

# 1996 WORKSHOP for INTERCULTURAL UNDERSTANDING

Koshiro NAKAMURA\*; Robert SCHALKOFF\*\*; Ryo KOGAI\*

(Received November 27, 1996)

Key words: intercultural understanding  
communicative English, group activity  
a new type of intensive English training  
development of self-expression  
confidence building and self-motivation

## [INTRODUCTION]

This is the report of the first workshop for intercultural understanding held for 1st year students in the Department of Education for International Understanding (started this year as the first case of its sort in Japan), Faculty of Education, Yamaguchi University. The workshop was held on October 2 – 6, 1996.

*Aims:* This is a compulsory course with four main aims:

- (1) intensive training of practical English skills in various situations
- (2) development of self-expression: confidence building and self-motivation
- (3) basic introduction of intercultural understanding
- (4) promotion of mutual understanding and friendship among students

To fulfill these basic aims, this workshop consists of various programs with a certain systematically developing scheme. (Please refer to the Japanese and English schedules. [Figures 0.1 and 0.2].) The aim, teaching plan, teaching materials, reaction of students and the effects of each program are to be explained or discussed later by the instructors in charge of each program.

---

\* Faculty of Education, Yamaguchi Univ.    \*\* Faculty of Nursing, Yamaguchi Pref. Univ.

*Time:* Five days in the middle of July at the beginning of the summer vacation was first thought to be the most suitable time for the workshop. However, one of our instructors, Schalkoff, would be studying at graduate school in the United States at that time. Thus we planned the workshop for the beginning of October just after the first term ended. The students were with certainty looking forward to their one week vacation after the exams, but there was no other alternative for the workshop. It was the best season for the activity and the students actually enjoyed almost all of the programs.

*Place:* Tokuji National Youth Center was thought to be the ideal place for us to lodge and study together for five days straight. But, because of the priority T.N.Y.C. places on school mass-training, all of the lodges had already been reserved one year in advance. Thus we were forced to find another location for the first two weekdays. Hirakawa Citizens' Hall near our university was used for the first two days of our workshop, and then we moved to Tokuji National Youth Center for the remaining three days.

In regards to why we decided to hold the workshop off campus, we thought that a change in location, away from the daily classroom, was especially important for this type of intensive practical English training. These two places seemed ideal for the students, because for the first two days they could commute from their own apartments and for the last three days they could get away from the university campus. During the first two days it was hoped that they would be well rested and would have time to prepare at home for the next day's activities.

*The Students:* 16 in total. 13 1st-year students (4 males and 9 females) in the Department, one graduate school student doing her research work in the field of the education for international understanding, and two overseas students from Australia studying Japanese and the culture of Japan. These two Australian girls (including one of Chinese-British descent) also played assisting roles as native speakers throughout the workshop.

*The Instructors:* Three instructors, Nakamura, Kogai and Schalkoff; one assistant, Julia Morrison; and one visitor for one evening, Paul Snookes.

Nakamura, Professor of English, mainly planned the schedule and served as supervisor and manager for the workshop. He is the chair of the Department and has been active in various international researches and exchange activities such as homestay and English camps for more than twenty years, in addition to traveling to various places around the world.

In March and April 1996, for example, he was given a scholarship from the Japan Society for the Promotion of Science (JSPS), and he carried on his research upon education for cross-cultural understanding at the East-West Center, Hawaii University,

Canberra University, Sydney University, and visited Japanese Schools in Sydney and Singapore. In December 1996, he is going to be sent to Malaysia by the Japan International Cooperation Agency (JICA) as a group leader of the investigation on the 21st Century Friendship Project between Japan and Malaysia. After that he is going to the East-West Center in Hawaii to read his paper on "Reading of Literature in English Education in Japan" at the third International Conference on World Englishes of the IAWE.

Kogai, Associate Professor of German, who is fluent in English, has had many overseas experiences and has many foreign friends. He has had the honor of being selected to be a lecturer on the Ship for World Youth (Sekai-Seinen-no-Fune) sponsored by the Japanese Government. He gave two lessons on the pronunciation of American English, and did a videotape recording of the main programs.

Schalkoff, Lecturer of English at Yamaguchi Prefectural University, was the main instructor. He is an energetic and ideal instructor and leader for this sort of intensive training camp, in that he has lived in another culture, Japan, for eight years and is currently doing research in intercultural communication. He is an American young man who is called "Bobby" by all. As a teacher of music, too, Bobby has such a fascinating voice that he instantly puts any group of people into the spirit of camping. This rare talent was trained through boy scouting activities in his younger days.

We felt, therefore, that we could be successful in this workshop, if we could make his exquisite talent and personality work for us.

Nakamura and Schalkoff have worked together at "The EIL Yamaguchi International Camp" <sup>(1)</sup>, for the past seven years. The camp is an annual event that is held in the spring for high school and university students. For the past seven years the camp has been held at Tokuji National Youth Center. EIL Japan is an organization promoting international exchange programs under the Ministry of Education. It is also the international organization that has the longest history and tradition of homestay programs in the world. EIL stands for the Experiment in International Living.

Nakamura and Schalkoff have also worked together for "Wanpaku International Camp" <sup>(2)</sup>, one of Tokuji National Youth Center's original projects that was held for three consecutive summers, 1993-95. They were both members of the planning and operational committees of the 1955 camp, which was the only camp of its kind to be sponsored by the Ministry of Education at its 14 National Youth Centers. The camp's aim was to promote international exchange between Japanese and non-Japanese children. Nakamura and Schalkoff contributed articles to "The Report of the Wanpaku International Camp" published in March, 1966.

In this way, the schedule and programs of this workshop have been derived from the experiences of those camps that the two instructors were responsible for in the

past.

Miss Julia Morrison is one of four foreign nationals working in the International Affairs Section of the Yamaguchi Prefectural Government. She is kind and young enough to relate to the students as a friend. She proved to be of great assistance.

Mr. Paul Snookes, Gaikoku-jin Kyoshi at Yamaguchi University, was also kind enough to visit us with his son on the evening of October 4th to talk about Britain, his home country. His frank personality was impressive to us all.

*Notes:* 1. Cf. EIL Yamaguchi Committee (ed.): *EIL Yamaguchi News*, No. 1-7, 1990-96.

2. Cf. K. Nakamura, R. Schalkoff, et al (ed.): *The Report of Wanpaku Kokusai Camp*, Tokuji National Youth Center, March 1996.

## [Day One]

1. Drills in Pronunciation (1)
5. Drills in Pronunciation (2)

The pronunciation drills on the first day of the workshop were carried out by Ryo Kogai. There were two drills each of which was 40 minutes in length. One was held in the morning and the other in the afternoon.

### *Drills in Pronunciation (1)*

In the class in the morning, a list of some selected consonants and vowels of American English (Figure 1.1) was handed out. The way to pronounce those sounds was explained by the instructor. Then the students were asked to repeat the words on the list after him. Within the limited space of time, it was impossible to let all the students pronounce the words individually, though a few students were asked to pronounce the words representative of each sound as examples.

