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English Exchange: An Authentic Communication Event Connecting Native English Speakers and Japanese High School Students

Heather Ruth Johnson  
*School for International Training*

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English Exchange:

An Authentic Communication Event Connecting Native English Speakers and Japanese High School Students

Heather Ruth Johnson

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

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IPP Advisor: Bonnie Mennell
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This project by Heather Ruth Johnson is accepted in its present form.

Date _________________________

Project Advisor ____________________________

Project Reader _____________________________
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Abstract

Interacting with native speakers can be very powerful because it encourages motivation, positive attitudes, and self confidence. English Exchange is an event that is the culmination of a one semester long travel abroad unit for English language learners in a Japanese high school. The aim is to create a safe English environment where students have the opportunity to directly interact with native English speakers in a low stress atmosphere.

This project follows the development of English Exchange from start to finish. Included in these pages are thorough lesson plans and materials needed for every step of the process, should you wish to implement or adapt English Exchange for your students.
Educational Resources Information Center (ERIC) Descriptors

Class Activities

Communication Skills

Cultural Exchange

Foreign Culture

Language Attitudes

Native Speakers

Oral Language

Verbal Communication
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Introduction

My job as an Oral Communication teacher to first year Japanese high school students in Yamagata, Japan is to get my students to actively use the English language. It is my duty to show the students that English is more than a high school subject that they are required to study, that it is, in fact, a living language and a tool that they can use to communicate with and explore the rest of the world. I feel that I am lucky because I am actually allowed to teach Oral Communication in my classes. Many Japanese high schools use the two allotted Oral Communication lessons per week for additional grammar classes. In these classes, the students receive an immense amount of grammar rules and input, but they never get the chance to learn when and how to use those rules in real English conversations. Throughout their study of English, Japanese students receive a lot of metalinguistic input and translation practice, but they rarely actually practice the use of language. They learn about English, in the same way that they learn about science and history. The majority of students never see English as a tool for communication. Throughout their English learning lives students have very
few chances to practice, try out, or speak English.

As a way of addressing this problem, a colleague at Yamagata Commercial High School, Wakako Yoneno and I came up with the idea of creating an experiential event that would give students a chance to use English for the sole purpose of communicating with others. During this event, students don't have to worry about grammar rules or uttering perfect sentences, they only have to focus on communication – expressing their ideas, having them be understood, and understanding the ideas of others. The event provides students with an all-English environment where they have the opportunity to communicate in English with many native English speakers from around the world. We named the event English Exchange.

The theme of English Exchange is traveling abroad, and the event is the culmination of the students' one semester study of a travel abroad unit. English Exchange is an event that brings together about 30 native English speakers and all 280 first year students. The event lasts two hours and takes place in the school gymnasium. All 280 first year students are divided into small groups of 10 to 12 students each. About 30 native English speaker volunteers from Australia, Canada, England, Ireland, New Zealand, and the USA come to Yamagata Commercial High School and host booths where they have short conversations
with students related to traveling abroad. The topics covered in English Exchange are 1) going through immigration, 2) ordering food at a restaurant, 3) shopping for clothes and souvenirs, 4) visiting a doctor, and 5) asking for information at a tourist information center. The groups of students first pass through immigration and then rotate to four different booths to have conversations and complete tasks with the native English speakers. Students have a set amount of time in each booth.

My Oral Communication classes meet twice a week for 50 minutes each. In these classes, the students learn conversations, phrases, and vocabulary that are necessary and useful when traveling abroad. I believe these conversations are useful not only when traveling to English speaking countries but also in other foreign countries as well. In the travel abroad unit, students learn and practice basic conversations for immigration, shopping, restaurant, doctor, and sightseeing. There is a lot of scaffolding and speaking practice provided in each lesson so that the students become very familiar with the material and confident in their communication abilities. The aim of English Exchange is to create a safe environment where students use what they have learned in my Oral Communication class and thus experience English as a tool for communication. Through the experience of interacting and communicating with native English
speakers from around the world, it is hoped that the students will go away with a positive attitude toward English and increased motivation to learn and explore the language.

Creating New Social Identities

My Japanese colleague and I originally came up with the idea for English Exchange because we wanted our students to experience using language as a tool for communication. We believed that through interacting with a variety of native English speakers, our students would receive useful English practice, and they
would gain increased motivation, a positive attitude, and improved self-confidence
towards speaking English. We conceived the idea initially because we noticed the
lack of the aforementioned qualities in our students. Students at Yamagata
Commercial High School and Japanese students in general have an aversion to
speaking English even though they study it for three years in junior high school
and another three years in high school.

Through my research and planning for this experiential event, I have
realized that while I encourage and want my students to be motivated, to have
good attitudes, and to be self-confident, what I am really asking them to do is to
create new social identities. It is the creation of these identities that will allow
them to succeed in speaking English. Syed quoted Oches as defining social
identity as “a range of social personae, including social statuses, roles, positions,
relationships, and institutional and other relevant community identities one may
attempt to claim or assign in the course of a social life” (Oches in Syed, 2001, pg.
288). I feel that in order to speak English well students have to take on some
characteristics of English speakers. They have to try on the identities of
Americans, Australians, or Canadians.

For example, when speaking English, a learner should make eye contact
with the person to whom they are speaking. This is not a characteristic of

Japanese people speaking to each other. Japanese speakers do not usually make eye contact with a superior because it is disrespectful, so I often have to remind my students by simply saying, “Eye contact!” The students find it very hard to make eye contact with other students. One reason why I think it is difficult for them to do is because they are shy. But I think the main reason is because they have been taught all their lives not to make eye contact. What I am asking the students to do is contradictory to their culture and what is ingrained in them. However, if students can step out of their Japanese identity and into an English speaking identity, they will become more successful speakers. Norton says that learners have many identities and that these identities are always changing according to the social situation in which they find themselves. By recognizing different social situations and different social identities, students can become more aware of how to behave in those situations.

From the very first day of my Oral Communication class, I try to instill in my students that “Mistakes are OK.” In fact it is one of the class rules. However, making mistakes goes against Japanese culture, and most students are scared of making mistakes. Being correct is highly valued by society. Japanese are very reluctant to make mistakes because they are not seen to have value. I tell the students that if they make mistakes then it means they are trying and they are
learning. Mistakes are a natural process of learning anything but especially of learning a language. Slowly over time my students get used to the idea that mistakes are OK.

Since making mistakes is a part of speaking English, I encourage my students to incorporate making them into their social identity. Murphey (1998) believes that one of the main points of peer socialization and identity construction is acceptance and appreciation for one's own mistakes and the mistakes of others. He believes that it allows students to relax and interact with each other more.

**Motivation**

As Wakako Yoneno and I were discussing why we felt the need to have English Exchange at our school, motivating the students was one of our main reasons. We believed that by enabling our students to have authentic communication with native English speakers, they would be motivated to study English more. They would be more motivated because the interaction that they experience with "real" English would increase their interest in speaking. I think that through participation in English Exchange the students get a glimpse into the world of speaking English.

Gardner refers to motivation as "the driving force in any situation."
He goes on to say that there are three elements that make up a student's motivation to learn a second language. First, the student puts forth effort to learn the language. Next, the student wants to succeed in learning the language. Finally, the student enjoys the learning process. I see all three of these elements in the majority of my students in the weeks leading up to English Exchange. The students know that native English speakers are coming to school, and they know that they are going to have to talk to them. They also know that they will have to talk to them without the aid of handouts that they studied in class. The desire to succeed is high for the students, so they really try hard. I see more effort in my students leading up to English Exchange than at any other time. Because they have very few opportunities to interact with native English speakers, they truly have the desire to succeed. During and after English Exchange it is very evident that the students have a good time. The event is held during the last two periods of the day. When it is finished, rather than go home or go directly to club activities, many students stay behind because they want to talk to the native English speakers more. We actually have to run the students out of the gym so that clean up can begin. The students enjoy English Exchange so much that they talk about it and the fun they had for several weeks after the event.

Gardner (2001) believes that there are two types of motivation –
instrumental and integrative. Instrumental motivation refers to a learner’s desire to learn a language for practical purposes such as to get a better job in order to make more money. Integrative motivation refers to a learner’s desire to learn a language in order to associate with the speakers of the language or a cultural group. Regarding Gardner’s two types of motivation, I would say that Yamagata Commercial High school students’ exhibit integrative motivation. During English Exchange students are motivated to speak English in order to associate with native English speakers. In their daily lives outside of the classroom, it is American and British popular culture such as music and movies that motivates them. Here, again, this shows the students’ creation of social identities. It is their interest in these cultures and their desire to be associated with them that assists in the formation of new social identities.

According to Brown and Rosenkjar who quoted Gardner & Lambert, “many of the studies showed that integratively motivated students, regardless of language aptitude were more likely to succeed in acquiring a second language than those less motivated.” (Gardner and Lambert in Brown and Rosenkjar, 2001, pg. 363) So the desire for my students to associate with native English speakers is a driving force in their motivation to speak a second language and the development of their social identity.
Norton (1995) rejects Gardner's concept of motivation. She believes that it is a learner's investment not motivation in learning a second language that determines the learner's success. She believes that learners invest in learning a language with the idea that they will get a good return on their investment that will balance out according to the effort that they put into it. Her view of investment shows the relationship between the learner and the social world in which the learner exists. She believes that when learners speak a second language with speakers of that language, they are always organizing who they are in relation to the social world around them.

**Attitude**

In an effort to lower the affective filter, there is no assessment of students’ performance during the English Exchange event. It is designed purely as a communication activity. Even though there is a lot of scaffolding, the students are encouraged to focus on meaning rather than form and to enjoy interacting with native English speakers.

Of course, during English Exchange, as well, students are encouraged to take chances and not worry about making mistakes and. They know that they can use any means available to convey their meaning, be it gesturing or drawing pictures. Knowing that mistakes are OK allows them to relax and feel somewhat
free of anxiety. I believe that this focus on communication and on not having to be perfect, grammatically correct speakers gives my students a positive attitude toward speaking English. They can relax and feel good about what they can do and what they can not do.

**Self-Confidence**

Above, I stated that my students’ lack of anxiety improves their attitude toward English. I believe it also contributes to increased self-confidence in their English speaking ability. Gardner in reference to Clement’s social context model states that “self-confidence involves a lack of anxiety when speaking an L2” (Gardner, 2001, pg. 507). So by lowering the students’ anxiety over communicating in English, it in effect raises their self-confidence. I also believe that a student’s self-confidence is raised when they are able to understand a native English speaker and when their own English is understood by a native English speaker. When students effectively communicate their idea to another, they can’t help but have a little confidence boost. During English Exchange, I try to create a positive environment, albeit a simulated one, where authentic communication can take place. Gardner (2001) believes that self-confidence is formed in a learner when he has positive experiences when speaking the second language. This is what I strive to achieve through English Exchange. I want my students to enjoy
the event and go away with a positive experience which in turn will increase their self-confidence in speaking English. Self-confidence is another expression of social identity.

While the majority of this paper is focused on English Exchange itself and how the interaction with native English speakers can affect students, it is during the months leading up to English Exchange where students actually begin to form their new social identities. Students interact with each other as they practice the new language and perform role plays. They also engage in cultural activities that help them to understand cultural practices of English speaking countries. According to Brown (2001) it is through the use of a second language that a second identity is developed. The learner learns a new way of thinking, feeling, and acting. During English Exchange the students get to try on their new identities and see if they are effective in promoting communication. Students can evaluate the results of their interactions and decide whether to keep the new social identity or to create a totally new one.
Lesson Plans

1. Introduction
2. Shopping
3. Restaurant
4. Doctor
5. Sightseeing
6. Immigration
Introduction to Lesson Plans

The English Exchange lesson plans have been created for first year (equivalent to American tenth grade) Japanese high school Oral Communication classes. The classes meet twice a week for 50 minutes each. The following lessons are based on 50 minute classes. However, all of the lessons can be adapted to meet the needs of particular students. A single lesson can be divided into two lessons for beginning students or lower level students, or two lessons can be combined for higher level students or longer classes.

