to at least 6 out of our 8 classes
2. Use English whenever you can in class
3. Work hard in class and during the weekend exchange

Tests and homework:

There will be **NO** written test in this class. Your grade will be based on the following three things: attendance, using English in class, your work in class. I will not give you any homework that you must do. I will give you homework that you can *choose* to do if you want to.

Figure 4

Yamadai 4/17

Materials: questionnaires, cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will be able to know all of the first names of everyone in the class as well as something about each person
Ss will fill out their personal information card as well as the questionnaire about this year's study
Ss will demonstrate their English ability through writing, reading and speaking

Agenda: STUDENTS NEED A PEN
warm up
song
questionnaire

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
2. Give ss a small index card
On the index card have the ss write one thing that they like and one thing they hate
Have ss put the card in their pockets
Do handshakes
Ask the ss to go around and shake everyone's hand like they were seeing each other for the first time in twenty years
Get the ss to stop and make partners
Find out that person's first name or nickname
Now get the ss to tell each other what they wrote on their cards about themselves
Have the ss go around and tell others the person's name as well as what they like/hate
Do this along with the ss and counsel their English
When everyone has told everyone about their partner have everyone sit down and do a reflection on what they learned or remember
Counsel this back to the ss
3. Introduce new song using a word rose
Have the rose up on the board (the following words should be in the rose: summer, '69, bought a six string, had a band, friends, the best days of my life, at the drive in, met you, me, last forever, hold your hand, it went wrong)
Have ss look at the words and see if there are any words that they don't understand- show them pictures or explain in simple English what those words are
Put ss into pairs and have them look at the words and write a short story based on the words
Then have ss get into groups of 6 (three pairs) and read each other their stories
Have the ss in the groups choose one story that they like the best
Have ss read those stories out loud to everyone (counsel the stories)
Now pass out the lyrics for the song and have ss read it
Have ss listen to the song while I take attendance
4. Give out the questionnaire
Tell the ss to write the answers to it in English or Japanese
Have them write about what they thought about today's class on the back of the paper
Give out file cards and ask the ss to fill out like I have on the board
write: name (in kanji and romaji), student number, school address, phone number, a little something about yourself, and a picture (not a purikura)

Give the ss the schedule for the remaining classes

Figure 5

Yamadai 5/1

Materials: expectations, cd, lyrics, flowers, mixed up stories

Set up: chairs are in a circle, table and chairs are at the back

Objectives: Ss will be introduced to a new song
Ss will begin to work on adding information and follow up questions
Ss will be introduced to what the teacher expects of them in the class
Ss will begin working with singing and pronunciation

STUDENTS NEED: A PEN, A SHITAJIKI, A PIECE OF PAPER, INFO CARD

Agenda: expectations
warm up
Green Day
song
pronunciation

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Introduce ss to my expectations for this class
After that have ss stand up and do the catching hands game
2. Tell ss to take out their piece of paper and to make a map of what they did on Green Day
The map should start with the word Green Day and go from there
Show the ss my map
Tell ss just to put their main ideas on the paper

Now have the ss listen about my day
Ask the ss to shadow my English every two or three sentences

When I finish have the ss get into pairs and tell each other about their days using the same method
Every two or three sentences the listener should stop and tell the speaker what they said
When one s is finished the ss should switch roles

Have the ss come back to my map
Put the ss into pairs and think of two questions they would like to ask about my day
Answer the questions and add to the map

Now have the ss switch papers with their partners
Ask the ss to choose one or two parts that they would like to know more about and to write at least two questions that would like to ask their partner
Have the ss ask the questions and get the answers

Ask the ss if there is anything in the conversation that they had that they would like help on in English

3. Give ss the handout with the mixed up lyrics and put the ss into new pairs
Have the ss make a short story using all of the sentences and conjunctions on the page
Circulate and help the ss
After the ss are finished hand out the lyrics and have the ss check themselves
Tell the ss we are going to listen to this story as the Beatles tell it
Listen to the song
Work a little on pronunciation and intonation (take clues from the ss- possibilities could include beat or short a, etc.)
If possible work with the ss on singing the song
4. Give the ss the journal assignment

Figure 6

English Journals

Schalkoff

Project

Keep an English journal in which you write in English about anything you want to, e.g. things that happen to you everyday, thoughts you have about your life as a student, TV programs or movies that you watch, your family, etc.

Objective

In order to improve your English you should try to use it everyday. This journal will give you an opportunity to write about how you feel and what you think in English. The main idea of the journal is for you to practice English. This means that you don't have to worry about being perfect. You are free to make mistakes.

Structure

Length- You may write as much as you want to but try to write at least two paragraphs each time you write.
Style- Please try to be as casual as possible. This is not a formal writing assignment.

Rules

1. PLEASE WRITE IN PEN AND DO NOT ERASE. (Try to get used to just writing without worrying about making mistakes)
2. TRY TO WRITE EVERYDAY. (Writing everyday will help you get used to thinking and writing in English.)

