

Teaching Plan for the English Writing Class

Date: 3rd Period, Feb. 17th, 2004

Classroom: 2nd year, 6th class (General Course) Nagano Nishi High School

Instructor: Miyao, Hisae

Teaching Materials: (1) Worksheet on discussion words and phrases for writing emails; (2) Survey worksheet on cultural values

Objectives of the International Exchange Project:

- 1) To have students conduct research, a survey, and the key-pal project with the students of Cheongseok High School in South Korea to deepen their understanding of cross-cultural aspects and values
- 2) To have students gain a deeper understanding of their own culture and of themselves
- 3) To provide students with opportunities for both interacting with authentic English and also enhancing their English proficiency—especially writing skills—using the Internet (e.g. email, website, and bulletin board system)
- 4) To help students understand the importance of expressing their own ideas, opinions, and claims through email exchange and creation of the website
- 5) To help students get accustomed to doing research on discussion topics and getting useful information from the Internet, books, and newspapers, so that they might deepen their understanding of the topics and acquire critical thinking skills
- 6) To have students link writing skills and speaking skills through presentations and discussions in English
- 7) To give students enough historical background of Korea and Japan so they can build close relationships with each other
- 8) To increase the students' awareness of how the media presents information, and the way in which it affects our opinions

Goals of This Lesson:

- 1) To deepen students' understanding of cross-cultural similarities and differences on value systems between South Korea and Japan through the comparison of survey data
- 2) To enhance practical English communication skills by providing students with the opportunity to give presentations in front of the class, followed by presentations
- 3) To write emails to the students of Cheongseok High School to promote both better communication in English and also deeper understanding of their values on three major specific themes.

Time Allotment:

- 1) 1st Period–Introduction of cross-cultural aspects and histories of Korea and Japan using newspapers and books
- 2) 2nd and 3rd Periods–Searching for information using the Internet to expand the students’ cross-cultural knowledge and understanding of Korean people’s values and behaviors
- 3) 4th Period–Organizing the questionnaire concerning the comparison of cultural values between Koreans and Japanese
- 4) 5th Period–Discussion and preparation for the presentation by analyzing the data using the result of survey
- 5) 6th Period–Today’s lesson
- 6) 7th Period–Writing email to the students of Cheongseok High School with an explanation of Japanese values and behaviors as well as questions of Korean values
- 7) 8th Period–Reading emails from the students of Cheongseok High School and reciprocating with good responses to the questions asked by Korean students
- 8) 9th Period–Preparation of articles for the publication of the international “NewsWeb” using the materials and information gained through the survey and emails from the students of Cheongseok High School
- 9) 10th Period–Publishing the international “NewsWeb”

Teaching Procedures:

Activities	Objectives and/or Activities	Teacher’s Roles	Students’ Roles
Presentation of today’s topic 5 min.	To share the topic with the students and increase the students’ schema on value systems	1. The teachers explains today’s activity on cultural values. 2. She asks students what they thought while reading the results of the questionnaire for Korean students.	1. Students listen to the teacher to understand today’s activity. 2. They review cultural values and answer the teacher’s questions about the Korean questionnaire.
Presentation by students group 20 min.	To provide one of the students groups with the opportunity to state their own ideas in front of the class and also to give suggestions on discussion topics for the next stage	She facilitates a question and answer session following the presentation.	Speakers: 1. They give a presentation on three main subjects: school life, social life, and family relationships, pointing out the cross-cultural differences and similarities on values derived from the survey data. 2. They participate in a classroom discussion, giving their opinions or suggestions on

			<p>choosing the discussion themes for the next stage.</p> <ol style="list-style-type: none"> They ask listeners if they have questions.. They answer listeners' questions. <p>Listeners:</p> <ol style="list-style-type: none"> They listen to the presenters. They ask questions about anything they could not understand in the presentation.
<p>Group Discussion</p> <p>5 min.</p>	<p>To discuss, in groups, topics that students have pre-selected.</p>	<ol style="list-style-type: none"> She facilitates group discussion. She explains the necessity of further communication via email to continue qualitative research for the "NewsWeb" 	<ol style="list-style-type: none"> They discuss a theme that they have chosen beforehand. They consider what kind of further information is necessary for his/her own article on the "NewsWeb".
<p>Email Organization</p> <p>18 min.</p>	<p>To compose email to the students of Cheongseok High School</p>	<ol style="list-style-type: none"> She gives students notional expressions for suggestion, request, agreement, disagreement, and opinions, along with vocabulary related to the research topics. She answers questions about grammar or English expressions She introduces one student's message as the model so the students can understand what kind of messages they should write 	<ol style="list-style-type: none"> They create emails. They utilize the worksheet for notional expressions and key words. They ask the teacher questions about grammar or English expressions. They send their emails to the teacher's computer when they finish writing.
<p>Instruction of the assignment</p> <p>2 min.</p>		<p>She instructs students to finish their emails by the next lesson.</p>	<p>They listen to the teacher give the assignment.</p>