The instructor tried in particular to clarify the way of pronouncing some consonants that are characteristic of American English such as [t] and [p] not aspirated in the middle of words and at the end of words, or [t] pronounced almost as [d] in the middle of words; also some vowels different from Japanese vowels as [i:] and [i] that differ from each other not only in terms of the length of the sounds but also in terms of the sound qualities and the shapes of the mouth in pronouncing them. The same point is important as for the distinction of [u:] and [u]. [ɔ:] is also different from Japanese “おー” and is pronounced with the jaw pulled somewhat downward. The schwa sound is also difficult for Japanese learners of English, especially the hooked schwa, because it is schwa pronounced with [r] sound at the same time. It

was also pointed out that unstressed i is often pronounced as schwa (as in the case of the word “compatibility”).

### *Drills in Pronunciation (2) (See Figure 1.2.)*

In the afternoon class, the focus was on the change of sounds in connection. In English, words are pronounced connected to each other. Thus, when [t] at the end of a word is combined with another word starting with a vowel, it becomes almost like [d], as already referred to above in terms of [t] in the middle of a word. Therefore, “it is a ...” is pronounced actually as “idiza...” Another such example is [d] connected with [j] becoming [dʒ], or also [z] plus [ð] becoming [z]. Moreover, in colloquial speech, some sounds do not have to be pronounced and words are reduced to shorter forms. For example, “did you...?” can be pronounced as [dʒu:], because [di] of [didʒu:] is not necessarily to be heard. It is important to know which sounds are to be heard and which are not.

In order to acquire fluency with English spoken as it is, it is important to note how it is really pronounced. The purpose of the drills was to open the students’ eyes to this simple fact now mentioned.

### **[Day One]**

2. Speech Dialog / Group Pronunciation
3. English Song
4. Speech Dialog Recording
6. Writing a Self-introduction

### *Objectives:*

On the first day of the intensive course I (Schalkoff) hope to introduce and begin to cultivate the skills necessary for successful completion of the course. These skills are: self-enactment, community building, cooperation and reflection. My objectives for the first day are to: 1) establish a foundation for interactive communication in which the students initiate conversation, 2) have the students work within large and small groups to begin helping them see themselves as a community, 3) help the students begin to use reflection as a tool for learning about themselves, and 4) help the students use English in a conversational manner. In order to reach these objectives I have decided to conduct an English lesson using the Community Language Learning Approach (CLL).

### *Activities:*

See Figures 1.3, 1.4, 1.5.

### *Evaluation:*

Throughout the lesson (parts 1, 2, and 3) the students were given many opportunities to initiate communication. At first the students were quiet and reluctant to contribute to the activities. In the first activity there was only one student who talked voluntarily about his feelings towards English; at the beginning of the conversation part of the lesson the students sat in silence for about two to three minutes before one student took the initiative to begin the conversation. However, once the conversation had begun the other students seemed eager to participate. It seemed that the students began to feel more secure in their roles as initiators and thereafter began to take responsibility for their own learning, contributing voluntarily to the activities that followed that afternoon. In regards to this change, from a passive role in the classroom to an active role, one of the students said that this was the first time that she had "participated" in a lesson. As such she had not known what to do at first. All of her other experiences in the classroom thus far had been on the receiving side of lecture type lessons.

The students were also given many opportunities to work in groups of various sizes. Most of the morning work was done in the large group with all of the students participating in the same activity, specifically the group conversation. Some students chose not to participate in this type of setting. I am unsure of the reason for this but maybe they felt uncomfortable using English or expressing their feelings in a group this size. One student had this to say at the end of the conversation, "I felt very uncomfortable at the beginning of the conversation. It seemed to take forever until somebody said something." Though the student felt uncomfortable, he did not begin the conversation.

The students, however, showed themselves to be very competent at teamwork in the smaller group work that took place in the afternoon. All students participated in the activities and seemed to enjoy the opportunity to work together with their peers towards a common goal.

Reflection is used in many ways in the Japanese education system. In most instances it is written, e.g. the "kansoubun" that students are required to write after almost every school event in which they participate. This form of written reflection would be employed twice during this workshop. Expressing feelings verbally, however, is something in which the students have little experience. This being the case I hoped to give them a few opportunities to do so throughout this lesson.

I began the first reflective session immediately after the conversation portion of the lesson. I asked the students how they felt about the conversation they had just had. I told the students that there was no need to respond in English. Two students voluntarily gave responses in L1 during this session. I did not require any of the other students to respond at that time. I did not want the students to feel that they were

obligated to respond. I wanted the students to realize that if they had something they wanted to contribute they were welcome to do so. My responses to the two students who did express themselves were nonjudgemental. I only repeated their statements back to them in my own words. I did this for two reasons: to show the students that I had been listening and to check with them to make sure I had understood them clearly. This process is called active listening.

I believe the fact that I remained nonjudgemental and that I did not require everyone to contribute had a great influence on the progress the students made that day. In the last reflective session of the day more than half of the students were comfortable enough with the process to voluntarily respond.

Using CLL techniques helped the students use English in a conversational manner similar to the way they use L1. This gave the students ownership of the English they produced. This ownership helped make all of the day's activities involving English successful. The students said time and time again that they really felt as if they had contributed the lesson and that the English that they had used was practical in nature. With the exception of the listening exercise, all of the English used during the day was generated in one form or another by the students. At the end of the day one student commented that he felt there were three parts to learning a foreign language successfully: practice, application and enjoying yourself, the part that makes the other two possible. He said that he did not want to sound trivial but that he had had fun today using the English that he and his classmates had produced during the various activities. This is what he said had facilitated his learning.

## [Day Two]

1. Written Self-introduction Check
2. English Skit (simulated homestay)

### *Objectives:*

Through two activities, checking the students homework and simulating the first night of a home stay, I (Schalkoff) want to give the students two specific, albeit structured, chances to tell others about themselves, their lives, and ambitions.

### *Activities:*

See Figure 2.1

### *Evaluation:*

Both overseas students were absent from the morning's first activity. Though they had received English and Japanese copies of the schedule, Cathy and Michelle said

that they had not been told what time to come that morning. We had assumed that they would read the schedule while they, on the other hand, had assumed that we would tell them what time we expected them that day. This misunderstanding, a common occurrence in our experience in working with overseas students, caused us to contemplate our own communication skills. It also forced a restructuring of the morning's activity, the checking of the students' homework.

I had intended for Cathy, Michelle and I to check the students' homework in a way that would be constructive and at the same time non-threatening to the students' self image. I had planned to instruct both Cathy and Michelle to correct the students in a very matter of fact manner. Specifically, I wanted the students, who were doing self-checks in pairs, to tell one of the three of us if there was a grammatical point of which they were unsure. We would respond in the following manner: read the sentence silently at first and then use the students' own words to say the sentence in a grammatically correct way. The students would then be expected to listen to the grammatically correct sentence and correct themselves. In this way the students would in essence have the chance to practice their hearing and at the same time have their paper corrected in what I hoped would be a non-threatening way.