Due date

Please leave it in the box marked JOURNALS by Thursday morning at 9:00 AM. This will give me a chance to look at it and then give it back to you on Friday in class. I WILL BE THE ONLY PERSON WHO READS THIS JOURNAL SO DO NOT WORRY ABOUT OTHER PEOPLE READING IT.

Figure 7

Yamadai 5/8

Materials: expectations, cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation
Ss will continue to work with asking follow-up questions
Ss will continue to work with maps in fluency exercises

Agenda: STUDENTS NEED A PEN, PAPER, INFO CARD, NOTEBOOK
warm up
golden week
may sister
song

Procedures:

1. Welcome the ss to the class
give ss the agenda for the day
Do a brief warm up (Sun and the moon)

- 2a. Tell ss to take out their piece of paper and to make a map of what they did during Golden Week
The map should start with the word Golden Week and go from there
Show the ss my map
Tell ss just to put their main ideas on the paper

Now have the ss listen to me talk about my week
Ask the ss to shadow my English every two or three sentences

When I finish have the ss get into pairs and tell each other about their week using the same method
Every two or three sentences the listener should stop and tell the speaker what they said
When one s is finished the ss should switch roles

Have the ss come back to my map
Put the ss into pairs and have them come up with two questions they would like to ask about my
week
Answer the questions and add to the map

Now have the ss switch papers with their partners
Ask the ss to choose one or two parts that they would like to know more about and to write at least
two questions that would like to ask their partner
Have the ss ask the questions and get the answers

Ask the ss if there is anything in the conversation that they had that they would like help on in
English

- 2b. Tell ss my sister Susan is here visiting from the US
I'd like them to help me introduce her
Give everyone one piece of paper with something about my sister written on it
Tell the ss to memorize what is on the paper and that they have five minutes to walk around and
verbally exchange this information about her with each other (much like the first activity in the first class)
After five minutes have the ss sit down and fill out the rest of the paper with the new information
When the ss finish ask them to turn over their papers and tell me what they remember about my
sister

Work with the ss to get this information out and correct
Now have the ss think of some follow up questions on this information about my sister
Do a question and answer session with me counseling (paraphrasing answers and questions)

Figure 8

What is Susan like?

She has been _____.	She likes _____.	She has _____.	She likes _____.
She works _____.	She has been _____.	She wants _____.	This is her _____.
	She has been _____.	She will _____.	

Figure 9

Yamadai 5/15

Materials: cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation
Ss will continue to work with asking follow-up questions and begin to use them in the middle of a conversation
Ss will continue to work with maps in fluency exercises

Agenda: STUDENTS NEED A PEN, PAPER, INFO CARD, NOTEBOOK
warm up
yesterday
song/pronunciation

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Handshakes with names
2. Tell ss to take out their piece of paper and to make a map of what they did yesterday
The map should start with the word yesterday and go from there
Show the ss my map and ask them to include as much detail as possible as I have
Tell ss just to put their main ideas on the paper

Give the ss about three minutes to contemplate some follow up questions before listening to the story

Now have the ss listen about my day
Tell the ss that they will not be shadowing my story today rather they will ask me follow up questions as we go
Answer the questions and then move on with the story

Have the ss get into pairs and tell each other about their day using the same method

Ss who finish early should begin to write out their stories

Monitor the conversations and choose some of the mistakes to work on on the board
3. Listen to the song
Work a little on pronunciation and intonation (take clues from the ss- possibilities could include beat or short a, etc.)
If possible work with the ss on singing the song

At the end of work on the song ask the ss to look at their lyrics and to think of at least three questions they would like to ask the writer of the song
Have the ss switch papers with the person next to them and try to answer the questions

Work with the short and nasal a sound with the ss
Do some work with the long, bright ah sound (if possible work with it in the yesterday part)

Figure 10

Yamadai 5/22

Materials: cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation in new song
Ss will continue to work with asking follow-up questions and to use them in the middle of a conversation
Ss will begin to add tangential information to conversations
Ss will continue to work with maps in fluency exercises

Agenda: STUDENTS NEED A PEN, PAPER, INFO CARD, NOTEBOOK
warm up
family
song/pronunciation

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Do The seat on my left is free and I'd like ... to sit next to me.
2. Tell ss to take out their piece of paper and to make a map of their families
The map should start with the word family and go from there
Show the ss my map and ask them to include as much detail as possible as I have
Tell ss just to put their main ideas on the paper

Now have the ss look at my map about my family
Before beginning have the ss come up with some questions that they would like to ask me during the story
Ask the ss to ask me follow up questions as we go
Answer the questions and then move on with the story

Have the ss get into pairs and tell each other about their family using the same method
First they should switch papers and come with some questions that they would like to ask
As one of the ss is telling the story the other s should go through and ask their questions
When one s is finished the ss should switch roles
Ss who finish early should begin to write out their stories
Tell the ss they should be asking at least three questions