The travel abroad unit consists of five topics: shopping, restaurant, doctor, sightseeing, and immigration. In each lesson there is a lot of speaking practice that is initiated first by repeating after the teacher then by practicing the conversation individually, chorally, and in pairs. I have scaffolded the speaking practice in this way so that students can gradually become comfortable with the pronunciation of the text. By having all students stand and read the entire text aloud to themselves, they can practice pronunciation without fear of being heard by other students. During this time the teacher can walk around and monitor
students’ pronunciation and intonation. Next, students practice the conversation chorally. I usually do the choral practice in one of two ways. One way is when the teacher plays one role in the conversation and chorally the students play the other role. Another way to practice chorally is to divide the class in half and each half plays a role. Finally, the students practice in pairs. I have found this way of implementing speaking practice to be very effective with Japanese high school students.

While these lessons have been created to prepare students for the English Exchange event, I believe all lessons can stand on their own. If there is an interest in implementing English Exchange, it is not necessary to do the event on the same scale as discussed in this paper. I believe the event can be successfully done on a small scale with students playing all of the roles and rotating to different roles throughout the event.
Shopping
Lesson Plans
Shopping

**Brief description:** Students will learn shopping vocabulary (prices, clothes and accessories) as well as several easy shopping conversations. The conversations they will learn are “Just looking,” “May I try this on?” “Is this on sale?” and “I’d like to exchange this.” These conversations are included in the materials section of this paper (See Shopping Materials pg. 61–62). At the end of the unit, students will perform role plays to practice their new vocabulary and phrases.

**Purpose:** To enable students to browse, purchase, and return items confidently when they go abroad.
Shopping – Lesson 1

Purpose: To review numbers/prices and to introduce vocabulary for clothes and accessories.

Preparation: One set of Price Flash cards (See Shopping Materials pg. 58), 10 sheets of large blank paper (B4 or A3), magic markers, small dry wipe boards, dry wipe markers, and dry wipe erasers.

Procedure:
1. Introduce shopping with a few questions: Do you like shopping? Where do you like to go shopping? What do you usually buy?

2. Practice pronunciation of prices with flashcards. Point out the difference in pronunciation between numbers like thirteen and thirty. Students read the flashcards chorally, in small groups and then individually.

3. In groups of 4 to 6, have students brainstorm “Clothing and Accessory” items that they already know. Give each group a large blank piece of paper and a marker. Encourage them to not worry about spelling mistakes.

4. After brainstorming, ask each group for one clothing item from their brainstorm list. Write the words on the board with the correct spelling. Put the plural words on one side of the board and the singular words on the other.

   For example:
   
   | pants | skirt |
   | jeans | shirt |
   | shorts | dress |
   | socks | sweater |
   | shoes | coat |
   | sandals | jacket |
   | glasses | necklace |
   | gloves | cap (hat) |

5. Ask students what they notice about the way the words are written on the
board. “What do you notice about this?” “Why are these words different?” Elicit the difference between singular and plural and clarify the difference, if needed.

6. Play “Clothing Pictionary.” Students stay in their same groups. Explain the rules: The students who draw the picture are referred to as the “drawer”. The “drawer” must draw a picture of a word given by the teacher. The “drawer” may not speak English or Japanese or write words. Other students must raise their hands if they know the correct answer.

7. Give each group a dry wipe board, marker and eraser. Have all the first “drawers” (one from each group) step outside of the room. Tell them one clothing item word. “Drawers” return to their group. Count 1, 2, 3, start. Check that the students are using the correct English pronunciation (not Japanese pronunciation) for the vocabulary words. Continue the game and make sure all students get a chance to draw.

**Variation:** The Pictionary game can be made competitive by keeping score and giving small stickers or prizes to the team with the most points.
Shopping – Lesson 2

Purpose: To review vocabulary for clothes and accessories and introduce the two shopping conversations on the Shopping Conversations ① sheet (See Shopping Materials pg. 61).

Preparation: Flyswatters (one for each group), Shopping Conversations ① sheets – one for each student.

Procedure:
1. Review “Clothing and Accessory” vocabulary with the Flyswatter game. For an explanation of the Flyswatter Game see Shopping Materials pg. 59.

2. Ask students what shopping phrases they already know. Write responses on the board. Have students read the phrases chorally. Students should be able to give many shopping phrases. Give hints, if needed, to add more responses to the board.

3. Pass out the Shopping Conversations ① sheets that include the “Just looking” and “May I try this on?” Point out that many of the phrases listed on the board are also on the sheet. Have students read the sheet silently and think about the meanings of both conversations.

4. Read both the conversations and have students listen.

5. Check the meaning and practice pronunciation. Have students repeat each dialogue line by line once.

6. Then have students stand and read both conversations to themselves twice. Students should read the conversations at their own pace.

7. Take turns reading the different roles. First the teacher reads the role of the clerk and students read the role of the customer. Then change roles. Encourage students to look up and make eye contact if they can.

8. Have students practice in pairs several times and try to memorize the conversations.

Variation: During the pair practice, write different clothing items on the
board so that students can have more practice using both the singular and plural forms of the words.
Shopping – Lesson 3

Purpose: To review the Shopping Conversations ① sheet and to practice with props.

Preparation: Pictures of clothes and accessories from magazines (laminated if possible).

Procedure:
1. Ask students what they remember from last class. See if they can remember the conversations.

2. Have students stand and read the Shopping Conversation ① sheet to themselves twice. Walk around and monitor students’ pronunciation and correct any incorrect pronunciation.

3. Take turns reading the different roles. First the teacher reads the role of the clerk and students read the role of the customer. Then change roles. Encourage students to look up and make eye contact if they can.

4. Give students 2 minutes to try to memorize the conversations.

5. Next, students practice in rotating pairs. (If students are seated in rows, one row of students rotates so that each time they will practice the conversation with a new partner.) First student A is the clerk for two times and B is the customer. Rotate two times then change the roles – A is the customer and B is the clerk. After a few rotations encourage students to turn their papers over and to make eye contact with their partner.

6. While students are still practicing in pairs, hand out the clothing pictures. Instruct students to continue practicing, using the pictures as props. Encourage students to use their imaginations and add more to the conversations using the pictures to get ideas. Students rotate several more times.
Shopping – Lesson 4

Purpose:  To introduce and practice the first conversation “Is this on sale?” on the Shopping Conversations ② sheet (See Shopping Materials pg. 62).

Preparation:  Shopping Conversations ② sheets – one for each student and Shopping Interview sheets – one for each pair (See Shopping Materials pg. 63).

Procedure:

1. Review the phrases and vocabulary on the Shopping Conversations ① sheet by playing Criss–Cross. For an explanation of Criss–Cross see Shopping Materials pg. 64.

2. Pass out the Shopping Conversations ② sheets. Ask students to read the “Is this on sale?” conversation silently and think about the meaning.

3. Next have students make pairs and discuss the meaning of the conversation. Encourage them to make notes in Japanese and ask questions, if needed.

4. Check the meaning of the conversation.

5. Next have students repeat the “Is this on sale?” conversation once.

6. Then have students stand and read the conversation to themselves twice. Students should read the conversations at their own pace.

7. Divide the class in half. Assign half of the class the role of the customer and the other half the role of the sales clerk. Next have students practice the conversation chorally. Have the students practice several times and then change roles. Encourage students to look up and make eye contact with the other half of the class.

8. Next have students practice in pairs using the interview sheets. The interview sheets show the item and the price of what the student wants to buy.
9. Students take turns doing both roles. The sales clerk must write his name on the paper. When the clerk says “Please sign here.” the customer signs the paper and then the clerk gives the paper to the customer as a receipt. After that students have to make new pairs and do the conversation again.

**Variation:** During the divided class choral practice, before each round of practice, write a different percentage and price on the board so that the conversation changes every time.
Shopping – Lesson 5

**Purpose:** To review the “Is this on sale?” conversation on Shopping Conversations ② sheet and to introduce and practice the “I’d like to exchange this.” conversation.

**Preparation:** None. Students should already have their copy of the Shopping Conversation ② sheet from the previous class.

**Procedure:**
1. Review the “Is this on sale?” conversation, chorally. Then have students stand and read the whole conversation to themselves twice. Next the teacher plays the role of the clerk and students play the role of the customer. Then change roles. Encourage students to look up and make eye contact.

2. Ask the students to read the “I’d like to exchange this.” conversation silently and think about the meaning.

3. Next have the students make pairs and discuss the meaning of the conversation. Encourage them to make notes in Japanese and ask questions, if needed.

4. Check the meaning of the conversation and on the lines provided on the conversation sheet, have students write the Japanese for the reasons why they want to make the exchange.

5. Next have students repeat the conversation once.

6. Then have students stand and read the conversation to themselves twice.

7. Have students practice the conversation in rotating pairs, taking turns playing both roles. Tell students to change the reason for the exchange each time they practice. Encourage students not to read the conversation but to try to speak from memory.
Shopping – Lesson 6

Purpose: To have students role play and incorporate all of the shopping conversations.

Preparation: Several articles of clothing, accessories, mock credit cards (See example in English Exchange Materials pg. 125), plastic bags (used for exchange conversation), and Shopping Conversation cards (see Shopping Materials pg. 65) each listing the name of one of the conversations from the Shopping Conversations ① and ② sheets. Set up “mini shop” stations around the room by displaying clothes and accessories in them. Each shop should have 2 mock credit cards and 4 Shopping Conversation cards.

Procedure:
1. Review all of the conversations by having students practice each conversation in pairs.

2. Divide the class into groups of 4. Have the groups go to a “mini shop” and choose roles – customers or clerk. Students work in pairs (2 customers and 2 clerks).

3. Customers must choose a conversation card which will tell them what conversation they should practice. Do role plays several times if possible. Encourage students to ad lib and have free conversation using the four conversations they learned only as a guideline. Encourage students to speak from memory.

4. Then have the customers rotate clockwise and clerks rotate counter clockwise. Then students do the role plays again at a new station with a new group.

5. Next, change the students' roles. Customers become clerks and clerks become customers. Do the role play again.

6. Last have the students rotate again and role play for a final time with a new group.
Restaurant
Lesson Plans
**Restaurant**

**Brief description:** Students will learn western food vocabulary and a basic restaurant conversation, as well as how to give compliments and make complaints at a restaurant. At the end of the unit, students will perform role plays to practice the conversation and new phrases.

**Purpose:** To enable students to confidently order food, give a compliment, and make a complaint at a restaurant when they go abroad.
Restaurant – Lesson 1

Purpose: To introduce the Restaurant Conversation.

Preparation: Restaurant Conversation sheets (See Restaurant Materials pg. 67) – one for each student.

Procedure:
1. Warm up by asking students several questions about restaurants. For example: Do you like eating at restaurants? What’s your favorite restaurant? How often do you go to restaurants? What’s your favorite dish? Write the questions on the board.

2. Next model both the questions and answers. Have students ask and answer the question in pairs.

3. Ask students what western dishes and restaurant phrases they already know. Write responses on the board. Give hints, if needed, to add more responses to the board. Point out correct spelling and pronunciation. Have students read the phrases chorally.

4. Pass out the Restaurant Conversation sheets. Point out that several of the phrases listed on the board are also on the sheet. Have students read the sheet silently and think about the meanings of the conversation.

5. Read the conversation and have students listen.

6. Check the meaning and practice pronunciation. Have students repeat the dialogue line by line once.

7. Then have students stand and read the conversation to themselves twice. Students should read the conversation at their own pace.

8. Next, take turns reading the different roles. First the teacher reads the role of the customer and students read the role of the waiter. Then change roles. Encourage students to look up and make eye contact if they can.
9. Give students 2 minutes to memorize the whole conversation. Without looking at the sheet, have students practice in rotating pairs changing the conversation each time by using the words in columns ①, ②, and ③ at the bottom of the page.

**Variation:** Have students add their favorite dishes to the bottom of the Restaurant Conversation sheet and use them in the conversation.
Restaurant – Lesson 2

Purpose: To review the Restaurant Conversation sheet and to introduce giving compliments and making complaints.