However, because of Cathy and Michelle's absence the Japanese teachers began to help me correct the students' papers. Unfortunately, I did not tell them how I was planning to help the students correct their papers themselves. As such they began to correct the students in a way that I felt belittled the students. They did the corrections for the students, often changing the wording of sentences and dwelling on punctuation. In this way I felt that they helped the students reinforce their images of themselves. Namely that they are not good at English. This was exactly what I wanted to avoid. I was also put into the very uncomfortable position of having to check the teachers' English again from a native speaker's point of view. These problems could have been avoided if I had spoken to my Japanese colleagues before we began the corrections.

In the same way that a planning snafu changed the direction that the first activity had taken, another one changed the second activity of the day.

In the morning I was informed that Elena would not be attending the course. Because of this and a time problem that had occurred as a result of Michelle's late arrival we were unable to do a demonstration of the homestay for the students. As soon as we began the activity, the effect of this became evident.

The first students were overwhelmed by having three native speakers questioning them one after another. The students were unsure of which question to answer first and thus remained silent. The three native speakers filled up the silence with new questions further confusing the students. The second group of students were somewhat more prepared for how the interview would proceed but they also were confused by



the fact that questions were coming from three different directions.

Transcriptions were made of each "homestay" by the students who were not actually involved in the activity but I am unsure if this resulted in the type of listening practice that I had planned. The conversations were also recorded on audio and video tape but the students had no opportunity to listen to or view them during the camp, though they did get that opportunity at a later date.

### [Day Three]

#### 1. Group Discussion 1: Is intercultural understanding necessary?

##### *Objectives:*

As this is the first day that the students will actually begin thinking about the terms international and intercultural understanding, I (Schalkoff) will have them define those terms. The students will then take part in a discussion in English (using L1 when necessary) designed to help them begin to think about the act of communication and the conditions that are necessary for successful communication, e.g. self-knowing, other-knowing, being nonjudgemental, and listening is just as important as talking. The students do not have much experience in discussion type activities. In an effort to help them begin to communicate in this format, I will structure the discussion in a step by step manner. I hope this will facilitate the next two discussions. The skill of critical thinking will also be indirectly introduced.

By including one instructor of non-Japanese descent in each group, I hope to give the students and the instructors a chance to experience intercultural communication first hand.

##### *Activity:*

See Figure 3.1

##### *Evaluation:*

The students were unable to explain the meaning of the words international and intercultural in clear and simple language. In order to help them do so I broke the words down into two parts, prefix and root. In this way the students generated some simple definitions that everyone could understand. Watching the students' reactions I had the impression that it was the first time they had understood these words.

I wanted the students who were not involved in the actual drawing to observe the two drawers and make notes about their impressions. However, I soon realized that I had not given the observers any specific instructions for observation. I should have had the observers read the questions on the activity sheet before beginning or had

them do the exercise themselves. It would have made the discussion more immediate to everyone.

I began the discussion with the idea that I would control the activity in a step by step manner but this proved impossible. Each group had its own individual way of tackling the problems that I had given them.

As I walked around to observe the groups, I found that the non-Japanese instructors were trying with little success to engage the students in a western style discussion. Even though the students had been told that they could use L1 if necessary, they seemed reluctant to express their opinions. This led to lengthy monologues by the instructors with occasional input from the students. Interestingly, the conclusions at which the students and instructors eventually arrived were the very ideas I had established as my objectives for the discussion.

Afterwards I took some time to reflect on the activity with the instructors. They said they felt frustrated by the lack of participation by the students. They related their individual experiences to each other and discussed tactics that they might use or had used to try to get the students to participate. I let them continue this discussion for about ten minutes before I asked them if they felt there was any need for them to adjust their way of communicating with the students. Someone suggested removing the instructors from the discussion group. All of the instructors agreed that this might be a good idea. Thus a decision was made to exclude them from the initial stages of Activity 2 and see what would happen. (I had contemplated the same thing while I had been observing the groups during the discussions but I had refrained from suggesting it myself out of respect for the instructors.) Soon after this decision the conversation returned to what the students needed to do to improve their discussion skills. The instructors had still not said anything about ways in which they might have adjusted their methods of communicating to meet the students' needs. It was at this time that I realized two things: 1) that training in intercultural communication was necessary for the instructors as well as the students. (I had been naive to think that just because the instructors were living in a culture other than their own they would be competent intercultural communicators.), 2) the students needed more time to practice discussion skills in L1 over a long period of time prior to the workshop.

#### [Day Four]

1. Group Discussion 2: What's the key to successful communication ?
2. Group Discussion 3: What are the most important things to strive for in intercultural education ?

*Objectives:*

I (Schalkoff) have structured the second and third discussions in the same way as the first discussion on day three. I hope that providing the students with a working environment that is familiar to them will enable them to concentrate entirely on the subjects being discussed.

Through two activities and discussions the students will gain more insight into one aspect of successful intercultural communication: polarity holding. Specifically, I will present the students with two very different view points on the same subject. They will need to look carefully at both points of view in order to solve the problems with which I will present them. In the first activity students will have access to both viewpoints simultaneously. In the second activity the students will examine each outlook separately and then together. The students will also need to contemplate the roles stereotypes and culture play in communication. Finally, the students will take the role of educator and examine the impact education can have on solving intercultural problems as well as the responsibilities of the educator in intercultural education.

*Activity:*

See Figures 4.1, 4.2, 4.2a, 4.2b

*Evaluation:*

The first activity was done without the non-Japanese instructors. The results were quite good. Some groups had difficulty getting started and some students still appeared to be reluctant to express themselves, but for the most part the students participated in the discussion in a way that was not possible the day before. About half way through the activity all of the students had begun to participate in interactive discussions within their group. Some of the students spoke English in the discussion and all of the groups recorded their conclusions in English.

When offered, all of the groups refused the help of the non-Japanese instructors. This led me to believe that the students were indeed inhibited by the presence of the instructors the day before. The students were quite adamant in stating that they could conduct the discussion and write their conclusions in English themselves.

The conclusions that the students reached at the end of the first discussion were quite similar to the objectives I had established prior to the activity. The students' statements on the discussion included these key insights into intercultural communication (listed here as the students recorded them): avoiding reliance on stereotypes, self-assertment, being aware of unspoken agreements, asking other people when you wonder how they feel, not looking only at nationalities but concentrating on the personal, getting along with each other as human beings.

The second discussion was also held without the participation of the non-Japanese instructors. The stories were easier for the students to understand than I thought they would be. The discussions afterwards were quite animated and the students really seemed to be talking about the questions together. The conclusions each group reached were quite interesting and again were close to the objectives that I had targeted as goals. Some samples from the groups' conclusions are (again in the students' words): to know about oneself, to explain about oneself, to understand about others' positions, don't look at countries but look at people, having a generous mind to accept different things, to remove biases, to understand each other and know about their circumstances, to think about my emotion, having our own idea, not being influenced by public opinion.