Now have the ss come back to my family and come with things that they have in common or something they can add about themselves or their family in my conversation
Tell the story quickly and get the ss to add their information as I go along

Have the ss do the same thing with their own maps
Monitor the conversations and choose some of the mistakes to work on on the board
3. Listen to Norwegian wood for the last time
Work a little on speed and rhythm and then move on to the new song

Begin the introduction to the new song (Yesterday once more) by telling the students a story about when I was young
Have the students listen to the story and then retell it (counsel ss responses)
If necessary do the story one more time, if not have the students read the story

Tell the ss that I would like them to write a short story that begins "When I was young, I ..."
Ask ss to choose one topic and try to write about it in detail
Tell ss we will be sharing this with others

Figure 11

When I was young, I ...

Use "When I was young, I ..." to begin a sentence that tells us about when you were an elementary school student.

Example by Bobby:

When I was young, I used to go to the river everyday after school. Sometimes I would just walk along the river. Other days I would ride my bike. In the spring, I would bring my fishing pole and go fishing until I had to go home for dinner. In the winter I would bring my ice skates and I would go skating on the river until it got dark. I miss going to that river very much so now sometimes I go walking along the river by my house and I remember those times when I was young.

Figure 12

Yamadai 5/29

Materials: cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation in new song
Ss will continue to work with asking follow-up questions and to use them in the middle of a conversation
Ss will also continue to add tangential information to conversations
Ss will work with the rods for the first time exploring a different kind of counseling

Agenda: STUDENTS NEED A PEN, PAPER, INFO CARD, NOTEBOOK
warm up
song/pronunciation
your room

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Do what's in a name
Put the ss into three groups of three
Have the ss come up with a list of people they would like to meet
After the list is finished have the ss put it into a poem type form where they have to say it in a rhythmic type way
2. Tell ss to take out their When I was young, I ... handouts and give them time to complete them
Have ss who have finished early begin to read their memories to each other
Integrate the other ss as we go along so that everybody gets to hear everyone's story

When finished have the ss listen to the Carpenters song and do some pronunciation work with it and some singing
3. Take out the rods and ask one student to come to the front of the table and tell us about their room using the rods
Use the Islamabad technique to do this
Pair ss off and have them tell each other about their rooms (the s who has been the first s should be put in the group of three)

Figure 13

Yamadai 6/5

Materials: cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation in new song
Ss will continue to work with asking follow-up questions and to use them in the middle of a conversation at the same time they are adding tangential information
Ss will work with the rods to construct a typical Japanese house
Ss will begin to learn and use vocabulary they need to describe their house

Agenda: STUDENTS NEED A PEN, PAPER, NOTEBOOK
warm up
song/ pronunciation
your room

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Do Like me, like you, like who
Give the ss cards on which they write three things they think they have in common and three things they think are different from their partner
After all ss have written these things have the ss tell each other these things
Have the ss talk to each other in English about whether these are true or false and why
2. Tell ss to look at my map on the board about my plans for the weekend
Ask the ss to write a map of their own about what they will do this coming weekend
After they have finished their maps tell the ss first to think of questions for me about my weekend
Now tell the ss to find things that they may have in common with the things I will say
Tell the ss about my weekend
Throughout the story have ss ask questions and interject commonalities that lead to tangential conversations
When finished have the ss switch maps with the person next to them and write down questions and similarities on another piece of paper
Now have the ss do the same thing we did together with their partners
3. Take out the rods and tell the ss we are going to build a house
They should tell me what we need in the house and all of the rooms and build the house together

If there is some time left have ss do rooms in pairs and collect papers to copy and give to everyone next week
4. Sing the song at the end of class working on rhythm, pronunciation, etc.
As a possible activity have the ss ask questions of Karen about this song
5. Give ss the handout for the coming weekend, tell them I will answer any questions about it next week

Figure 14

Yamaguchi University Weekend Workshop

Goals:

1. Ss will start to see themselves as cultural beings and as such influenced by the culture to which they belong
2. Ss will interact with university students from 3 other cultures in English
3. Ss will start becoming aware of the differences and similarities between Japanese and other cultures
4. Ss will learn about three other cultures in addition to looking at Japanese culture

Objectives:

1. Ss will experience several activities that will help them to see how we are products of our cultures
2. Ss will ask questions of, discuss topics with, and answer questions from students of three other cultures in English
3. Ss will explore the similarities and differences of Japanese culture and those three other cultures in regards to everyday occurrences such as housing, dating, time relations, etc.
4. Ss will use their experiences in the pre English conversation lessons to help them talk about themselves in English with members of other cultures
5. Ss will, through listening and asking questions in English, explore three other cultures
6. Ss will, through answering questions about Japan, explore their own culture

Schedule:

Friday, June 19th

14:30- Leave Yamaguchi University

15:30- Arrive at Tokuji Youth Center

Orientation, move to cabins, evening assembly

18:00- Dinner

19:00- English Conversation- final lesson (until 20:30)

20:30- Free time, bath, etc.