Preparation: Simple Menus (See Restaurant Materials pg. 68) – one for each pair, Compliments and Complaints strips in envelopes (See Restaurant Materials pg. 69) – one set for each pair of students, Compliments and Complaints sheets (See Restaurant Materials pg. 70) – one for each student.

Procedure:

1. Review the Restaurant Conversation. Have students stand and read the whole conversation to themselves twice. Next the teacher plays the role of the customer and students play the role of the waiter. Then change roles. Instruct students to “order” what they really want to eat. Encourage students to look up and make eye contact.

2. Pass out simple menus and have students practice the Restaurant Conversation in pairs. Students should practice several times so that they do both roles – waiter and customer.

3. Next introduce the Compliments and Complaints matching activity. Explain that in the envelope are more restaurant phrases in both Japanese and English. In pairs, have students match the English and Japanese phrases.

4. After students have finished matching the English and Japanese ask them to divide the phrases into 3 groups – neutral, good (positive), and bad (negative). Explain and write on the board: neutral = request, good = compliment, bad = complaint. Walk around and assist pairs as needed. Then check the answers with the whole class.

5. Pass out the Complaint and Compliment sheets. Have students repeat all of the phrases once. Then have them stand and read all of the phrases twice.
Restaurant – Lesson 3

Purpose: To review the Compliments and Complaints sheet and to introduce responses to compliments and complaints.

Preparation: Flyswatters. Students should already have their copies of the Restaurant Conversation sheets and the Compliments and Complaints sheets.

Procedure:
1. Review the Restaurant Conversation sheet. Give students 1 minute to read over the conversation. Then have students turn their sheets over and practice the conversation twice. Students should do both roles (waiter and customer) without looking at their sheets. Encourage students to ad lib.

2. Next review the Compliments and Complaints sheet by having students stand and read all the phrases to themselves twice.

3. Give students 2 minutes to study and try to memorize the phrases. Then, in pairs, have students take turns quizzing each other. One student says the line in Japanese and the other student must say the English. Encourage students to give hints if their partner is having trouble remembering or saying the phrase correctly.

4. Next elicit the correct responses for the request, compliment, and complaint phrases. Have students write the responses on the lines provided on the Compliments and Complaints Sheet.

<table>
<thead>
<tr>
<th>Requests</th>
<th>1. It's ___.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I recommend the ___.</td>
</tr>
<tr>
<td></td>
<td>3. Sure.</td>
</tr>
<tr>
<td></td>
<td>4. Sure.</td>
</tr>
<tr>
<td>Compliments</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>Complaints</td>
<td>I'm sorry. I'll get you another one.</td>
</tr>
</tbody>
</table>
5. Play the Flyswatter Game (See Restaurant Materials pg. 71) using the Compliments and Complaints Sheet and the Restaurant Conversation Sheet to make the questions. There are example questions for the game in the Restaurant Materials Section on pg. 72.
Restaurant – Lesson 4

Purpose: To review the Compliments and Complaints sheet and to do a restaurant role play.

Preparation: Authentic menus in English (Authentic menus can easily be downloaded from the internet.) – three for each group, white boards and markers (one each for each group), paper plates with one compliment, complaint, or request phrase written on the bottom in Japanese – one for each student.

Procedure:
1. Have students stand and read all the phrases twice. Give students 2 minutes to study and try to memorize the phrases. Next play the Screaming Game (See Restaurant Materials pg. 73) to review the Compliments and Complaints Sheet.

2. Explain and demonstrate the Restaurant role play. Have students make groups of 4. One student will play the role of the waiter and the other 3 students will play customers. The waiter gives the customers menus and takes their orders on the white board.

3. After taking the orders the waiter gives each student a paper plate with a compliment, complaint, or request phrase written on the bottom in Japanese. The customers must say what is on the bottom of their plate in English to the waiter and the waiter must respond in English.

4. The role play continues until all students have played the part of the waiter.

Variation: Prepare several menus and each time the waiter changes, change the menus.
Doctor

Lesson Plans
Doctor

Brief description: Students will learn body parts and common illnesses vocabulary, as well as a basic doctor conversation. At the end of the unit, students will perform role plays to practice the conversation and new phrases.

Purpose: To enable students to confidently talk about illnesses and visit a doctor, if needed, when they go abroad.
Doctor – Lesson 1

Purpose: To introduce body parts and common illnesses.

Preparation: Body Parts sheets (See Doctor Materials pg. 75) – one for each student.

Procedure:
1. Point to several body parts and ask students “What’s this?”

2. Pass out the Body Parts sheets and have students match the correct body part with the correct number. After completing the sheet have students compare their answers with their partner. Check answers with the whole class. Be sure to point out the difference between “bottom” and “hip” in English. Practice pronunciation.

3. Point to several body parts and say “My _____ hurts.” Write the phrase on the board. Next gesture to different body parts and instruct students to say, “My _____ hurts.”

4. Elicit the names of illnesses. Gesture and have students identify the following illnesses: a headache, a stomachache, an earache, a backache, a toothache, a cold, a sore throat. Point out to students that certain illnesses can be said two ways. For example, “My head hurts.” and “I have a headache.” have the same meaning. But other phrases can only be said one way. Another example, “My nose hurts.” is OK but “I have a noseache.” is not.

5. Practice pronunciation and check the meaning. Next teach how to say the full sentence. “I have a ~ .”

6. Write the following on the blackboard and have students copy it into their notebooks.
<table>
<thead>
<tr>
<th>My _____ hurts.</th>
<th>I have ______.</th>
</tr>
</thead>
<tbody>
<tr>
<td>neck</td>
<td>a headache</td>
</tr>
<tr>
<td>back</td>
<td>an earache</td>
</tr>
<tr>
<td>My _____ hurt.</td>
<td>a backache</td>
</tr>
<tr>
<td>feet</td>
<td>a stomachache</td>
</tr>
<tr>
<td>eyes</td>
<td>a toothache</td>
</tr>
<tr>
<td></td>
<td>a cold</td>
</tr>
<tr>
<td></td>
<td>a sore throat</td>
</tr>
</tbody>
</table>
Doctor – Lesson 2

Purpose: To review body parts and common illnesses and to introduce the Doctor Conversation.

Preparation: Body Parts sheets (students should already have this sheet from last class), Illness Picture cards (See Doctor Materials pg. 76), Doctor Conversation sheets (See Doctor Materials pg. 77) – one for each student.

Procedure:
1. Review body parts by pointing to all body parts and ask students “What’s this?”

2. Next practice pronunciation using the Body Parts sheet. Have students stand and read the entire sheet. As students read the words encourage them to touch that body part on their own body.

3. Review illnesses. In pairs have students take turns gesturing to different illnesses. Their partner must guess what their illness is.

4. Play “What’s the matter” Game. Explain and demonstrate the game by first writing the following conversation on the board. Demonstrate the conversation with a strong student. Check the meaning.

A. What’s the matter?
B. I have a ______. / My ___ hurt(s).
A. I’m sorry to hear that. Get well soon.
B. Thanks.

5. Next give each student an Illness Picture card. Students must walk around the room gesturing their illness and practicing the conversation in pairs. After students play both roles A and B and have said what’s the matter with them, they should exchange cards and do the conversation with another student. Students should change cards several times and have several different illnesses.

6. Pass out the Doctor Conversation sheets. Have students read the sheet
silently and think about the meaning of the conversation.

7. Read the conversation and have students listen.

8. Check the meaning and practice pronunciation. Have students repeat the dialogue line by line once.

9. Then have students stand and read the conversation to themselves twice. Students should read at their own pace.

10. Next take turns reading the different roles. First the teacher reads the role of the doctor and students read the role of the patient. Then change roles. Encourage students to look up and make eye contact if they can.

11. Have students practice the conversation in pairs.
Doctor – Lesson 3

Purpose: To review the Doctor Conversation.

Preparation: Illness cards written in Japanese (See Doctor Materials pg. 78) – one for each student.

Procedure:
1. Ask students what they remember from last class. Elicit the lines from the Doctor Conversation. See if, collectively, students can re-write the conversation without looking at their sheets. Write what students can recall on the board.

2. Have students stand and read the Doctor Conversation sheet to themselves twice. Walk around and monitor students’ pronunciation and correct any incorrect pronunciation.

3. Take turns reading the different roles. First read the role of the doctor and students read the role of the patient. Then change roles. Encourage students to look up and make eye contact if they can.

4. Give students 2 minutes to try to memorize the conversation.

5. Divide the class into 2 groups and have a group conversation. Half of the class plays the role of the doctor and the other half plays the role of the patient. Encourage students to speak up.

6. Next, students practice in pairs. Give each student an illness card written in Japanese. Students must read the Japanese but say the illness in English. Have each pair of students practice the Doctor Conversation twice (playing the role of both doctor and patient) using the card as their illness. Then they pass their card to the next person. Each time they practice, students should have a new illness.
Sightseeing Lesson Plans
Sightseeing

**Brief description:** Students will learn questions that are frequently asked when sightseeing or planning a sightseeing tour.

**Purpose:** To enable students to confidently ask questions about sightseeing and to understand the answers.
Sightseeing – Lesson 1

Purpose: To introduce the sightseeing questions and answers needed for the Sightseeing Conversation.

Preparation: Sightseeing Question and Answer strips (See Sightseeing Materials pg. 80) – one set for each pair, Sightseeing Question & Answer sheets (See Sightseeing Materials pg. 81–82) – one for each student.

Procedure:
1. Warm up by talking about famous sightseeing spots. Ask several students about their favorite sightseeing spots and where they want to visit in the future. Elicit some sightseeing questions from students. “Where do you go to find out about tours?” “What questions do you ask when you want to take a tour?”

2. Next introduce the Sightseeing Question and Answer matching activity. Explain that in the envelope are several questions and answers about Sightseeing. In pairs, have students match the questions with the correct answers.

3. After students have completed the matching activity, check the answers. Next, pass out the Sightseeing Question and Answer sheets (without questions) and have students write the questions on the sheets.

4. Have students repeat all of the phrases once.

5. Then have students stand and read all the phrases to themselves twice.

6. In pairs have the students take turns asking and answering the questions.

7. Give students 2 minutes to try to memorize the whole sheet.

8. Then play the Quick Response Game (See Sightseeing Materials pg. 83) with the questions only. One student says the answer and the other student must say the question. Students take turns quizzing each other.
Give students one minute for each round. Play the game twice.
Sightseeing – Lesson 2

**Purpose:** To review the Sightseeing Questions and Answers and to introduce the Sightseeing Conversation.

**Preparation:** Sightseeing Question & Answer sheets (handed out in last class) New York Sightseeing posters (See examples in the Sightseeing Materials pg. 85–87), and Sightseeing Conversation sheet (See Sightseeing Materials pg. 88) – one for each student.

**Procedure:**

1. Review the Sightseeing Question and Answer sheet. Have students stand and read the whole sheet to themselves twice. Next have students turn their sheets over. Read the answers at random and have students say the correct answer for that question. Quiz the students quickly.

2. Have students ask and answer the questions in pairs trying not to look at their sheets.

3. Give students 2 minutes to try to memorize the whole sheet. Then play the Quick Answer Game (See Sightseeing Materials pg. 83) with the questions only. Play the game once.

4. Put the New York Sightseeing posters on the board. Elicit the target language by asking questions. “What do you say if you want to do this?” Students should say “I want to see a Broadway show/ tour the Empire State Building/ tour the Statue of Liberty.”

5. Ask students what countries they’d like to visit and what they want to do there. Write the questions on the board.

   “What country would you like to visit?”
   “What do you want to (do / see) there?”

6. Have students write the questions and their own answers in their notebooks. Then have students ask and answer the questions in pairs. After the pair work, ask several students where their partner wants to go and what they’d like to do or see.

7. Next pass out the Sightseeing Conversation sheets. Have students read
the conversation silently and think about the meaning. The conversation is quite simple so students shouldn't have a problem understanding it. Ask if anyone has any questions about the content of the conversation. Read the conversation and have students listen.