### [Day Five]

1. Preparation for the wrap up meeting
2. Closure (wrap up of group discussions)
3. Closure (feedback)

#### *Objectives:*

On the final day of the workshop the students will be expected to utilize the skills that they have been building throughout the entire five days to bring the program to an appropriate close. The aforementioned skills are self-enactment, community, cooperation and reflection. The students will be required to use these skills as a group and individually. All of the verbal activities will be conducted in English.

#### *Plan:*

See Figures 5.1, 5.2

#### *Evaluation:*

(Morning) As the students would be making their presentations in English, I informed them that they could make use of the non-Japanese instructors as resources during their preparations. None of the groups indicated that they would need help. Two instructors, however, decided on their own to assist some of the groups. The students became frustrated as the instructors questioned their English and began incorporating their own ideas about intercultural communication into the discussions. The students looked distressed but were too intimidated to refuse the help. It was at this point that I intervened on behalf of the students.

Talking to the students after the incident, they told me that they did not feel they needed any help. They felt that they could have done the task on their own. This

was one of the skills (self confidence/enactment) that I had been trying to foster. The students were taking the responsibility that comes with ownership of their own ideas. Allowing the students the opportunity to work by themselves without interference in this instance provided the students with the chance to determine their own success. This, however, required the instructors to exercise patience and restraint. Patience to allow the students to work at their own pace, and restraint from interfering to allow the students to have ownership of the final product. By trying to correct the students' English the instructors challenged that ownership and the students were, I believe, rightly offended. While the finished product may have not been grammatically perfect, it was what the students intended to say, said in a way that reflected their English ability.

The presentations went smoothly. The students used simple English and they were able to successfully present their ideas to the other groups.

The students' attempts to visually depict what they had gained from the discussions were quite original and descriptive. The students tried to synthesize their conclusions from the three discussions into one picture. The reports that they made on how they went about creating the pictures showed that they were thinking about cooperation and communication as well as leadership in group work. The English that they used to explain the meaning of the pictures was drawn from their presentations as well as from their own vocabularies.

(Afternoon) The students spoke honestly one after the other. I didn't set any order and the students spoke whenever they were ready. The contributions of two particular students were indicative of the growth the students had made over the five day workshop. The first student to speak said that she agreed with the statement (see Figure 5.2) but that she wasn't feeling well and that she wanted to be excused. This was done in English and without hesitation. She had said what she felt and after I excused her I realized how much progress she had made. During the discussions she had been one of the students who was most reluctant to speak. Granted, she did not feel well and this may have had something to do with her quick response but I honestly do not believe that she would have been able to do the same thing on the first day of the workshop. I think that her honesty helped the rest of the students. While they were concerned about her, they followed her example and spoke honestly about their feelings for the next fifteen minutes. During this time I became concerned about one student. He was one of the students who had voluntarily expressed his feelings about English on the first day of the workshop. He had continued to contribute his ideas and feelings freely throughout the workshop but suddenly he seemed reluctant to contribute. I realized why after he finally spoke. He put his chip in between "I mostly agree" and "I don't know". He said that he was not sure if this was acceptable but

it was the way he felt so he did it anyway. Expressing his opinion in this way required great courage on his part. Everyone else before him had taken a clear stand about how they felt, but he was unsure. I am sure this is why he took so much time before he contributed.

The second part of the activity also worked quite well in that the students showed no reluctance in expressing their goals to one another.

## [GENERAL EVALUATION AND COMMENTS]

At the end of the workshop, a questionnaire in Japanese, as will be described in the paragraph right below, was given to the 15 participants (including a graduate student of English Education and an overseas student). The questionnaire sought to determine how the participants found each lesson and program and other general aspects of the workshop. Also, the students were assigned a written report in Japanese on the workshop as a whole, concerning four specific points: 1) good points of the workshop, 2) bad points of the workshop, 3) points to be improved, and 4) any comments concerning the workshop.

The questionnaire had twenty questions. The first ten questions asked the students how they would rate each program in which they had participated, while the other ten questions were more concerned with the general aspects of the workshop as a whole. The students used a scale of 1 to 5 to denote their feelings about each question on the questionnaire with 5 being excellent, 4 good, 3 fair, 2 not satisfied, and 1 very unsatisfied. The questionnaire was designed in such a way that if all twenty questions were answered with excellent (5) the total "score" of the workshop would be 100 points. A box was provided at the end of the questionnaire for the participants to tally up their total "score".

The point average for questions 1 through 10 is as follows:

[program]	[average]
1) Pronunciation (Kogai):	3.5
2) Speech/Dialogue, Recording, and Writing:	4.1
3) English Skit on the second day: self introduction:	3.7
4) Talks by Guests on Australia, the UK, and the USA:	4.3
5) Discussion 1, 2 and 3:	4.5
6) English Songs and Games	4.4
7) Scottish Dance	4.5
8) English Skits on Saturday 10/5	4.7
9) Party	3.2
10) Closure	4.4

Questions 11 through 20 were answered in the following way:

[question]	[average]
11) Do you think your practical operational ability of English has been enhanced?	3.4
12) Do you think what you learned here will help you in improving your practical English ability from now on? :	4.3
13) Do you think this workshop offered you a good opportunity to deepen your understanding of intercultural studies or international cultural exchange? :	4.8
14) Do you think what you learned here will be helpful in your teaching English Conversation/Communication and the like in the future? :	4.7
15) Have you discovered something of your own self and deepened self-recognition through this workshop? :	4.3
16) Do you think this workshop will have a positive impact on the rest of your student life? :	4.5
17) How did you find Hirakawa Citizens' Hall as the place for this workshop on the first two days? :	3.9
18) What about Tokuji National Youth Center? :	4.3
19) Do you the students of the Department of Education for International Understanding feel that you have become better acquainted with each other than you were before the workshop?	3.9
20) Do you the students feel that you have become closer to the teachers and overseas students in the Department? :	4.0

Generally speaking, the students were rather satisfied with the content and the results of the workshop. The average evaluation of the party on the night of Oct. 5 is rather low because the students were not able to enjoy themselves freely. On that evening serious matters had to be discussed about application for student project monies made available by Yamaguchi University.

Many students wrote some comments on Question 14. They expressed their positive impressions of Schalkoff's communicative teaching methods: "I found the workshop to be very interesting, and so I believe it is effective," "I find Bobby's teaching methods are wonderful," "I had rather good experiences here," and so on. What the students are trying to convey with their not fully extended expressions is, assumedly, their surprise at the rather unfamiliar way of teaching English that Schalkoff applied in this workshop. The students were surprised to realize that an English class could be so fun and interesting that they would become involved in it spontaneously and pay full attention to it unforced and willingly. This is probably what the student

meant when he/she wrote that the workshop was interesting and so he/she believed it was effective. The students had been used to remaining passive in ordinary, traditional classes at school. What they experienced this time was totally different from what they had always expected of foreign language classes and it motivated them naturally to try to communicate in English, with their own words and thoughts, in real conversational situations.