Saturday, June 20th

06:45- Wake up

07:30- Morning assembly

08:00- Breakfast

09:30- Study session 1- Getting to know ourselves and each other (until 12:00)

12:00- Lunch

13:30- Study session 2- Looking at everyday events in different cultures (until 15:30)

15:30- Recreation and free time (until 17:00)

17:30- Evening assembly

18:00- Dinner

19:30- Scottish and Japanese Folk dancing (until 21:00)

Sunday, June 21st

06:45- Wake up

07:30- Morning assembly

08:00- Breakfast

09:30- Study session 3- Panel Discussion- Looking at Japan, wrap up (until 12:00)

12:00- Lunch

Figure 15

Yamadai 6/12

Materials: cards, cd, lyrics, flowers

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation in new song
Ss will work with the rods to construct a typical Japanese house
Ss will begin to learn and use vocabulary they need to describe their house, the main furniture in it, where and what kind of doors there are, etc.

Agenda: STUDENTS NEED A PEN, PAPER, NOTEBOOK
warm up
song/pronunciation
our house
questions about the weekend

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the day
Do warm up
2. Work with ss on the song picking up where we've left off
3. Take out the rods and tell the ss we are going to continue building our house
Get them to build the house up until where we left off the previous week, reviewing vocabulary, etc.
as we go along
This week work with more specific vocabulary about the house
Now have the ss go back and explain their rooms to one another again, this time using the new vocabulary
4. Answer any questions about the weekend