8. Have students repeat the conversation and practice in pairs. As students practice in pairs the customer should choose two questions from the Sightseeing Question & Answer sheet to ask the travel agent. The travel agent can answer the question using the same answer as on the Sightseeing Question & Answer sheet or they can make up their own answer. Students should take turns doing both roles.
Sightseeing – Lesson 3

Purpose: To review the Sightseeing Conversation sheet and practice the conversation using travel information.

Preparation: New York Sightseeing posters (See examples in the Sightseeing Materials pg. 85–87), Sightseeing Information cards (See Sightseeing Materials pg. 89) – one for each student, and flyswatters.

Procedure:
1. Review the Sightseeing Question and Answer sheet and Sightseeing Conversation sheet by playing the Flyswatter Game (See Sightseeing Materials pg. 90). Give students two minutes to study before playing the game.

2. Next have students practice the Sightseeing Conversation in pairs taking turns being both the customer and travel agent. 

3. Put the New York Sightseeing posters on the board. Explain how to do the conversation activity using the Sightseeing Information cards. In pairs, students decide who will play the role of customer first. The customer chooses what he wants to do from the three New York Sightseeing posters on the board. Give the customer the information card for the sightseeing activity that he chooses. The customer looks at the incomplete answers on the card and decides what question he has to ask to get the desired answer.

4. Next the pairs do the Sightseeing Conversation. The customer should ask the appropriate questions and fill in the card. The travel agent is free to answer the questions however he likes.

5. Have students change roles, hand out Sightseeing Information cards to the student playing customer, and do the activity again.

Variation: If students are more advanced, have them write their own Sightseeing Information cards.
Immigration
Lesson Plans
Immigration

**Brief description:** Students will learn a basic immigration conversation used when entering a foreign country.

**Purpose:** To enable students to confidently answer questions at immigration.
Immigration – Lesson 1

Purpose: To introduce and practice the Immigration Conversation.

Preparation: Immigration Conversation sheets (See Immigration Materials pg. 93) – one for each student and Passport Information forms (See Immigration Materials pg. 94) – one for each student.

Procedure:
1. Introduce the six English speaking countries that students will “visit” during English Exchange: Australia, Canada, England, Ireland, New Zealand, and the United States. Ask students if they’ve ever been to these countries or if they know anyone from these countries. Ask what country the students want to visit.

2. Ask students if they know what immigration is. Explain that immigration is what everyone has to go through when they enter another country. Pass out the Immigration Conversation Sheet and have students read it silently.

3. Next, in pairs, have the students discuss the meaning and make notes in Japanese.

4. Check the meaning. Then read the conversation once and have students listen.

5. Practice pronunciation. Have students repeat the dialogue line by line once.

6. Then have students stand and read the conversation to themselves twice. Students should read the conversation at their own pace.

7. Take turns reading the different roles. First the teacher reads the role of the immigration officer and students read the role of the visitor. Then change roles. Encourage students to look up and make eye contact if they can.

8. Have students practice in pairs several times and try to memorize the
conversations. Encourage students to look up and to not read the conversation.

9. The next lesson uses the computer as well as focusing on oral communication. On computers, students will make their own “English Exchange Passport.” Since students have probably never used computers to write English, it takes a considerable amount of time. Have students fill out the Passport Information form in this lesson so that there is plenty of time for students to make their passports.

10. Pass out the Passport Information forms and instruct students to fill it out in English. Point out the “Hints” section at the bottom of the form and encourage students to try to figure out how to fill it out by themselves. Walk around and help students that need it.

11. Collect the Passport Information forms and correct any mistakes.
Immigration – Lesson 2

**Purpose:** To review the Immigration Conversation sheet and to make passports.

**Preparation:** You will need access to computers – one for each student and printers. Consult with the Computer teacher and make sure that the passport template (See examples of the passport in the Immigration Materials Section pg. 95–97) is in the computer file and accessible through the students’ accounts. Colored cardstock with the outside of the passport already copied on it. Corrected Passport Information forms, students’ school pictures, and glue.

**Procedure:**
1. Review the Immigration Conversation. Have the students stand and read the whole conversation to themselves twice. Next take turns reading the different roles. First read the role of the Immigration Officer and have students read the role of the visitor. Then change roles. Encourage students to look up and make eye contact if they can.

2. Give students 2 minutes to try to memorize the conversation.

3. Have students practice the conversation in pairs. Encourage students to not look at their sheets.

4. Have students turn on the computers and instruct them where to find the Passport Template in the computer.

5. Pass out the Corrected Passport Information Forms and have students input the information in the template. Walk around along with the computer teacher and help the students who need help.

6. When students have finished inputting their personal information, have them print out their passports.

7. Hand out the students’ pictures and have them glue their picture onto the passport. Last have students sign their passports.
8. Collect the passports and hand them back to students on the morning of English Exchange.
Materials for Lesson Plans

1. Shopping Materials
2. Restaurant Materials
3. Doctor Materials
4. Sightseeing Materials
5. Immigration Materials
Shopping Materials

1. Price flash cards (example)
2. Flyswatter Game – Explanation and sample questions
3. Shopping Conversations 1
4. Shopping Conversations 2
5. Shopping Interview sheets
6. Criss – Cross game
7. Shopping Conversation cards
1. Price Flash Cards (example)

<table>
<thead>
<tr>
<th>Price</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$13.30</td>
</tr>
<tr>
<td></td>
<td>$40.14</td>
</tr>
<tr>
<td></td>
<td>$15.50</td>
</tr>
<tr>
<td></td>
<td>$60.16</td>
</tr>
<tr>
<td></td>
<td>$17.70</td>
</tr>
<tr>
<td></td>
<td>$80.18</td>
</tr>
<tr>
<td></td>
<td>$19.90</td>
</tr>
</tbody>
</table>
2. **Flyswatter Game Explanation (Shopping)**

**Brief description:** This game is an easy and fun way to review recently learned vocabulary or conversations.

**Materials needed:** Six flyswatters

**How to play:**

- Have students sit in rows of an even number.
- Give the first student in each row a flyswatter and have them stand up.
- The teacher asks questions. If the student knows the answer, he should hit his desk with the flyswatter.
- If he gives the correct answer, then he can sit down and pass the flyswatter to the person behind him.
- Then the next person stands up and plays the game.
- If a student can't answer after two rounds (two questions), then the flyswatter is automatically passed to the person behind him. All of the flyswatters will naturally move down the rows toward the back of the room.
- The winning row is the row whose flyswatter reaches the last student in the row first, and that student correctly answers the question.

**Variation:** Start the game with the last person in the row.
Sample Questions for Shopping Flyswatter Game

1. What's your favorite piece of clothing?

2. What do business men usually wear?

3. What do high school students have to wear in Japan?

4. Is the word “jeans” singular or plural?

5. Name 3 accessories.

6. What do you wear under your shoes?

7. What do you wear over your socks?

8. What can you wear to help you see well?

9. What do you wear in winter to stay warm?

10. What do you wear when you go swimming?

11. What are typical summer/winter clothes?

12. What kind of shoes do you wear in summer/winter?

13. What clothes are usually worn only by women?

14. What are you wearing now?

15. How do you say “zubon” in English?
3. Shopping Conversations 1

Shopping is fun!

“Just looking”

Sales clerk: May I help you?
Customer: No thanks. I'm just looking.
Sales clerk: Let me know if you need anything.
(Customer looks around.)

“May I try this on?”

Customer: Excuse me. May I try (this/these) on?
Sales clerk: Sure, the dressing room is over there.
(Customer tries on the clothes.)
Sales clerk: How (was it/were they)?
Customer: Ah, (it/they) didn’t fit. Do you have (this/these) in a
(small / medium / large) ?
(It was/they were) OK, but do you have (it/these) in
another color?
Sales clerk: Let me check. (Sales clerk looks for a different one.)
Here you are. How about (this one/these)?
Customer: Oh yeah, (this one is /these are) much better.
I'll take (it/them).
Customer: No, I don't really like (it/them). Thank you.
Is this on sale?

Customer: (Is this/Are these) on sale?
Sales clerk: Yes, (it's/they're) 25% off today.
Customer: Great! I'll take (it/them).
Sales clerk: How would you like to pay? Cash or charge?
Customer: Charge please.
Sales clerk: OK, that'll be $36.95. Please sign here.
Customer: OK. Here you are.
Sales Clerk: Here's your receipt. Thank you. Have a nice day.

I'd like to exchange this.

Customer: I'd like to exchange this.
Sales clerk: OK. What's the problem?
Customer: My mother bought it, and . . .

I don't really like it. ____________
It's too (small / big). ____________
It doesn't fit. ____________
It's not my style. ____________
I already have one. ____________
Sales clerk: I see. Do you have the receipt?
Customer: Yes, here it is.
Sales clerk: OK. Just look around and find something else.

(Customer looks around and finds something.)

Customer: Excuse me. I'd like to get this.
Sales clerk: OK. Will that be all for today?
Customer: Yes, that's all.
Sales clerk: OK, I can take you on this register.
5. Shopping Interview sheets

<table>
<thead>
<tr>
<th></th>
<th>Sales Clerk</th>
<th>Customer</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-shirt</td>
<td>$25.60</td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td>$75.00</td>
<td></td>
</tr>
<tr>
<td>Jeans</td>
<td>$55.95</td>
<td></td>
</tr>
<tr>
<td>Sweater</td>
<td>$19.99</td>
<td></td>
</tr>
<tr>
<td>Skirt</td>
<td>$35.95</td>
<td></td>
</tr>
<tr>
<td>Jacket</td>
<td>$82.00</td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td>$210.00</td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td>$75.25</td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td>$99.99</td>
<td></td>
</tr>
<tr>
<td>Sweater</td>
<td>$45.15</td>
<td></td>
</tr>
<tr>
<td>Shorts</td>
<td>$10.50</td>
<td></td>
</tr>
<tr>
<td>Coat</td>
<td>$150.00</td>
<td></td>
</tr>
<tr>
<td>Suit</td>
<td>$355.00</td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td>$34.95</td>
<td></td>
</tr>
<tr>
<td>Skirt</td>
<td>$59.55</td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>$3.99</td>
<td></td>
</tr>
</tbody>
</table>
6. **Criss – Cross Game Explanation**

**Brief description:** This game is an easy and fun way to review recently learned vocabulary or conversations.

**No materials needed!**

**How to play:**

- Have all the students stand up.
- Ask a question.
- The students who can answer the question raise their hands. Choose the student who raises his hand first.
- If that student gets the answer correct then he can choose from three options as to which students can sit down.
  1. **Horizontal** – the students in the desks to the left and right of him.
  2. **Vertical** – the students in the desks in front of and behind him.
  3. **Diagonal** – the students in the desks that are to the left and right of him diagonally.
- There’s one rule. If one student chooses vertical, then the next student to answer can’t choose vertical. He must choose horizontal or diagonal. This keeps the game going longer and makes it more exciting.
- Continue asking questions until there is only one student left standing.

**Suggestion:** Just so there are no hard feelings, I usually declare the last student standing the winner and give him a small sticker as a prize.
### 7. Shopping Conversation Cards

<table>
<thead>
<tr>
<th>Just looking</th>
<th>Just looking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just looking</td>
<td>Just looking</td>
</tr>
<tr>
<td>Try on</td>
<td>Try on</td>
</tr>
<tr>
<td>Try on</td>
<td>Try on</td>
</tr>
<tr>
<td>Sale</td>
<td>Sale</td>
</tr>
<tr>
<td>Sale</td>
<td>Sale</td>
</tr>
<tr>
<td>Exchange</td>
<td>Exchange</td>
</tr>
<tr>
<td>Exchange</td>
<td>Exchange</td>
</tr>
</tbody>
</table>
Restaurant Materials

1. Restaurant Conversation sheet
2. Simple menu (example)
3. Compliments and Complaints strips
4. Compliments and Complaints sheet
5. Flyswatter Game – Explanation and sample questions
6. Screaming game – Explanation
1. Restaurant Conversation sheet

At a restaurant

Waiter: Hello, may I take your order?
Customer: Yes, I'd like (①a hamburger and French fries), please.
Waiter: Anything to drink?
Customer: (②Coke), please.
Waiter: Would you like anything else?
Customer: No thanks, that's all for now.
   (Customer eats meal.)
Waiter: Would you like any dessert?
Customer: ③ No thanks, just the check.
   Yes, please. I'd like (③chocolate cake.)
Waiter: OK. I'll be right back with your (check / dessert.)
          (Waiter brings the check or the dessert.)
          Here you are.
Customer: Thanks.
Waiter: Thank you. Have a nice day.