In the other report in Japanese written by each student, such joyful surprise of the students is also discernible. A female student wrote, "(The workshop) was totally different from the (English) classes I had received before and I could enjoy it very much." This was true not only of the English classes but also of the classes of "International Understanding (kokusai rikai)" as well. Students found Schalkoff's classes most interesting. Midori Miyahara, the graduate student who participated, wrote in her report, "good points: We could discuss what 'international understanding' means. It was a difficult question, but, with the wonderful help from Bobby, that was so ingenious it was almost unnoticeable, we were guided to realize gradually the answers aimed at. Through this workshop, I began to realize that 'international understanding' is not only based on cultural exchange with foreign people but also basically consists of the same thing we Japanese do to understand each other among Japanese in our daily life. This was like a revelation to me..."

Bad points about the workshop were also pointed out by the students: the pronunciation drills were too short; more time should be allotted for preparation for the skits; the schedule was rather hard; the workshop should be scheduled during a longer vacation like the summer vacation, not in the short semester break in October, etc. There were also self-reflections on their own attitude and behaviour in the classes: "We were often late for the appointed time." "I could not say my opinions so often." "I was not very positive," or also "I realized my English is still rather poor. I found it a pity that I could not make myself understood so well to the Australian students." To realize these things shows increasing self-awareness, and so this could also be counted among the positive results of the workshop.

As it was the first year to attempt this program, of course, there are some points that need to be improved for the next time. However, as a whole, certainly it may be said to have been a great success. In the closure part of the program, the positive attitude of the students in trying to communicate in English was very obvious, and it showed the big change in them that happened during the five days of the workshop.



Figure 0.1 「国際交流実習Ⅰ」 山口大学 教育学部 国際理解教育コース

10月2日(水)	10月3日(木)	10月4日(金)	10月5日(土)	10月6日(日)
<p>9:00-30 [平川公民館] オリエンテーション(中村) 9:30-10:10 発音指導(小粥) 10:30-11:00 演説文・会話文の音読指導 11:00-12:00 グループ別発音と音読練習 (ボビー、キャシー、ミシェル) (各自テープ使用)</p>	<p>9:00-10:00 [平川公民館] 英文自己紹介文の提出 グループ別英文チェック (ボビー、キャシー、ミシェル) 10:15-12:00 英語寸劇：自己紹介(全員) (ホームステイのためにアメリカ の家庭に到着した場面を想定： ボビー、キャシー、ミシェルを 相手役として) (テープ録音・ビデオ録画)</p>	<p>8:50 集合(本部事務局車庫前) 9:00 出発 9:50 国立徳地少年自然の家到着 10:00-15 オリエンテーション 10:15-45 オーストラリア紹介と山大 留学中の異文化理解(英語) (キャサリン、ミシェル) 11:00-12:00 班別ディスカッション①： 「国際理解の必要性？」(英語)</p>	<p>9:00-10:15 (英語の歌) 班別ディスカッション②： 「コミュニケーションを成立 させる要素は？」(英語) 10:30-12:00 班別ディスカッション③： 「国際理解教育が真に目指す ものは？」(英語)</p>	<p>9:00-15 英語の歌 9:15-10:00 全体会議の準備 10:15-11:15 全体会議(英語) 1 各班の報告 2 ディスカッション 11:30-12:00 各自レポート作成(英文)</p>
<p>13:00-15 英語の歌(ボビー) 13:15-15:00 演説文・会話文の音読発表 (テープ録音・ビデオ録画) 15:30-16:10 中級レベルの発音と聞き取り (小粥) 16:20-17:00 英文文：自己紹介文の書き方 (ボビー) [宿題] 英文自己紹介文の作成</p>	<p>13:00-15 英語の歌(ボビー) 13:15-14:45 英語劇の準備(3グループ) (出し物・小道具・衣装の決定) 15:00-16:00 山口県と山口市の国際交流； 山口県国際課と 山口市国際交流室による説明 16:10-17:00 国立山口徳地少年自然の家での 研修について(中村)</p>	<p>13:00-14:30 スポーツ 15:00-17:00 英語劇の準備 (台本作成・練習など)</p>	<p>13:00-14:30 スポーツ 15:00-17:00 英語劇の準備</p>	<p>13:00-40 全体会議(英語) 1 この「国際交流実習」の感想 2 今後への改善点 13:40-14:20 感想文の作成(日本語) レポートと感想文の提出 14:30-50 総評と閉会 15:00 少年自然の家 出発 15:50 山夫婦着・解散</p>
	<p>18:00-30 英語版山口県観光ビデオ 18:30-19:45 アメリカ・イギリスの紹介 と私の国際交流 (ボビー、ジュリア、ポール) 20:00-21:00 英語の歌とゲーム(ボビー) [国立山口徳地少年自然の家宿泊]</p>	<p>18:00-30 衣装・舞台の準備など 18:30-20:20 英語劇上演 (各グループ 30分) 講評 (テープ録音・ビデオ録画) 20:30-21:30 乾杯 [国立山口徳地少年自然の家泊]</p>		

Figure 0.2

Schedule for 1996 International Understanding Education Course Workshop

Day One

Wednesday 10/2 (Hirakawa Citizens' Hall)

- 9:00- 9:30 Orientation (Nakamura)
1. 9:30-10:10 Pronunciation (Kogai)
  2. 10:30-12:00 Speech Dialog / Group Pronunciation and Reading (Bobby)
- 12:00-13:00 Lunch
3. 13:00-13:15 English Song (Bobby)
  4. 13:15-15:00 Speech / Dialog Recording
  5. 15:30-16:10 Pronunciation and Listening (Kogai)
  6. 16:20-17:00 Writing a Self-introduction (Bobby)

Homework Assignment: Written Self Introduction as per explanation

Day Two

Thursday 10/3 (Hirakawa Citizens Hall)

1. 9:00-10:15 Written Self-introduction Check (Bobby, Cathy, Michelle)
  2. 10:30-12:00 English Skit (putting your self introduction into action)  
The setting is the first night of a homestay in a Western household. Students will be expected to participate in a 5 way conversation with three native speakers and one other classmate. Conversations will be recorded on video for future viewing.
- 12:00-13:00 Lunch
- 13:00-13:15 English Song (Bobby)
- 13:15-14:45 Preparation for Student Created English Skits
- 15:00-16:30 International Exchange in Yamaguchi City and Prefecture  
Presented by Yamaguchi Prefectural International Division and Yamaguchi City International Relations Office
- 16:40-17:00 Announcements regarding departure for Tokuji National Youth Center (Nakamura)

Homework Assignment: Continue group preparations for English skit

Day Three

Friday 10/4 (Tokuji National Youth Center)