Figure 16

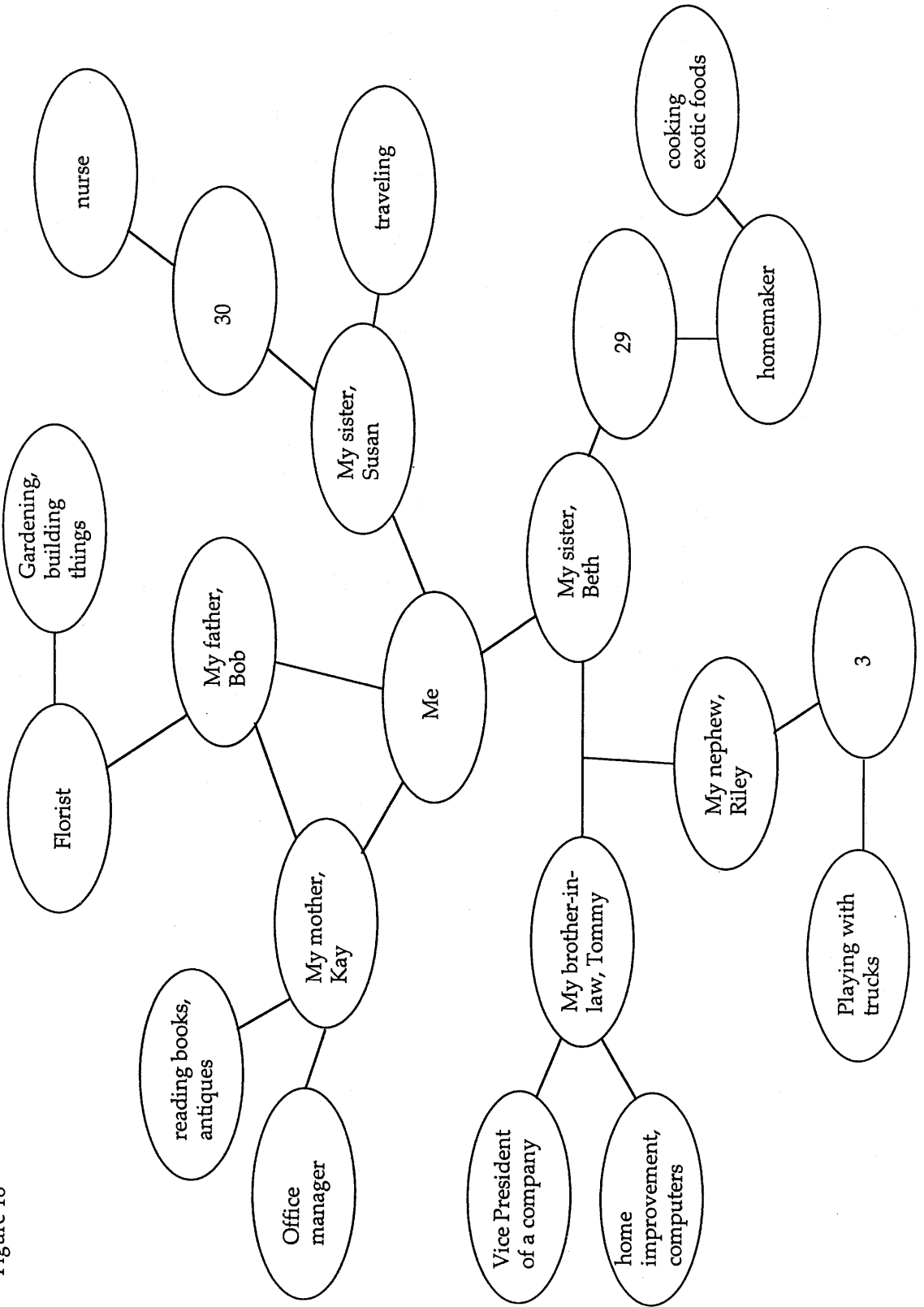


Figure 17

Dear Overseas Helpers,

My name is Robert Schalkoff. I am originally from the United States but I have been living in Yamaguchi for the past 10 years. I am the program coordinator for the Intercultural Exchange Weekend you have agreed to participate in. In this letter I would like to outline a number of things about the weekend, namely an introduction of the Japanese students who will be attending, the goals and objectives for the weekend, the schedule, and how I would like you to help.

Students in the International Understanding Education Department are required to take my course which consists of two parts, English conversation classes (a total of eight 90 minutes classes) and the Intercultural Exchange Weekend. The students are all women and with the exception of one older student, are all in their first year of university. They have been studying about how to talk about themselves and their families in English for the past eight weeks. As part of their course of study they will be required to go to Malaysia and Singapore in their third year of university. During their trip to those countries they will be asked to use English as a common language for communication. My course and weekend are designed to help them prepare for that.

I have two main goals for the weekend. First, that the students interact with students from other cultures using English as common language. Second, that the students begin to realize that culture plays a big role in all that we do. Throughout the weekend you and the students will be asked to reflect on culture (yours and other cultures) in English through a number of game like activities.

The weekend will begin for the students on Friday, June 19, at 2:30 in the afternoon. They will have a final English conversation class until your arrival at around 8:00 p.m. Joint activities between the students and yourselves, the helpers, will start on Saturday morning and continue through Sunday afternoon (please see attached schedule for further details). During that time I would like to ask you to use English as much as possible for communication with the students. I would also like to ask you to participate in the activities that the students will be doing. In these activities, you and the Japanese students will be asked to share your ideas about your culture, Japanese culture and other cultures. We will try to work cooperatively towards reaching the second major goal which is realizing that culture plays a large role in the way we communicate and live.

If you have any questions regarding the weekend or your role in it please do not hesitate to telephone me at the following numbers: home- 28-8265 or office- 33-1477. If I am not in please leave a message on my answering machines (You may leave your message in English or Japanese). I will return your call as soon as I can.

Thank you for your participation and I look forward to meeting you at the weekend.

Sincerely yours,

Robert Schalkoff

Figure 18

19:00- English Conversation- final lesson (until 20:30)

Materials: cards, cd, lyrics, flowers, slide projector and slides, extension cord

Set up: chairs are in a circle

Objectives: Ss will continue working with pronunciation in new song
Ss will prepare a presentation in which they tell about the origin of their name
Ss will evaluate the language part of the program
Ss will meet the non-Japanese participants of the workshop

Agenda: STUDENTS NEED A PEN, PAPER, NOTEBOOK
warm up
song/pronunciation
what's in a name

Procedures:

1. Welcome the ss to the class
Give ss the agenda for the night
Tell the ss we are going to play a guessing game as a warm up for tonight
Begin to show the slides out of focus
Bring the slides into focus slowly while getting the ss opinions of what they think it might be
If appropriate ask the ss why they had different ideas about what it might have been as preparation for tomorrow
2. Work with the song for one last time
Work particularly on the endings of words
3. Tell the ss I'd like them to talk a little about their names
Tell the ss about my name
Talk about the fact that I am named after my father and grandfather and that my name was originally polish and that it got changed, etc.

Now have the ss make a map about their name include the meaning of the characters, why they were named that, and if they like their name or not
Circulate and help the ss if necessary
Have the ss practice telling their partner about their names
Eavesdrop and try to pick up anything that seems to be common in terms of mistakes, etc.
Ask the ss if they have any questions about how to say something
Tell the ss we may use this tomorrow as a part of our class
4. Give ss the evaluations to fill out for the course
Thank them for working so hard during the course
5. Introduce the overseas ss at the end of the class

Figure 19

Evaluation of English conversation course

Name:

Please answer the following questions as honestly as possible.