① a ham sandwich fried chicken
    fried chicken a steak
    a steak a salad
    a salad macaroni and cheese
    macaroni and cheese ② coffee ice tea / hot tea
    coffee ice tea / hot tea mineral water
    mineral water orange juice
    orange juice apple juice
    apple juice ③ strawberry cake pudding
    strawberry cake pudding a brownie
    a brownie ice cream
    ice cream fruit salad
    fruit salad
## Simple Menu (example)

### Menu

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starters</strong></td>
<td>Chicken Soup</td>
<td>$2.50</td>
</tr>
<tr>
<td><strong>Sandwiches - Main Course</strong></td>
<td>Ham and cheese sandwich</td>
<td>$3.50</td>
</tr>
<tr>
<td></td>
<td>Tuna sandwich</td>
<td>$3.00</td>
</tr>
<tr>
<td></td>
<td>Vegetarian sandwich</td>
<td>$4.00</td>
</tr>
<tr>
<td></td>
<td>Grilled Cheese sandwich</td>
<td>$2.50</td>
</tr>
<tr>
<td></td>
<td>Slice of Pizza</td>
<td>$2.50</td>
</tr>
<tr>
<td></td>
<td>Cheeseburger</td>
<td>$4.50</td>
</tr>
<tr>
<td></td>
<td>Hamburger deluxe</td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td>Spaghetti</td>
<td>$5.50</td>
</tr>
<tr>
<td><strong>Sides</strong></td>
<td>French fries</td>
<td>$2.50</td>
</tr>
<tr>
<td></td>
<td>Garden salad</td>
<td>$3.25</td>
</tr>
<tr>
<td><strong>Drinks</strong></td>
<td>Coffee (hot or iced)</td>
<td>$1.25</td>
</tr>
<tr>
<td></td>
<td>Tea (hot or iced)</td>
<td>$1.25</td>
</tr>
<tr>
<td></td>
<td>Soft Drinks – Coke, Sprite, Root Beer</td>
<td>$1.75</td>
</tr>
</tbody>
</table>
### 3. Compliments and Complaints strips (for matching)

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's _____?</td>
<td>_____ は何ですか？</td>
</tr>
<tr>
<td>What do you recommend?</td>
<td>オススメは何ですか？</td>
</tr>
<tr>
<td>May I have some water?</td>
<td>お水をいただけますか？</td>
</tr>
<tr>
<td>May I have a refill?</td>
<td>おかわりをいただけますか？</td>
</tr>
<tr>
<td>This isn't what I ordered.</td>
<td>これは私が注文したものではありません</td>
</tr>
<tr>
<td>My food is cold.</td>
<td>私の料理が冷たいです。</td>
</tr>
<tr>
<td>My food is too salty.</td>
<td>しょうっぱすぎます。</td>
</tr>
<tr>
<td>This is overcooked.</td>
<td>こげています。</td>
</tr>
<tr>
<td>This is undercooked.</td>
<td>生です。</td>
</tr>
<tr>
<td>There's a bug in my food.</td>
<td>料理の中に虫がいるんです。</td>
</tr>
<tr>
<td>This is terrible!</td>
<td>ひどすぎる！</td>
</tr>
<tr>
<td>Everything was delicious.</td>
<td>全部おいしかったですよ。</td>
</tr>
<tr>
<td>That was the best I've ever had.</td>
<td>今までに食べた中で一番おいしかった。</td>
</tr>
<tr>
<td>Thanks. It was great!</td>
<td>ありがとう。  すごくおいしかったです。</td>
</tr>
<tr>
<td>I'll recommend this restaurant to all my friends.</td>
<td>このレストランを友達に勧めます。</td>
</tr>
<tr>
<td>I'll definitely come back again.</td>
<td>絶対また来ますね。</td>
</tr>
</tbody>
</table>
# 4. Compliments and Complaints sheet

<table>
<thead>
<tr>
<th>Requests</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What’s _____?</td>
<td>____________________ ～は何ですか？</td>
</tr>
<tr>
<td>2. What do you recommend?</td>
<td>____________________ オススメは何ですか？</td>
</tr>
<tr>
<td>3. May I have some water?</td>
<td>____________________ お水をいただけますか？</td>
</tr>
<tr>
<td>4. May I have a refill?</td>
<td>____________________ おかわりをいただけますか？</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Everything was delicious.</td>
</tr>
<tr>
<td>6. That was the best _____ I’ve ever had.</td>
</tr>
<tr>
<td>7. Thanks.  It was great!</td>
</tr>
<tr>
<td>8. I’ll recommend this place to all my friends.</td>
</tr>
<tr>
<td>9. I’ll definitely come back again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. This isn’t what I ordered.</td>
</tr>
<tr>
<td>11. My food is cold.</td>
</tr>
<tr>
<td>12. My food is too salty.</td>
</tr>
<tr>
<td>13. This is overcooked.</td>
</tr>
<tr>
<td>14. This is undercooked.</td>
</tr>
<tr>
<td>15. There is a bug in my food.</td>
</tr>
<tr>
<td>16. This is terrible!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
</table>
5. Flyswatter Game Explanation (Restaurant)

**Brief description:** This game is an easy and fun way to review recently learned vocabulary or conversations.

**Materials needed:** Six flyswatters

**How to play:**

- Have students sit in rows of an even number.
- Give the first student in each row a flyswatter and have them stand up.
- The teacher asks questions. If the student knows the answer then he should hit his desk with the flyswatter.
- If he gives the correct answer then he can sit down and pass the flyswatter to the person behind him.
- Then the next person stands up and plays the game.
- If a student can't answer after two rounds (two questions), then the flyswatter is automatically passed to the person behind him. All of the flyswatters will naturally move down the rows toward the back of the room.
- The winning row is the row whose flyswatter reaches the last student in that row first, and that student correctly answers the last question.

**Variation:** Start the game with the last person in the row.
Sample Questions for Restaurant Flyswatter game

1. What's your favorite food?

2. What's your favorite drink?

3. What's your favorite restaurant?

4. May I take your order?

5. Anything to drink?

6. Would you like any dessert?

7. What do you recommend?

8. May I have a refill?

9. You're the waiter, what do you say if a customer says, “My food is cold.”?

10. You're the waiter, what do you say if a customer says, “Everything was delicious.”?

11. What do you say if your food seems raw?

12. Please say one compliment.

13. Please say one complaint.
6. Screaming Game Explanation

**Brief description:** This game is a quick and fun way to review recently learned vocabulary or conversations. The students scream answers to the teacher’s questions.

**Materials needed:** None

**How to play:**

- Have all students stand up.
- The teacher asks questions and students should scream out the answer.
- The student or students who scream the correct answer the loudest are allowed to sit down. The teacher is the judge of who is the loudest.
- Other students remain standing and the game continues until everyone has sat down.

Beware! This game can get a little rowdy.
Doctor Materials

1. Body Parts sheet
2. Illness Picture cards (examples)
3. Doctor Conversation sheet
4. Illnesses cards – Japanese
1. Body Parts sheet

Parts of the Body

Please label the body parts using the word box below.

1. ____________ 18. ____________
2. ____________ 19. ____________
3. ____________ 20. ____________
4. ____________ 21. ____________
5. ____________ 22. ____________
6. ____________ 23. ____________
7. ____________ 24. ____________
8. ____________ 25. ____________
9. ____________ 26. ____________
10. ___________ 27. ____________
11. ___________ 28. ____________
12. ___________ 29. ____________
13. ___________ 30. ____________
14. ____________ 31. ____________
15. ____________ 32. ____________
16. ____________ 33. ____________
17. ____________ 34. ____________

ankle  arm  armpit  back  bottom  cheek  chest  chin  ear  elbow  eye  eyebrow  eyelashes  face  finger  fingernail  foot  forehead  hand  heel  hip  knee  leg  lip  mouth  neck  nose  shoulder  stomach  thigh  thumb  toe  tooth  wrist
2. Illness Picture cards

At the Doctor’s Office

Doctor: Hello. What can I do for you?

Patient: I have a headache.
My leg hurts.

Doctor: When did it start hurting?

Patient: It started (yesterday/ last night/ this morning.)

Doctor: How do you feel now?

Patient: Bad. / Terrible. / Awful. / OK.

Doctor: Well, I’ll give you some medicine to help you feel better.

Take it (once a day / twice a day / three times a day) with food.

Patient: Thank you, doctor.

Doctor: I hope you get well soon.
4. Illness cards written in Japanese

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>しのぎがいたい。</td>
<td>頭痛がします。</td>
</tr>
<tr>
<td>かぜをひきました。</td>
<td>かぜをひきました。</td>
</tr>
<tr>
<td>おなかがいたい。</td>
<td>目がいたい。</td>
</tr>
<tr>
<td>腋がいたい。</td>
<td>腕がいたい。</td>
</tr>
<tr>
<td>足がいたい。</td>
<td>腕がいたい。</td>
</tr>
</tbody>
</table>
Sightseeing Materials

1. Question and Answer strips
2. Question and Answer sheet (without questions)
3. Question and Answer sheet (with questions)
4. Quick Response Game Explanation
5. New York Sightseeing Posters (examples)
6. Sightseeing Conversation sheet
7. Sightseeing Information cards
8. Flyswatter Game – Explanation and sample questions
### 1. Sightseeing Question and Answer strips

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is it open?</td>
<td>Every day from 9 a.m. to 5 p.m.</td>
</tr>
<tr>
<td>Which days is it open?</td>
<td>Every day except Sunday.</td>
</tr>
<tr>
<td>What time does the tour start?</td>
<td>It starts at 9:30.</td>
</tr>
<tr>
<td>What time does it finish?</td>
<td>At 5:00 p.m.</td>
</tr>
<tr>
<td>Where does it start?</td>
<td>In front of the library.</td>
</tr>
<tr>
<td>How much does it cost?</td>
<td>It's $9.50 per person.</td>
</tr>
<tr>
<td>Do I need to wear anything special?</td>
<td>Wear comfortable shoes.</td>
</tr>
<tr>
<td>Do I need to bring anything with me?</td>
<td>Bring sunscreen. / Bring your camera.</td>
</tr>
</tbody>
</table>
2. Sightseeing Question and Answer sheets (without questions)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day from 9 a.m. to 5 p.m.</td>
<td>Every day except Sunday.</td>
</tr>
<tr>
<td>It starts at 9:30.</td>
<td>At 5:00 p.m.</td>
</tr>
<tr>
<td>In front of the library.</td>
<td>It's $9.50 per person.</td>
</tr>
<tr>
<td>Wear comfortable shoes.</td>
<td>Bring sunscreen / Bring your camera.</td>
</tr>
</tbody>
</table>

Total
### Let's go Sightseeing

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is it open?</td>
<td>Every day from 9 a.m. to 5 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which days is it open?</td>
<td>Every day except Sunday.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What time does the tour start?</td>
<td>It starts at 9:30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What time does it finish?</td>
<td>At 5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where does it start?</td>
<td>In front of the library.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much does it cost?</td>
<td>It's $9.50 per person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I need to wear anything special?</td>
<td>Wear comfortable shoes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I need to bring anything with me?</td>
<td>Bring sunscreen / Bring your camera.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**
4. Quick Response Game Explanation

Brief description: Students quiz each other in pairs to review recently learned phrases. This lively game is a fun way to have half of the class all speaking English at the same time.

Materials needed: Sightseeing Question and Answer Sheets and timer.

How to play:

• In pairs, have students exchange their Sightseeing Question and Answer Sheets.

• Set the timer for 1 minute. Say one, two, three, start.

• Student A quickly reads the answers and Student B says the appropriate question for that answer. If Student B says the correct question, Student A marks the sheet in the corresponding box and moves on to the next answer.

• If Student B doesn’t know the answer, he should say "pass."