- 8:50- Gather at the front of the main office garage

- 9:00- Leave Yamaguchi University
- 10:00-10:15 Orientation
- 10:15-10:45 Life in Australia and Comments on Life as a Foreign Student at Yamaguchi University (English) (Cathy, Michelle)
1. 11:00-12:00 Group Discussion 1: Is intercultural understanding necessary? (English)
- 12:00-13:00 Lunch
- 13:00-14:30 Recreation time
- 15:00-17:00 Preparation for Student Created English Skits
- 18:00-18:30 Watch video (English version of Sightseeing in Yamaguchi Prefecture)
- 18:30-19:45 Let's Learn a little about the UK and the USA (Paul, Julia and Bobby)
- 20:00-21:00 English Songs, Games, Dances

#### Day Four

##### Saturday 10/5 (Tokuji National Youth Center)

1. 9:00-10:15 Group Discussion 2: What's the key to successful communication?
  2. 10:30-12:00 Group Discussion 3: What are the most important things to strive for in intercultural education?
- 13:00-14:30 Recreation time
- 15:00-17:00 Preparation for Student Created English Skits
- 18:00-18:30 Final preparations for skits
- 18:30-20:20 Performance of skits (each skit will be about 20 minutes in length)
- 20:30-21:30 Party

#### Day Five

##### Sunday 10/6 (Tokuji National Youth Center)

- 9:00- 9:15 English song
1. 9:00-10:00 Preparation for wrap up meeting
  2. 10:15-11:15 Closure (wrap up of group discussions)
- 11:30-12:00 Writing of English report on the camp
3. 13:00-13:40 Closure (feedback)
- 13:40-14:20 Writing of Japanese report on the camp
- 14:30-14:50 Closing Statement and Ceremony
- 15:00- Leave Tokuji
- 15:50 Return to University

Figure 1.1

DRILLS IN PRONUNCIATION (1)

[t]	tea top pot cut butter water historical historical
[p]	pot peace pop cup repetition
[l]	love lice leap lead law
[r]	rub rice reap read raw
[f]	five feather foot feet fan
[v]	vase vat vote van vet
[b]	base bat boat ban bet
[θ]	thin thought thick thumb throw theme
[s]	sin sought sick some slow seem
[ð]	bathe then thee
[z]	vase zen z
[w]	white where what when why
[j]	yeast year yin yield cf) east ear
[i:]	eat beat leave feet peel bean
[i]	it bit live fit pill been
[u:]	Luke suit boot shoot moon
[u]	look soot book cook took
[æ]	bat lack cat fan ran pan can pan that aunt ant example
[ʌ][ə]	but luck cut fun run pun station conclusion incredible
[ə]	father mother feather ladder
[ɜ:]	earth worm bird curl curve burp
[ɔ:]	all fall tall small Paul sought caught
[ɑ]	Bob Tom consequence bottle concert
[tʃ]	itchy catch Scotch choose cheating
[ts]	its cats Scots pizza that's meets
[ʃ]	sheet shoot
[s]	seat sit
[ʒ]	garage Asia pleasure leisure erasure
[dʒ]	orange George general change jet jeep jump Japan procedure
[z]	seize hens bees sees knees fees
[dz]	seeds hands beads seeds needs feeds

Figure 1.2

DRILLS IN PRONUNCIATION (2)

- Is it... ? → Zit... ?  
Is it an interesting book ?  
Is it the guy you were talking about ?
- Is he... ? → Zee... ?  
Is he there ?  
Is he coming this evening to the party ?
- Is she... ? → Isshee ?  
Is she still in the kitchen ?  
Is she already in bed ?
- Am I... ? → Mahy... ?  
Am I wrong ?  
Am I supposed to see him ?
- Do you... ? → Duhyuh... ?  
Do you know that ?  
How do you know ?
- Does he... ? → Duhzee... ?  
Does he go to university every day ?  
Why does he do that ?
- Does she... ? → Duhshee... ?  
Does she visit them regularly ?  
Where does she live ?
- Does it... ? → Duhzit... ?  
It rains a lot in June in Japan. — Does it ?  
Does it have to be like this ?
- Do I... ? → Dwahy... ?  
Do I have to do this ?  
Do I really have to say that ?
- Did you... ? → (Di)joo?... ?  
Did you go there last night ?  
Why did you lie to me ?
- Did he... ? → (Di)dee?... ?  
Did he call you last night ?  
Where did he go ?

Did she... ? → Chee... ?  
     Did she tell you that ?  
     Where did she go ?  
 Did it... ? → Dit... ?  
     Did it rain ?  
     Why did it have to be me ?  
 Did I... ? → Dahy... ?  
     Did I say that ?  
 Did they... ? → Dithey... ?  
 Did we... ? → Diwee?... ?  
 Will you... ? → Lyoo... ?  
 Is this... ? → [I]zis... ?  
 Is that... ? → [I]zat... ?

**Figure 1.3**

**Lesson Plan 10/2 Part 1**

The classroom will be set-up as follows: there will be 15 chairs in a circle. In the center on the table will be flowers and a tape recorder. There is newsprint on the wall. Music will be playing in the background. I will begin with a brief active listening session followed by an explanation of the lesson.

1. Ask ss what the first image is that comes to their mind when they hear the word English. Listen actively to the ss (students). Listen in a way that lets the ss know I'm listening to them. I am not interested in establishing any order of speaking. I want them to speak when they are ready. I will try to be relaxed and unhurried.

2. Explain proceedings. Tell the ss they are going to have a conversation in English with my help. The conversation will be recorded and then I will write it out for them. We will use this transcript as a study material for the rest of the lesson. When they want to say something they should raise their hand. At that time I will come and stand behind them. They may say what they want in Japanese or English. I will give them the English translation or the correct English. I will not give them a full sentence. I will give them two or three words at a time (the amount of words will depend on the s). They will then take the tape recorder in hand and record themselves (only the chunks) after they listen to me. When they have finished I will give them a squeeze on the shoulder to let them know I have finished their sentence. Then the next person may speak. The conversation will last for about 10 or 15 minutes. I will not participate in the conversation. I am only there to help them. When we listen to the tape after

the sentences will sound whole. Their voices speaking in English will be on the tape.

In order to practice using the tape recorder I will have one s state their name in Japanese. Using the process outlined above s/he will say their name in English and record it. If it is necessary I will repeat the process above using another person. When ss are comfortable with the recorder I will begin the conversation.

3. Tell the ss that the theme for today's conversation will be introducing themselves and finding out about others in the group. They may want to start out talking about simple things such as where they are from, how many people are in their family and their hobbies. If they want to ask questions to each other that will be fine. (Usually I would not give a theme but I feel that the ss will be more at ease if they know what they are going to talk about. This has been my experience with Japanese ss before and so I will establish the theme at the beginning.) Remove myself from the circle and begin the conversation.

4. When the time has elapsed or if I see that the conversation is beginning to stop I will call time. Then I will sit down and ask the ss how they felt. Again I will actively listen to the ss.

5. I will rewind the tape and then allow the ss to listen to the tape. I will not say anything but I will stop at the end of each sentence and ask the ss to remember what they said and ask them to say it in Japanese so everyone can understand it. (While I am listening to the tape I will be looking for things I want to take from the conversation for the lesson.)