1. Do you think your English improved during this course? How so or why not?
2. Do you think you worked hard in this class? How so or why not?
3. Did singing English songs help you improve your English? How so or why not?
4. Do you feel your English has become more fluent because of this class? How so or why not?
5. Compared to the first class, do you worry about making mistakes in English more or less now?
6. Were you happy with the content of the class? (Talking about everyday things- weekends, what you did the day before class, your family, your room, etc.) Why or Why not?
7. Has your pronunciation improved? How so or why not?
8. Did you notice that the teacher did not use Japanese in class?
9. Did the teacher not using Japanese help or hurt your learning? How so ?
10. Did you want the *teacher* to use Japanese in class? Why or why not? When?
11. Did *you* want to use Japanese in class? Why or why not? When?
12. Would using Japanese in class help you learn English better? Why or why not? When?

Figure 20

09:30- Study session 1 Part 1- Getting to know ourselves and each other (until 12:00)

- Materials:** cards, cd, lyrics, flowers, poster paper, markers, tape, chalk, cards with words
- Set up:** chairs are in a circle
- Objectives:** Ss and overseas ss will learn each other's names
Ss and overseas ss will exchange some personal information with each other using English
Ss and overseas ss will begin to cooperate in small groups and the larger group
Ss and overseas ss will ask and answer questions about each other's culture English
- Agenda:** STUDENTS NEED A PEN
warm up
getting to know each other
working in small groups
questions about each other

Procedures:

1. Welcome the ss and the overseas ss to the workshop
Give ss the agenda for the morning
Give all of the ss small index cards and ask them to write one thing that they like to do on one side of the card and one thing they don't like to do on the other side of the card
Have the ss put these cards into their pockets when they are finished
2. Go to the board and write my name on the board
Tell a short story in English about my name
Then hand the marker or chalk to someone else to tell a short story about their name
Encourage the ss to write in their native language as well as romanized letters
Continue until everyone is done (do not erase the names on the board)

Have everyone go around and do a reverse introduction while shaking hands, i.e. have everyone say to the other person, "You're ..." not "I'm..."
3. (optional according to time, can do later)
Now have the ss remember what they written on their cards
Put the ss into pairs and have them tell each other what's written on the cards
While ss are doing this put "Bobby told me that he likes... but he doesn't like..."
Now have everyone go around and tell everyone else what their partner told them
When they have finished ask them to sit down
Do a group feedback session finding out what the ss remember about people other than their partners
4. Do the push/pull game
Have the ss get together with the same partner they shared information with together before (if necessary I can come into the group to work)
Tell the ss we are going to play a balance game
Tell the ss to stand facing each other and to put their hands up
Tell the ss to touch hands and then to push against each other until they are balanced
Tell ss to break and pull- this time they hold each other's hand and pull backwards until they have established balance
Now tell ss to break and walk- walk around the room and until I say stop
When I say stop the ss should find a new partner who is close to them
Repeat the procedure
Now have the ss stop and make a group of three

Then have the ss make a group of seven (or approximately half the members of the entire group)

5. Have the groups sit down together and give each a group a card with an English word written on it
Then give each group member a flash card
Ask everyone to write a sentence about the word that they have
They may write anything they want but they cannot use the word in the sentence
Give an example
Check for comprehension
Begin the task
When all of the ss are done collect all the cards for each group and exchange cards between the two groups
Give the groups time for everyone to read the cards of the other group
Give the groups some large poster paper and some magic markers
Have the groups use the sentences to make a poem
They can arrange the sentences in any way they like
They can repeat any words or sentences that they like
Tell the ss that they may choose to discard one of the sentences, they may add one new sentence if they want to, and they may make minor grammatical changes if necessary
Tell the ss that they also need to think of a title for each poem
When the ss are finished ask them to write their poems on the paper provided
Circulate and help the ss

If there is energy have the ss practice reading the poems and ask them to present them as a group
If there is no energy when the ss are finished have them post their poems and let everyone read the other groups poem
6. Take break

Figure 21

11:00- Study session 1 Part 2- Getting to know ourselves and each other (until 12:00)

Materials: cd, flowers, poster paper for three c's and for questions, markers, tape, pictures (one picture for memory game and the old/young woman picture)

Set up: chairs are in a circle

Objectives: Ss and overseas ss will begin to look at how different people perceive things differently
Ss and overseas ss will begin to cooperate in small groups and the larger group
Ss and overseas ss will ask and answer questions about each other's culture English
Ss will brainstorm about what we think about when we think of culture
Ss and overseas ss will exchange some personal information with each other

Agenda: STUDENTS NEED A PEN and PAPER
warm up
the way we look at things
culture
questions about each other's culture

Procedures:

1. Welcome the ss back
give ss the objectives agenda for the rest of the morning
2. Now have the ss remember what they written on their cards
Put the ss into pairs and have them tell each other what's written on the cards
While ss are doing this put "Bobby told me that he likes... but he doesn't like..."
Now have everyone go around and tell everyone else what their partner told them
When they have finished ask them to sit down
Do a group feedback session finding out what the ss remember about people other than their partners
3. Tell the ss we are going to look at some pictures
Show the ss a picture for approximately 15 seconds
Now ask the ss to write down what they saw in the picture
Ask the ss to compare their list with the person next to them
Ask the ss if they saw the same thing as their partner
Now ask the ss to tell me what they saw in the picture- counsel back to the ss what they saw
Now show the ss the picture again and allow them to check what they saw
Now ask the ss why they think they saw different things than their partner and the group
Ask the ss what attracted them in the picture
Ask the ss if they know why they were attracted to that part of the picture