• When the minute is up, say “stop.”

• Next students change roles and do the game again.

• After the first round, give students 1 minute to study the questions and answers again.

• Then play the game for the second time.
Variations:

• Shorten or lengthen the time allotted for the game depending on the students and the material being reviewed.

• This game can also be played as a translation game. One student reads the Japanese and the other student must say the English.
5. New York Sightseeing Posters (examples)
Statue of Liberty

TOUR
"The Statue of Liberty"
by ferry

Liberty FERRY

It's fun!
NEW York

See the Empire State Building

It's beautiful. It's amazing!
6. Sightseeing Conversation sheet

Tourist Information Center

Travel Agent: Hello. How are you doing?

Customer: (Good. / Great. / Alright. / Pretty good. / Not bad. / O.K.)

How are you?

Travel Agent: I’m great. What can I do for you today?

Customer: I want to ____________________________.

Travel Agent: OK. Here’s the information and brochure. Do you have any questions?

Customer: Question 1?

Travel Agent: Answer 1.

Customer: Question 2?

Travel Agent: Answer 2.

Customer: OK. Thank you very much.

Travel Agent: You’re welcome. I hope you have a great time.
7. Sightseeing Information cards

<table>
<thead>
<tr>
<th>Broadway Show</th>
<th>Broadway Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>It starts at ______________.</td>
<td>It starts at ______________.</td>
</tr>
<tr>
<td>It costs _______________.</td>
<td>It costs _______________.</td>
</tr>
<tr>
<td>It will finish at __________.</td>
<td>It will finish at __________.</td>
</tr>
<tr>
<td>You should wear _________.</td>
<td>You should wear _________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statue of Liberty</th>
<th>Statue of Liberty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour starts at __________.</td>
<td>Tour starts at __________.</td>
</tr>
<tr>
<td>It starts in front __________.</td>
<td>It starts in front __________.</td>
</tr>
<tr>
<td>Please bring __________.</td>
<td>Please bring __________.</td>
</tr>
<tr>
<td>It costs ______________.</td>
<td>It costs ______________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empire State Building</th>
<th>Empire State Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s open ________________.</td>
<td>It’s open ________________.</td>
</tr>
<tr>
<td>Tour starts at ____________.</td>
<td>Tour starts at ____________.</td>
</tr>
<tr>
<td>It costs _________________.</td>
<td>It costs _________________.</td>
</tr>
<tr>
<td>Bring your ______________.</td>
<td>Bring your ______________.</td>
</tr>
</tbody>
</table>
8. **Flyswatter Game Explanation (Sightseeing)**

**Brief description:** This game is an easy and fun way to review recently learned vocabulary or conversations.

**Materials needed:** Six flyswatters

**How to play:**

- Have students sit in rows of an even number.

- Give the first student in each row a flyswatter and have them stand up.

- The teacher asks questions. If the student knows the answer, he should hit his desk with the flyswatter.

- If he gives the correct answer, then he can sit down and pass the flyswatter to the person behind him.

- Then the next person stands up and plays the game.

- If a student can’t answer after two rounds (two questions), then the flyswatter is automatically passed to the person behind him. All of the flyswatters will naturally move down the rows toward the back of the room.

- The winning row is the row whose flyswatter reaches the last student in the row first, and that student correctly answers the question.

**Variation:** Start the game with the last person in the row.
Sample Questions for Sightseeing Flyswatter game

1. What country do you want to visit?

2. What do you want to do on vacation?

3. What time does the tour start?

4. Where does the tour start?

5. How much does it cost?

6. Do I need to bring anything special?

7. When is it open?

8. What time does it finish?

9. Which days is it open?

10. Do I need to bring anything with me?
Immigration Materials

1. Immigration Conversation sheet
2. Passport Information form
3. Passport Template – outside
4. Passport Template – inside (blank)
5. Passport Template – inside (example)
### 1. Immigration Conversation sheet

#### At Immigration

*IO = Immigration Officer  V = Visitor*

IO: May I see your passport, please?

V: Here you are.

IO: Thank you. What do you do in Japan?

V: I'm a *(student / doctor / teacher).*

IO: How long will you stay in *(the US / Australia / the UK / New Zealand / Canada / Ireland)*?

V: About *(a week / two weeks / a year).*

IO: What's the purpose of your visit?

V: *Sightseeing / studying / business.*

IO: Where are you going to stay?

V: *(The Hilton Hotel / With a home stay family / ______________ .)*

IO: OK. That's fine. Enjoy your stay.

V: Thank you.

#### New Words

<table>
<thead>
<tr>
<th>immigration</th>
<th>visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>purpose</td>
<td>sightseeing</td>
</tr>
<tr>
<td>stay</td>
<td></td>
</tr>
</tbody>
</table>
2. Passport Information form

Passport Information form
Please fill in your personal information in English.

1. Full name (first and last): ______________________________________

2. Date of Birth (birthday): _______________________________________

3. Sex – Male or Female: _________________________________________

4. Place of birth (Where were you born?): _________________________

5. Student Number: _____________________________________________

6. Junior High School: ___________________________________________

7. Favorite food: ________________________________________________

8. Club activity: ________________________________________________

9. Hobby: ______________________________________________________

10. Favorite character: __________________________________________

Hints

2. Date of Birth: Ex. August 30, 1990
   Months: January, February, March, April, May, June, July, August,
   September, October, November, December.

3. Sex: male = boy / female = girl

6. Junior High School: Ex. Yamagata 5th Junior High

8. Club Activities: Brass band, Home Economics, Calligraphy, Tea Ceremony,
   Drama, Harmonica Band, English, Flower Arrangement, Creative Writing,
   Newspaper, Broadcasting, Bookkeeping, Volunteer, Computer, Typing, Wrestling,
   Baseball, Soft Baseball, Basketball, Softball, Soccer, Soft Tennis, Kendo,
   Gymnastics, Swimming, Badminton, Volleyball, Track and Field, Table Tennis
3. Passport Template – outside
4. Passport Template – inside (blank)
5. Passport Template – inside (example)
English Exchange –
The Event

Welcome to
English Exchange!
As stated in the introduction, English Exchange is the event that is the culmination of the travel abroad unit that is detailed in Chapters I and II. It is at this event where the students get to try on their new social identities and try out the English they have learned with native English speakers from around the world. After months of practicing several conversations with classmates, it is now time for authentic English communication. It is my hope that the months of preparation and scaffolding have built up the students' confidence and motivation so that in this safe all English environment they will be able to take chances and have fun with English.

In Yamagata Prefecture there are about 80 native English teachers in the Japan Exchange and Teaching (JET) Program. There are also many other native English speakers in Yamagata who teach at conversation schools, do private lessons, or have other jobs. For the past three years, I have been able to recruit about 25 to 30 native English speaker volunteers to attend and help with English Exchange. The native English speakers act as the sales clerks, waiters/waitresses, doctors, travel agents, and immigration officers. They are stationed at individual booths and carry out conversations and other activities with the students. For the past two years, more volunteers than the number of booths were able to be recruited. The extra volunteers were placed in the restaurant booths because they
are the busiest booths. This has proven to be a good decision.

English Exchange takes place during the last two class periods of the day, and it is held in the gym. Class periods at Yamagata Commercial High School and in most high schools in Japan are 50 minutes each with a ten minute break between each class. All of the 280 first year high school students (tenth graders) are divided into small groups of 10 to 12 students each. Each group has a leader who is responsible for making sure the group stays together and leading the group to the next booth when it is time to rotate.

The students are instructed to come to the gym directly after forth period and line up in their groups. They can only bring their passports and a pencil. After all of the groups have lined up, there is a brief opening ceremony to welcome students to English Exchange and to remind them of the four Oral Communication rules. The four Oral Communication rules are: 1) Mistakes are OK. 2) Try to speak. 3) Answer questions. 4) Be prepared. Then the native English speakers introduce themselves to the students. Each native English speaker says their name and their country. After the self-introductions, 24 native English speakers man the six immigration tables (four native English speakers at each table) playing the role of immigration officers. The remaining native English speakers act as traffic control in front of and behind the immigration tables.
Their job is to keep the students moving smoothly through immigration and on to their first booth.

After all students have gone through immigration, the native English speakers go to their booths where a group of students is waiting and the first activity begins. The students have 18 minutes in each booth. There are two objectives at each booth. They are 1) to successfully have a conversation with the native English speaker and 2) to do an activity in another skill area. The other activities involve reading skills, writing skills, or both. Two minutes before it is time to rotate to the next booth, an announcement is made to let the native English speakers know that it is time to start wrapping up the activity. After the allotted 18 minutes in the first booth, a bell is rung and the groups rotate to the next booth. In all, students visit each type of booth – shopping, restaurant, doctor, and sightseeing.

**Shopping**

Each shopping booth is set up with two tables filled with different types of clothes. Some clothes are hung inside the booth, provided there is space. As the students enter the shop, they choose a laminated “Yamasho” credit card (See English Exchange Materials pg. 125). On the back of the credit card is written
one of three phrases – *Try on*, *Sale*, or *Exchange*. The phrase indicates which conversation the students should have with the sales clerk. Students look around and take turns having conversations with the native English speaker. After students have the conversation, the sales clerk gives them a T-shirt Activity Sheet (See English Exchange Materials pg. 124). On the sheets, there are several personal preference questions about shopping and fashion. The students write their answers on the T-shirt activity sheets and then tape the sheets on the panels that divide the booths. The sheets decorate the shopping booth and other students can read them after they have finished shopping. After interacting with each student, the native English speaker stamps their passports with the country stamp of that booth and puts a Scratch and Sniff sticker in their passport.

**Restaurant**

Each restaurant booth is set up with 10 desks arranged to make 3 tables, 11 chairs, and one long table for the waiter to put supplies. The desks are covered with table cloths and Placemat Activity Sheets (See English Exchange Materials pg. 126). As the students enter the restaurant, they sit down at a table. The waiter brings the students menus and gives them time to think about what they want to order. Next the waiter takes orders and brings each student a paper
plate. On the bottom of each plate is a compliment, complaint, or request phrase written in Japanese that students must say in English to the waiter. After students say their compliment, complaint, or request, the waiter brings them a different plate that is blank on the bottom and gives them a cookie. The blank plate indicates to the students that they have completed the activity successfully.

While students are waiting to order or after they have already ordered, they do the Placemat Activity Sheet. Students can take the Placemat Activity Sheet with them when they move on to the next booth. After interacting with each student, the native English speaker stamps their passports with the country stamp of that booth and puts a Scratch and Sniff sticker in their passport.

**Doctor**

Each doctor booth is set up with one desk and stool for the doctor and 12 chairs arranged in a semi-circle for students. Each chair has an English magazine on it. As the students enter the doctor’s office, they choose an Illness Card (See Doctor Materials Section pg. 78) written in Japanese. This card indicates what is wrong with the student. Then, one at a time, students sit across from the doctor and have a conversation. The doctor fills out a Doctor Information form (See English Exchange Materials pg. 127) for each student and at the completion of the consultation the doctor gives them “medicine” which is
actually hard candy. Then the doctor gives the student the Doctor Information form, and the student must sign it in English. When the students aren’t talking to the doctor or writing their signatures, they should read the magazine provided. After interacting with each student, the native English speaker stamps their passports with the country stamp of that booth and puts a Scratch and Sniff sticker in their passport.

**Sightseeing**

Each sightseeing booth is set up with one long table where the travel agent sits. Across from the travel agent are two chairs where students sit when it is their turn to have a conversation. Ten other chairs are arranged in two rows as a sort of waiting area where students sit while they wait to talk to the travel agent. As the students enter the Tourist Information Center, two students sit in front of the travel agent and the others sit in the waiting area. The travel agent shows the pair of students three Sightseeing Posters (See examples in the English Exchange Materials pg. 129–134) of tours that are available in that particular country. The students choose the sightseeing tour that they are interested in and the travel agent
gives them a Sightseeing Information Card (See English Exchange Materials pg. 135). The Sightseeing Information Card has four partial answers written on it. The student must look at the information card and decide what questions they need to ask to get the desired answers. Students can work together with their partner, but they should each ask two questions. When they get the answers they write them on the Sightseeing Information Card. When the first pair has completed the conversation they move to the waiting area, and the next pair comes to the table, sits down, and has a conversation with travel agent. While students are waiting to talk or after they have finished talking to the travel agent, they fill out the Sightseeing Activity Sheet (See English Exchange Materials pg. 128) which has personal preference questions about sightseeing. After interacting with each student, the native English speaker stamps their passports with the country stamp of that booth and puts a Scratch and Sniff sticker in their passport.
Each booth includes:

- **Large signs** – These signs hang inside the booth indicating the name of the shop, restaurant, doctor’s office, or travel agent. These signs are made by students in the English Club.