6. a. I will first have the ss sit in a semi-circle so that they can all see the newsprint. I will rewind the tape again and give the tape deck to a s. I will ask the s to hit play and then stop when I say so. I will transcribe certain portions of the tape onto the newsprint on the board.

6. b. After I transcribe the sentences I will begin, with the ss help, to directly translate each sentence into Japanese below the sentences. (English will be in red. Japanese will be in black.) I am not going to have the ss do anything. If they start to help me translate or repeat naturally or talk I will not interfere.

6. c. When I have completed the transcription I will let the ss look at the paper and relax as I read the transcription three times.

7. I will then begin the human computer. I will explain to them how to use it. I will be a "human computer" for you. You can use me to practice pronunciation of any word or phrase or sentence on the board. Again if there is something that they want to practice they must raise their hand. I will come behind them. They will tell me the sentence number or the word or phrase they want to practice. I am programmed to say only correct English so they must listen carefully to what I say and see if it matches what they are saying. I will repeat whatever they say as many times as they

want. I will stop whenever they want to stop. (I will get either Cathy or Michelle to help me demonstrate.) After the ss understand I will start the computer. I will stop when I think the ss are ready. I will not correct the ss even if they are completely wrong. I will only repeat what they want. (The idea behind not correcting at this time is that I don't want to hurt their self esteem.)

8. Following the human computer we will take a break of about 10 minutes. When we come back I want to start the creative computer. I will ask the ss to look again at the written sentences and make some observations about English and Japanese. They may talk about pronunciation, grammar, etc. I will answer any and all questions and I will reflect back correct observations. I will correct any incorrect (grammatical, etc.) observations. I will then have the ss use the sentences and vocabulary on the board to make new sentences and or questions. I will continue until the ss are ready to stop.

#### Figure 1.4

##### Lesson Plan 10/2 Part 2

1. Introduce English song. Use Cole Porter's "I Love Paris" as an example of telling about what you like and when and why. Have ss listen for things that they hear, i.e.- patterns, words they understand. Put them up on the board. So they can look at them. Sing with the CD.

2. Put the ss into trios and give them newsprint. Have them write a paragraph about an imaginary person using the patterns that they studied in the morning and the lyrics that they were able to transcribe from the Cole Porter song. I will be going around to help the ss. If they ask me a question about something they have written I will reply matter of factly in the correct English.

3. Put written paragraphs on the board and allow ss to look at them. (Also post a paragraph I have written using the things that they have said during class.) Tell ss that in the course they are required to do a reading and recording so give ss a chance to use the human computer again for any intonation or pronunciation problems.

4. To fulfill requirements of course have ss read their paragraphs out loud and record each individual. (need recorder) Recordings will be available for listening to during breaks or at home.

5. At the end of the exercise I will sit down with the ss and ask them to talk about their experiences in Japanese or English. I will actively listen to them.

#### Figure 1.5

##### Lesson Plan 10/2 Part 3

1. Go back to paragraphs that they have completed in the afternoon session. Look



at them again. During my break I will have taken the ss' paragraphs and recopied them on newsprint and also onto smaller paper which I will copy for everyone. I will then put the two paragraphs on the board and began by talking to the ss about paragraphs (a big problem for Japanese). (I will have already marked the changes I will make in the paragraphs on the sheets in pencil.) I will begin by asking the ss to look at the first story. It has two ideas and I will ask them to find them. I will talk about how we have to split the ideas into two topical paragraphs. This I will mark with red arrows.

2. I will next ask them to do the same for the second story. I will put them into groups and give them handouts of the story. Their job is to first find the main ideas and see if they can split them into paragraphs (the two stories I will choose will be very easily divided into two clear paragraphs).

3. The next thing I want to do is to take the simple sentences in the first story and make them complex and also more interesting. I will show the ss an example of what I want them to do and then let each group think of options for other sentences.

4. I will give them two assignments for that evening. The first is to take their handout and do the same thing for it as they had done for the first story. The second is to write two paragraphs about themselves. My instructions are to take no longer than 30 minutes on each and to start with simple sentences on their own work and use the process we had to make complex and interesting sentences after. They will have an opportunity to have the sentences checked by a native speaker on the following day. Then they will be using the contents of their report in an English conversation game the following day.

## Figure 2.1

### Lesson Plan for 10/3

1. Preparation- Bobby, Cathy, and Michelle will check the ss homework from the night before. Students will make corrections and may begin to study their introduction for preparation for the home stay scenario. Any pronunciation problems will be tended to by said instructors in the human computer way.

2. a. Home stay- In preparation for this skit the ss will listen to a demonstration by the instructors and Elena. The instructors and Elena will have a 10 minute four way conversation with the instructors taking the role of the host family and Elena the home stay student from Spain. While Elena is speaking about Spain and answering the host family's questions the ss in 4 groups of 3 will be trying to record what they hear on the newsprint. Following the demonstration they will post their writings on the board for verification by Elena and the instructors. The ss will also be able to ask questions to Elena following the activity.

2. b. Home stay- The ss will then be split into 5 groups of 2 and one group of 3 and will participate in an imaginary home stay visit. The ss who are listening will be assigned the task of making a transcription of each of the five participants. 2 ss will have the task of transcribing one person's speech. These will again be posted at the end of the entire session for reflection by the ss. They may also use this material for their skits if they wish.

Figure 3.1

### Group Discussion 1 Activity

1. **Instructions:** Elect one person in your group to take part in the doing part of the activity. Listen to Bobby for instructions.
2. **Activity:** Two people (one student and one instructor) will draw a house together. They must do it holding the same pencil. Watch the two people draw the house. Make notes about the difficulties they may have. When they are finished look at the drawing and answer the following questions.
3. **Questions:** With your group discuss the questions and their answers in English. **Do not write your answers yet.**
  1. What kind of house did the two people draw ?
  2. Why did they draw that kind of house ?
  3. What were the problems in drawing the house ?
  4. Did talking help you ? If yes, why ? If no, why not ?
  5. Was there a leader ? How did the leader feel ?
  6. Was there a follower ? How did the follower feel ?
  7. How could the two people have communicated better ?
  8. What is intercultural (international) understanding ?
  9. Is intercultural understanding necessary ? Why ?
4. **Conclusions:** Think about what you talked about. Write at least 5 of your conclusions on the back of this paper.

**Figure 4.1**

**Group Discussion 2 Activity**

**Instructions:** Read the following story carefully.

Ruby, a twenty five year old English teacher, was invited to a meeting of the ESS at Yamaguchi University. Since she had always appreciated Japanese visitors to her Japanese class in New Zealand, she was happy for the opportunity to help Japanese people learn English.