Ask the ss why we did this exercise
Ask the ss what they learned from this exercise
4. Show the ss a picture of the old woman and young woman
Ask the ss what they see
Help ss see what they can't see
Try to get everyone to see both of the pictures
Ask the ss why some people couldn't see the young women and some could
Ask the ss what they had to do to be able to see the young woman
What does this picture teach us
Do you think it has anything to do with culture
5. Tell the ss that we are going to be talking about culture today and tomorrow

Ask the ss to make a list of things they think of when they hear the word culture
Write the ss list on one of the pieces of poster paper on the board as they say the words
The three pieces of poster paper represent the Big C (products of culture- art, music, literature, etc.)
and the two little C's (behaviors- customs, habits, foods, leisure, etc. and ideas- values, beliefs, institutions,
religions)
Tell the ss after they've given me everything on their lists that we are going to try to look at a mostly
the two little C's during the weekend to see how culture influences our lives

6. Before beginning tell the ss that during the weekend we are also going to try find out a little about
each other's cultures

Tell the ss that we have assembled here people from four different cultures

Identify the cultures

In order to find out more about them I would like everyone to write some questions (in English)
they have about those cultures

All questions should be written on the papers with those countries' names on them

Give an example- What is the main food eaten in Peru? What do Russian people usually do on
Sundays?

Give ss about 10 minutes or so to write questions on each of the papers

After the questions have been written take down the paper and give it to the person from that
culture

Tell the person or group of that culture that they have about 15 minutes (depending on the time) to
start to think about the answers to all of the questions

They can make notes but shouldn't write the answers in sentence form

(The Japanese group can be divided into two with each of the groups doing half of the questions)

Tell everyone we will take time to answer these questions throughout the weekend

7. Finish and ask ss to come back at exactly 1:30 to begin the afternoon activity

Figure 22

13:30- Study session 2- Looking at everyday events in different cultures (until 15:30)

Materials: cd, flowers, A3 paper for houses, poster paper for my house, crayons, tape, questionnaires on dating

Set up: chairs are in a circle

Objectives: Ss and overseas ss will begin to look at two aspects of life and how they may differ from culture to culture
Ss and overseas ss will continue to cooperate in small groups and the larger group
Ss and overseas ss will ask and answer questions about each other's culture
English

Agenda: STUDENTS NEED A PEN and PAPER
warm up
the way we live
how we date

Procedures:

1. Welcome the ss back
Get things going with numbers in the head and the hand catching game
2. Tell ss we are going to first hear about one of the countries that are represented here
Ask for just simple answers to the questions
Have the ss who wrote the questions ask the questions

Following this begin the house activity

If necessary do another game to get everyone's energy going again (Atom 3 might be a good game or do it with directions- same height, same birthday month, group of four, group of four with one person from a country other than Japan)

Tell ss we are going to look at people in different countries live

Show the ss a picture of my house

Tell everyone to draw a picture of their house like the one I have drawn

Ask the ss to make sure they name the rooms and any important furniture

Also tell them to make sure they include the doors

Give the ss about 20 minutes to draw their houses

While they are drawing circulate and help ss remember any vocabulary they have forgotten

Also write the following questions on the board:

How many people live(d) in this house?

Which doors are usually open?

Which doors are usually closed?

Which doors are locked? When? Why?

Where are visitors entertained?

Where do visitors sleep if they stay over?

Are there any rooms or spaces that belong to one member of the family?

Which spaces? Which family member?

Does the house have a front yard/ garden? A back yard/ garden? A fence?

After ss finish drawing ask put them into groups of four (three Japanese ss and one non Japanese)

Ask the ss to compare their drawings and then answer the questions

When everyone is finished ask them to come back to the whole group and get some feedback about how the houses were different

Ask the ss why there are differences in people's houses?

3. Take a break
4. After the break do a quick warm up (Underneath the arches)

- If time permits get answers about one more culture before beginning
 - Tell ss we are going to talk about dating in each other's countries
 - Pass out the handouts
 - Tell ss to read the handouts carefully and then to make a mark on the right hand side as to whether the custom is the same or different in their country
 - If the custom is different ask the ss to make some brief comments on how it's different
 - Put the ss into groups of four again to compare answers and talk about whether the customs are the same or different (if different the ss should talk about the differences)
 - Come back and get feedback in the larger group
5. Before breaking inform everyone of the schedule for the evening

Figure 23

Dating in your country

Are these customs the same (S) or different (D) in your country?