- **A3 size laminated flag and number cards** – These cards clearly indicate the country and the number of that booth. They help the students find their first booth after they have finished immigration. (See example in English Exchange Materials pg. 115)

- **Country stamps and stamp pad** – These stamps are used by the native English speakers to stamp the students’ passports after completing the conversation for that booth. (See English Exchange Materials pg. 116)

- **Scratch and Sniff stickers** – The Native English Speakers also give each
student a Scratch and Sniff sticker to put in their passports. These stickers all have various scents such as apple, grape, chocolate, etc. They are just for fun. Students really like them because they are so unusual.

Checklist for booths

Below is a list of the supplies and materials that are necessary for each English Exchange booth.

**Shopping**

- Two long tables
- Several articles of clothing
- Clothes hangers
- Laminated credit cards with “Try on”, “Sale”, or “Exchange” written on the back.
- Plastic bags for the “Exchange” conversation
- T-shirt Activity Sheets

**Restaurant**

- Ten student desks
- One long table
- Twelve chairs
- Table cloths
- Apron(s) for the waiter(s) to wear
- Authentic English menus (laminated, if possible)
- Small notepads or white boards for taking orders
- Paper plates with compliment, complaint, or request phrases written in Japanese
- Placemat Activity Sheets
- Cookies

**Doctor**
• One student desk
• One stool
• Twelve chairs
• White lab coat for doctor to wear
• Real or toy stethoscopes
• Twelve Illness Cards written in Japanese
• Twelve English magazines
• Doctor Information Cards
• Hard candy

Sightseeing

• One long table
• Twelve chairs
• Three laminated Sightseeing Posters
• Sightseeing Information Cards

Immigration

• Six long tables
• Flags of each country represented in the event – Australia, Canada, England, Ireland, New Zealand, and the United States of America
• Twelve school symbol stamps and stamp pads for stamping the student passports
• Extra Immigration Conversation sheets for native English speakers to refer to if needed
Timeline for English Exchange Preparation

Two months before

- Think about which native English speakers would provide students with a positive experience and who will be available.
- Decide which native English speakers to invite.
- Get country stamps and school symbol stamps made. See English Exchange Materials on page 116. The country stamps are for each booth, and the school symbol stamps are for immigration.

Six weeks before

- Get permission to invite native English speakers. Before an official invitation is sent out, the vice-principal of Yamagata Commercial High School must call the vice-principal or supervisor of each native English speaker to ask for permission to invite them.
- After permission is granted, send out invitations and information about the event to the native English speakers. See English Exchange Materials on
pages 117–118.

One month before

- Confirm which native English speakers will be attending.
- Decide which native English speaker will host each booth.
- Make a layout for the gym. See English Exchange Materials on page 119.
- Start gathering materials that will be needed in each booth. See Checklist for Booths on pages 108–109.

Two weeks before

- Send out information packets to native English speakers.

Information packets should contain:

1. A copy of all conversations – shopping, restaurant, doctor, sightseeing, and immigration
2. List of all participants and their roles (See English Exchange Materials pg. 120)
3. List of each booths’ contents (See English Exchange Materials pg. 121)
4. Layout of the gym
5. Schedule of the day (See English Exchange Materials pg. 122)
6. Map to the school
• Make name tags for Native English Speakers. (See example in English Exchange Materials pg. 123)

• Make copies of all of the Activities Sheets. (See English Exchange Materials pg. 124-128)

• Make the plan for set up of the gym and clean up after the event.

• Have students make passports in class.

• Begin reviewing all of the English Exchange conversations.

One week before

• Divide students into groups and choose a leader for each group.

• Divide and sort the materials for each booth.

• Put up posters promoting the event in the halls. (See English Exchange Materials pg. 136)

• Explain the procedure of English Exchange in detail to students.
  1. Inform students of their group number and leader.
  2. Give each group leader a copy of the layout of the gym (See English Exchange Materials on page 119).
  3. Review Oral Communication rules – 1) Mistakes are OK. 2) Try to speak. 3) Answer questions. 4) Be prepared.
Day of English Exchange

Morning

• Have homeroom teachers hand out passports in the morning.
• Lay out the materials for each booth in the meeting room. Group the booths so that all the shops, restaurants, doctors, travel agents are together.

Before the event

• Have the preparation meeting for native English speakers.
  1. Greet and thank everyone for coming.
  2. Explain the details of the over all event to the whole group.
  3. Explain in detail how to conduct immigration.
  4. Give each shop, restaurant, doctor, and travel agent group specific details and explanations.
• Go to the gym and have each native English speaker set up their booth and hang up signs.

ENGLISH EXCHANGE!!!

After the Event

• Have a reflection session with native English speakers.
  1. Thank all the native English speakers again.
  2. Collect all of the materials.
3. Reflect on the event and have native English speakers fill out a feedback form.

English Exchange Materials

1. Booth signs with flag and number
2. Passport Stamps (country and school symbol)
3. Invitation and information for native English speakers
4. Layout of the gym
5. List of participants
6. List of booth contents
7. English Exchange Schedule
8. Name Tags for Participants
9. Activity Sheets
   a. Shopping – T-shirt activity & Credit cards
   b. Restaurant – Placemat Activity Sheet
   c. Doctor – Doctor Information Form
   d. Sightseeing – Sightseeing Information Cards
10. Sightseeing Posters (examples)
11. Sightseeing Information Cards (examples)
12. Posters to promote English Exchange

1. **Booth signs with flag and number (example)**

![American Flag](image-url)
2. Stamps (country and school symbol)

Country Stamps

*These stamps were designed by Esther Waer.*
3. Invitation and information for Native English Speakers

Yamagata Commercial High School
Akanegaoka 1-9-1
Yamagata City, Yamagata Prefecture
Phone: 023-643-4115

Dear Native English Speaker,

Hello. I would like to thank you in advance for your help with “English Exchange.” We are now busy getting everything ready for the big day. I have enclosed a copy of the day’s schedule, the roles of the Native English Speakers, copies of the English Exchange conversations, and a map to the school.

Let me explain a little about what your job will be on that day. All 280 of the 1st year students will arrive in the gym with their passports in hand and go through “immigration.” At this time, you will act as an immigration officer asking the students questions and stamping their passports. Next you will be hosting one of the following
booths: a restaurant, a tourist information center, a clothing shop or a doctor's office. Four groups of 10 students will visit your booth.

Your responsibility is to encourage students to communicate in English. Please use the conversation scripts as a guideline when speaking to the students, but also feel free to improvise if you think a student is capable of communicating on a higher level. Remember this is not a test; it is just a chance for them to use the English they know and have a good time. Since this is a great opportunity for the students to practice their English with native speakers, please do not speak Japanese.

During English Exchange, you will also be representing your country, so if you have any flags or large pictures of your country, please bring them with you. We can use it to decorate immigration and your booth. If you don't have anything, it's not a problem. While most of you will be representing your own country, some of you will be representing different countries. But don't worry; you don't have to put on fake accents.

Please arrive at Yamagata Commercial High by 12:15 on Thursday October 26th, and bring the enclosed materials with you. Also please make sure to eat lunch before you come. If you have any questions, you can contact me at school at 023-643-4115 or on my cell at 090-5230-1702 or by e-mail at hearue@hotmail.com.

Sincerely,
Heather Johnson

English Exchange

Yamagata Commercial High School
Heather Johnson
Wakako Yoneno

Aim: To create an all-English environment where first year students have the chance to communicate in English with many native English speakers.

When: English Exchange will be held during 5th and 6th periods (13:15-15:05) on October 26, 2006.

Where: It will be held at Yamagata Commercial High School in the gym.

Student Participants: All 280 first year students at Yamagata Commercial High School. Students will be split up into small groups of 10 to 12 students each.
Native Speaker Participants: About 30 native English speakers from America, Australia, Canada, England, Ireland, and New Zealand. Native speakers should arrive by 12:15 and report to the meeting room on the second floor.

How: Each native English speaker will have their own booth where they will host short activities related to traveling abroad. The topics are:
- Going through immigration
- Ordering at a restaurant
- Shopping
- Sightseeing
- Visiting the doctor

The groups of students will rotate to four different booths interacting with native speakers and completing activities. The students have practiced all of the topics in their classes leading up to English Exchange.
4. Layout of the Gym

### Layout for the gym

<table>
<thead>
<tr>
<th>10</th>
<th>CN</th>
<th>US</th>
<th>IR</th>
<th>NZ</th>
<th>CN</th>
<th>UK</th>
<th>AU</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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<td>4</td>
<td>CN</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
</tr>
<tr>
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<tr>
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<td></td>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>20</td>
<td>UK</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td>US</td>
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</tr>
<tr>
<td>22</td>
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<td>AU</td>
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<td></td>
</tr>
<tr>
<td>26</td>
<td>US</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Fashion Barn** - Trenton
- **Coco Ichi** - Jessica & Jamie
- **Sightseeing** - Sam
- **Goodwill** - Cory
- **Barney’s** - Mike & Evonne
- **Sightseeing** - Martin
- **Kiwi Boutique** - Samea
- **Macy’s Dept** - Joe
- **Cheesecake** - Rachel & David
- **Outback Steak** - Kenny
- **Waffle House** - Heidi
- **Fashion Barn** - Trenton
- **Coco Ichi** - Jessica & Jamie
- **Goodwill** - Cory
- **Barney’s** - Mike & Evonne
- **Sightseeing** - Martin
- **Kiwi Boutique** - Samea
- **Macy’s Dept** - Joe
- **Cheesecake** - Rachel & David
- **Outback Steak** - Kenny
- **Waffle House** - Heidi

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### English Exchange 2006

- Coats-R-Us - Chris
- Doctor - Seema
- Cracker Barrel - Kent & Sean
- Sightseeing - Thang
- Kiwi Boutique - Samea
- Doctor - Ronan
- Outback Steak - Kenny
- Doctor - Seema
- Clothes-4-Less - Ilka
- Waffle House - Heidi
- Goodwill - Cory
- Macy’s Dept - Joe
- Cheesecake - Rachel & David
- Outback Steak - Kenny
- Sightseeing - Martin
- Kiwi Boutique - Samea
- Doctor - Seema
- Clothes-4-Less - Ilka
- Waffle House - Heidi
- Goodwill - Cory
- Macy’s Dept - Joe
- Cheesecake - Rachel & David

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**124**
### 5. List of Participants

<table>
<thead>
<tr>
<th>Native English Speakers</th>
<th>Roles for EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seema Haris</td>
<td>Doctor</td>
</tr>
<tr>
<td>Ceed Stapleton</td>
<td>Doctor</td>
</tr>
<tr>
<td>Andrew Gardner</td>
<td>Doctor</td>
</tr>
<tr>
<td>Joel Hall</td>
<td>Doctor</td>
</tr>
<tr>
<td>Matthew Niemi</td>
<td>Doctor</td>
</tr>
<tr>
<td>Tori Marmon</td>
<td>Doctor</td>
</tr>
<tr>
<td>Ronan McCarthy</td>
<td>Doctor</td>
</tr>
<tr>
<td>Kenny McBride</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Heidi Risner</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Esther Waer</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Mike Peters</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Evonne Butikofer</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Jamie Collyer</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Jessica Oppenheim</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Rachel Henkelmann</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Gary Kane</td>
<td></td>
</tr>
<tr>
<td>Sean Beckwith</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Kent McCaskill</td>
<td></td>
</tr>
<tr>
<td>Jimmy Partington</td>
<td>Shopping</td>
</tr>
<tr>
<td>Joe Heslin</td>
<td>Shopping</td>
</tr>
<tr>
<td>Chris Douthit</td>
<td>Shopping</td>
</tr>
<tr>
<td>Trenton Flock</td>
<td>Shopping</td>
</tr>
<tr>
<td>Cory Goodwill</td>
<td>Shopping</td>
</tr>
<tr>
<td>Ilka Fedor</td>
<td>Shopping</td>
</tr>
<tr>
<td>Samea Teller</td>
<td>Shopping</td>
</tr>
<tr>
<td>Justin Orasky</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>Nathan Strenge</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>Sam Wilson</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>Kristin Juelson</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>Martin George</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>David Jordan</td>
<td>Sightseeing</td>
</tr>
<tr>
<td>Thang Huynh</td>
<td>Sightseeing</td>
</tr>
</tbody>
</table>
6. List of contents of each booth