There were about 20 people, young women and young men, in the room when she got there. At first they were all quite quiet, but soon they seemed to relax and started to ask Ruby questions in English. They asked her where she was from, how many people were in her family, where she was working in Yamaguchi, why she had come to Japan, and how she liked Japanese food. After a while the questions became more personal: they asked how old she was, and whether she was married. When she answered no to the latter question, the Japanese asked whether she had a boyfriend and whether he was foreign or Japanese. They asked her when she intended to get married, and if she would work after she got married and had children. They also wanted to know how her salary in Japan compared with New Zealand's teachers' salaries. Ruby started to become very angry and wondered what had become of the politeness and thoughtfulness she had thought were characteristic of Japanese people. The students saw that Ruby was angry but they didn't know what to do.

**Questions:** With your group discuss the questions and their answers in English.  
**Do not write your answers yet.**

1. Why did Ruby get angry ?
2. Were the questions personal questions ?
3. Wasn't it good that the students were able to relax and ask Ruby so many questions ?
4. Should the students have been quiet and let Ruby talk about herself ?
5. When Ruby started to get angry what should she have done ?
6. The students don't know what to do. What is your advice to them ?
7. Why did this happen ?
8. Have you ever had this happen to you ? If so what did you do ? If not what would you do ?
9. What does this story tell us about intercultural communication ?

**Conclusions:** Think about what you talked about. Write at least 5 of your conclusions on the back of this paper.

Figure 4.2

### Group Discussion 3 Activity

1. **Instructions:** Split your group in two. One group will read the story of Peter Ota and one group will read the story of Frank Keegan.
2. **Activity:** Group A will tell Group B their story in simple English. Then Group B will tell Group A their story.
3. **Questions:** With your group discuss the questions and their answers in English.  
**Do not write your answers yet.**
  1. If Peter Ota met Frank Keegan would they understand each other? If yes, why? If no, why not?
  2. Could Peter and Frank be friends?
  3. How would Peter have to change to become Frank's friend?
  4. How would Frank have to change to become Peter's friend?
  5. What is intercultural (international) understanding?
  6. Do these two stories tell us anything about intercultural understanding?
  7. How could you teach these two men to understand one another?
  8. Is thinking about yourself and your ideas important for intercultural understanding? Why or why not?
4. **Conclusions:** Think about what you talked about. Write at least 5 of your conclusions on the back of this paper.

Figure 4.2a

#### Peter Ota

I am a nisei Japanese. My father and mother came to the U.S. from Japan. On the evening of December 7, 1941 (December 8, 1941- Japanese time) my father was at a wedding. He was dressed in a tuxedo. When the wedding was over, the police were waiting for my father. They took my father and 10 other Japanese-American guests to the police station that night.

When we found out, my mother, my sister, and myself went to the police station. We waited in the lobby. When my father walked through the door, my mother was so ashamed. He was in prisoner's clothing. He had a number on his back.

The shame broke my mother down. She really loved her Japanese culture. She did flower arrangement and played the biwa. Shame in her culture is a terrible thing. After that day when she saw my father at the police station she became very sick.

She had to go to the hospital she was so ill. When the army brought us to camps for the Japanese in the U.S. she stayed in the hospital. She never got better and she died. If the Americans hadn't taken my father to the police station and us to the camps she never would have died.

**Figure 4. 2b**

**Frank Keegan**

On December 7, 1941 (December 8, 1941- Japanese time) we heard about Pearl Harbor. The radio said that the Japanese Navy would be coming to San Francisco soon. We were very afraid.

On December 8th I heard that the Japanese were close to California so me and 5 of my friends got in my car and went to the beach. We were country boys so everybody had a hunting rifle. We brought the rifles with us. When we got to the beach we laid down in the sand and waited for the Japanese. We were confident that we could beat the Japanese because we knew the beach very well. Since elementary school we had been going there to swim and have picnics. But we had been told that the Japanese were very smart and mean. We were very frightened. We waited and waited but the Japanese never came.

We went to the beach the next day, too. The Japanese didn't come that day either but we were ready. This is our home and country and we were going to defend it. The next day when I heard that the police were picking up Japanese who were living in the U.S. I was glad. They would have helped the Japanese Army if they had come.

**Figure 5. 1**

**Final Day Plan (morning)**

1. Give ss about 1 hour or so to prepare for their presentations. Presentations will be about 5 minutes in length and each group will give three to coincide with the three activities we have done.

2. Using posters on the board that describe the three activities have ss present their conclusions to the rest of the group in simple English. Before each section of presentations have ss close their eyes and silently remember each activity. Before this I will talk briefly in English about the activities to refresh everyone's mind.

3. Have ss draw a picture representing their feelings about the three activities and what they learned. Ss will draw the picture collectively using the same pen in

much the same way as the first activity. Then they will be asked to explain how they worked together in a group and how that related to their conclusions previously presented and then about what exactly their pictures represented.

4. As part of the requirements of the course the ss will have 30 minutes to write a report in English on the three activities.

Figure 5.2

#### Final Day Plan (afternoon)

1. Following lunch we will begin the closure activities for the entire 5 days. I will use a rod quad-like device to get some feedback and help the ss see the entire five days themselves. On the top of the paper is the statement "This camp helped me." and on the bottom of the paper that has been divided into four sections are the following helpers: I agree because..., I mostly agree but..., I don't know because..., and I disagree because.... The ss will be asked to think about the statement for a minute and ponder their choices. They will then be given another minute to put their thoughts into English. Then they will be asked to put a chip down on one of the four helping statements and complete it. I will go first as an example. I will deliberately choose the second statement as I believe that it has helped me but that I still have a long way to go and so that the ss will realize that they don't necessarily have to agree with the statement.

2. After the ss finish I will ask them to next think about how to apply what they learned at the camp. I will follow the same timing procedure of a two minutes to think and two minutes to put that thought into English. The ss will then take the chip they placed down and will tell us what they are thinking.

3. I will make a brief closing statement before turning the program over to Professor Nakamura.

**Schalkoff's Bibliography:**

- Curran, C.A., *Counseling—Learning in Second Languages*, Apple River, Illinois: Apple River Press, 1976.
- Fantini, A.E., *New Ways in Teaching Culture*, Alexandria, VA: New Ways Series, TESOL, in press.
- Feiler, B.S., *Learning To Bow*, N.Y.: Ticknor & Fields, 1991.
- Hooks, B., *Teaching to Transgress*, N.Y.: Routledge, 1994.
- Kataoka, H.C., *Japanese Cultural Encounters & How to Handle Them*, Lincolnwood, Illinois: Passport Books, 1994.
- Kohls, L.R., *Developing Intercultural Awareness*, Washington, D.C.: Society for Intercultural Education, Training, and Research, 1981.
- Larsen-Freeman, D., *Techniques and Principles In Language Teaching*, N.Y.: Oxford University Press, 1986.
- McKay, S.L., *Teaching English Overseas: An Introduction*, Oxford: Oxford University Press, 1992.
- Tang, Y., *Dialectics of Synergy: An East-West Synthesis*, San Francisco, 1996.
- Turkel, S., *The Good War*, N.Y.: Ballantine Books, 1984.