	S	D
1. Young men and women go to parties together.	<input type="checkbox"/>	<input type="checkbox"/>
2. Boys and girls begin to go on dates (to the movies, parties, dances) when they are 14 or 15.	<input type="checkbox"/>	<input type="checkbox"/>
3. Parents never choose dates for their children.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teenagers usually date people their own age, but sometimes girls date boys who are two or three years older.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man (or boy) often goes to pick his date up at her home.	<input type="checkbox"/>	<input type="checkbox"/>
6. Young people almost always introduce their dates to their parents even if they are not expecting to get married.	<input type="checkbox"/>	<input type="checkbox"/>
7. Women (or girls) may invite men to parties or other social events.	<input type="checkbox"/>	<input type="checkbox"/>
8. Teenagers meet members of the opposite sex at school, parties or other social events.	<input type="checkbox"/>	<input type="checkbox"/>
9. Men and women sometimes share expenses on a date.	<input type="checkbox"/>	<input type="checkbox"/>
10. Teenagers meet and choose their own dates.	<input type="checkbox"/>	<input type="checkbox"/>
11. Men and women sometimes date people of different economic, ethnic, social or religious backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 24

09:30- Study session 3- Panel Discussion- Looking at Japan, wrap up (until 12:00)

Materials: cd,flowers, ten vocabulary words

Set up: chairs are in a circle

Objectives: Ss and overseas ss will look at concepts of time and how they may differ from culture to culture
Ss and overseas ss will continue to cooperate in small groups and the larger group
Ss and overseas ss will ask and answer questions about each other's culture English
Ss will listen to a panel discussion in English by overseas ss and teachers living in Japan
Ss will ask questions in English about life in Japan

Agenda: STUDENTS NEED A PEN and PAPER
warm up
vocabulary and culture
panel discussion
evaluation

Procedures:

1. Greet the ss
Do a warm up- body numbers and then words
Get one s to call out any number from 0 to 9 then have everyone make those numbers with their bodies
Then have ss get into pairs to make double digit numbers
Next split the entire group in half and have each group come up with an English word that has the same number of letters as there are members in the group
Now have the ss make each letter of the word with their bodies, lining up to spell the word out
Have each group present their word for everyone to read it
2. Tell ss we are going hear about one of the countries that are represented here
Ask for just simple answers to the questions
Have the ss who wrote the questions ask the questions

Following this begin the next activity
3. Tell the ss we are going to play a vocabulary game that may show us some differences in cultures
Write ten words on the board (do this beforehand)
The words are: tea, police, dinner, home, blue, breakfast, animal, church, right, sport
Now have the ss work individually, writing down one word that they associate with each word on the board
Now ask the ss to work in pairs and compare their lists, reading them to one another
Now have each pair report back to the group as a whole
Write the words up on the board underneath the key words (do this with other ss or teacher writing so that this part moves fast and smoothly)
Discuss which words the ss think are personal and which may be culturally influenced
Ask if the ss see any differences between contributions made by persons of different cultures
4. Take a short break
5. Upon coming back do a quick warm up activity- Beat out that rhythm
Tell ss that I will start a beat and they should add to it when they are comfortable

Now tell the ss we are going to have a brief panel discussion with our overseas guests
Ask the ss to listen to the discussion and then while they are listening to write down some questions that they would like to ask

Address the panelists and tell them that you would like to talk about their experiences living in Japan

Ask each of the panelists when they arrived in Japan

Ask them about what was their first contact with Japanese culture

Ask them about their first contact with the language

Now move into the main body of questions (in this part all participants may not be asked every question, this decision will be made while looking at the energy level of the activity)

1. How has your lifestyle changed from when you lived in your home country? Please give one example.

2. What has been the most difficult adjustment to make to living here?

3. Do you have any problems with the language? How do you deal with them?

4. Are there any differences in social life here and in your country?

Now move to the students questions

6. Tell the ss that our workshop is now over and I would like them to do an evaluation for the workshop

Tell the ss that they have about 30 minutes to do the evaluation (If there isn't enough time give the evaluations to the ss for homework to be turned in the following week)

7. After the evaluation has been completed ask the ss to come back together for one last activity

If there is time ask everyone to share one thing that they learned over the weekend

Go around the circle (actively listen to each student)

Do the rain dance

Do hands, snaps, claps, knee slaps and then foot stomps

Then move backwards to undo the process

Thank everyone for their participation

Figure 25

Evaluation of Workshop

Name:

Please comment honestly on each of the following areas:

1. Study Session 1 Part 1- getting to know each other

2. Study Session 1 Part 2- beginning to look at culture

3. Study Session 2- looking at culture in daily life (houses and dating)

4. Recreation time-

5. Japanese and Scottish Folk Dancing-

6. Study Session 3- vocabulary and culture

7. Study Session 3- panel discussion

Any other comments:

Figure 26

Learning Statement

Please write a one page statement on what you have learned during this course and during this weekend.

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