Contents for Booths

**Shopping**
- Clothes
- Hangers
- Credit cards – 12
- Plastic bags – 4 (for exchanges)
- T-shirt papers – 45 sheets

**Restaurant**
- Table cloths
- Aprons
- Menus
- Paper plates
  - with Japanese (12)
  - with no Japanese (12)
- Cookies
- Placemat activity sheets – 45 sheets
- Clipboards with restaurant checks

**Doctor**
- Doctor Information sheets
- Clipboards
- Stethoscopes—real or toy
- White coats
- Magazines
- Hard candy

**Sightseeing**
- Laminated travel posters – 3 per booth
- Sightseeing info sheets – 3 sets of 30 sheets each
- Sightseeing activity sheets
- Flags to decorate booth (from immigration)
7. English Exchange Schedule

**English Exchange Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td>Preparation meeting</td>
</tr>
<tr>
<td>13:05</td>
<td>Students begin moving to the gym</td>
</tr>
<tr>
<td></td>
<td><em>(All students arrive in the gym and line up.)</em></td>
</tr>
<tr>
<td>13:15</td>
<td>Opening Address</td>
</tr>
<tr>
<td>13:20</td>
<td>Immigration Activity</td>
</tr>
<tr>
<td>13:40</td>
<td>Activity 1</td>
</tr>
<tr>
<td>14:00</td>
<td>Activity 2</td>
</tr>
<tr>
<td>14:20</td>
<td>Activity 3</td>
</tr>
<tr>
<td>14:40</td>
<td>Activity 4</td>
</tr>
<tr>
<td>15:00</td>
<td>End of Activity 4</td>
</tr>
<tr>
<td>15:00</td>
<td>Closing Remarks</td>
</tr>
<tr>
<td>15:05</td>
<td>Students return to classrooms</td>
</tr>
<tr>
<td>15:20</td>
<td>Feedback session</td>
</tr>
<tr>
<td>16:00</td>
<td>End of the day</td>
</tr>
</tbody>
</table>
8. Name Tags for Participants (example)

<table>
<thead>
<tr>
<th>Ben</th>
<th>Esther</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin</td>
<td>Samea</td>
</tr>
</tbody>
</table>

128
9a. Activity Sheets – Shopping T-Shirt Activity Sheet

The T-shirt activity sheet was designed by Samea Teller.
9a. Shopping Credit Cards

<table>
<thead>
<tr>
<th>Yamagata Shogyo High</th>
<th>$$ Credit Card $$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yamagata Shogyo High</td>
<td>$$ Credit Card $$</td>
</tr>
<tr>
<td>Yamagata Shogyo High</td>
<td>$$ Credit Card $$</td>
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<tr>
<td>Yamagata Shogyo High</td>
<td>$$ Credit Card $$</td>
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<td>$$ Credit Card $$</td>
</tr>
<tr>
<td>Yamagata Shogyo High</td>
<td>$$ Credit Card $$</td>
</tr>
</tbody>
</table>
9b. Activity Sheets – Restaurant Placemat Activity Sheet

The restaurant placemat activity sheet was designed by Samea Teller.
9c. Activity Sheets – Doctor Information form (Example)

The Doctor Information form was designed by Ceed Stapleton.

---

**University Hospital**

Date: Thursday, October 26, 2006

Medical Problem: head ___ back ___ stomach ___ other ______________

Began: yesterday ___ last night ___ this morning ___ _____________

Status (now): OK ___ bad ___ terrible ___ awful ___ other __________

Prescription: Medicine ___ Antibiotics ___ Herbal ___

once a day ___ twice a day ___ three times a day ___

With food: yes ___ no ___

Doctor’s signature ________________________________________________

Patient’s signature ______________________________________________

---

**Dr. Ceed’s Office**

Date: Thursday, October 26, 2006

Medical Problem: head ___ back ___ stomach ___ other ______________

Began: yesterday ___ last night ___ this morning ___ _____________

Status (now): OK ___ bad ___ terrible ___ awful ___ other __________

Prescription: Medicine ___ Antibiotics ___ Herbal ___

once a day ___ twice a day ___ three times a day ___

With food: yes ___ no ___

Doctor’s signature ________________________________________________

Patient’s signature ______________________________________________
9d. Activity Sheets – Sightseeing Information Cards

<table>
<thead>
<tr>
<th>Sightseeing</th>
<th>Sightseeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like sightseeing?</td>
<td>Do you like sightseeing?</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>Where do you want to go?</td>
<td>Where do you want to go?</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>Why? ___________________</td>
<td>Why? ___________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sightseeing</th>
<th>Sightseeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like sightseeing?</td>
<td>Do you like sightseeing?</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>Where do you want to go?</td>
<td>Where do you want to go?</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>Why? ___________________</td>
<td>Why? ___________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>
10. Sightseeing Posters (examples)
Do a WALKING TOUR of London

ENGLAND
See the Cliffs of Moher
Go to Sea World

U. S. A.

SeaWorld ADVENTURE PARKS
11. Sightseeing Information cards (examples)

<table>
<thead>
<tr>
<th>Country</th>
<th>Location</th>
<th>Time Details</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
<td>Sydney Opera House</td>
<td>It starts at _______________. It costs _______________. It will finish at __________. You should wear _______.</td>
<td></td>
</tr>
<tr>
<td><strong>Canada</strong></td>
<td>Niagara Falls</td>
<td>The tour starts at _______. It costs _______________. Please bring ___________. You should wear _______.</td>
<td></td>
</tr>
<tr>
<td><strong>England</strong></td>
<td>Walking tour of London</td>
<td>The tour starts at __________. It starts in front ___________. You should wear ___________. It costs _______________.</td>
<td></td>
</tr>
<tr>
<td><strong>Ireland</strong></td>
<td>Cliffs of Moher</td>
<td>The tour starts at_______. It starts in front _______. Please bring ___________. It costs _______________.</td>
<td></td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Bay of Island</td>
<td>It starts at _______________. The tour starts at _______. It costs _______________. Bring your _______________.</td>
<td></td>
</tr>
<tr>
<td><strong>USA</strong></td>
<td>Sea World</td>
<td>It’s open _______________. Tour starts at ___________. It costs _______________. Please wear ___________.</td>
<td></td>
</tr>
</tbody>
</table>
12. Posters to Promote English Exchange

[Image of poster with text: I love English Exchange!
English Exchange is exciting, isn’t it?
Yes! It’s great!
English Exchange 10/26]

[Image of another poster with text: We ❤️ English Exchange!]

[Image of a group of people dressed in traditional clothing, possibly for a cultural exchange event]
Reflection and Evaluation of English Exchange
Reflection

Over the past three years, English Exchange has grown and developed through changes implemented as a direct result of participants’ reflection and the evaluation of their feedback. Each year, for weeks after the event, all of the surveys are analyzed and changes are incorporated into the next year’s plans. The evaluation path always begins with thorough reflection activities with students and other participants of the project.

This past year, immediately following the dismissal of students, a reflection and debrief was held with the native English speaker volunteers and the Japanese English teachers at Yamagata Commercial High School. For half an hour, these participants were encouraged to give their impressions and feedback both orally and in writing.

Excited from a job well done, the session was euphoric and upbeat. The reflection forms continued the positive feedback and were packed with suggestions for improvement. An unintended, additional positive effect was that, a majority of the native English speakers reported that they were eager to incorporate lessons they had learned during the event in their own classrooms and schools. They also viewed their participation in English Exchange as more useful than most continuing education events and seminars they had attended. Unfortunately, the evaluation tool could not capture the overflow of positive
feedback in a way that is easy to statistically summarize.

The process for the student reflection is typically more elaborate than the one for the native English speakers. This year, during the first Oral Communication class the students had after English Exchange, the reflection started with a warm up. Reflection questions from the students reflection form (See Reflection and Evaluation Materials pg. 148) were written on the board. The questions were: 1) What did you like about English Exchange? 2) What did you learn during English Exchange? 3) What other kind of topic (besides the ones you experienced) would you like to do?

In pairs, students asked and answered the questions in free conversation. After several minutes of free discussion, students were asked to rotate and switch partners. Students rotated to discuss their thoughts several times, and were encouraged to change and improve their answers after hearing their partners’ responses. After the students had conversations with four or five different partners, they were given the reflection tool in written format. The tool contained the same questions that they had been discussing in pairs plus it asked for their overall impressions of English Exchange.

The student reflections yielded astounding results. After the English Exchange event, students were especially motivated, even without being given key
expressions or grammatical prompts, to communicate their original ideas in English. Their elation and active participation was informal reassurance that this entire, semester long process was enriching and powerful in their language acquisition and desire to further their study in English. It was clearly evident that students had more confidence and motivation to express themselves in English.

A copy of the reflection tools and a list of reflective comments from the native English speakers and students can be found in the Reflection and Evaluation Materials section on pages 145–156.

Evaluation

After the students’ oral and written reflection in English, they were given an evaluation form to continue their feedback in Japanese. The English Exchange Evaluation form (Reflection and Evaluation Materials section pg. 157) was filled out by all English Exchange participants in Japanese the day after the event. For the Oral Communication classes that met the day after the event, they filled it out in class after reflecting on English Exchange in English as described above. For the students whose Oral Communication class did not meet the day after the event, they filled it out in their homeroom class.
English Exchange Evaluation Results

As stated above, the answer options on the English Exchange Evaluation vary by question. However, when compiling data for the graph on page 142, these answers were categorized into three categories; Exceeds Expectations, Meets Expectations, and Needs Improvement. A choice of “a” for answers 1-8 and 11, are reported in the Exceeds Expectations bar. The selection of “b” corresponds with Meets Expectations on the graph, and “c” corresponds with Needs Improvement. The answers for questions 9 and 10 were not included here because they were given in a free form answer format, and this tool wasn’t designed to incorporate those contributions in this graph. Each survey was read, analyzed and considered, and the information gleaned from the results has been used to help improve English Exchange.
280 students were surveyed in 2006. Overwhelmingly, the feedback from all questions indicated that the participants had positive experiences, felt the project was successful and a valuable use of time. Question nine was, “Please write one English word that describes your impression of English Exchange,” the majority of students' answers were: good, interesting, and exciting. Question ten was, “What was your impression of English Exchange?” Typical answers were compiled and listed on the next page.

- I was very nervous before English Exchange, but it was very fun.
- I was glad that I could talk to many foreigners.
- English Exchange was a lot of fun.
- I think this experience will be useful in the future.
- I wish I could have talked more to the foreigners.
- I want to do English Exchange again.
- I wish I had had more time. I wanted to talk more.
Reflection and Evaluation

Materials

1. Native English Speaker Reflection form
2. Native English Speakers’ Reflection Data
3. Student Reflection form
4. Students’ Reflection Data
1. Native English Speaker Reflection form

Reflection for Native English Speakers

Thank you for your participation in the Yamasho English Exchange this afternoon. Without your help we would have never been able to pull this off! Please take a moment to answer the questions below. Your comments will help us make this event even better next year.

Name

What do you think worked well this afternoon?

What would you change?

Please share any other comments with us:
2. Native English Speakers’ Reflection Data

Reflections from Native English Speakers

What do you think worked well this afternoon?

- Working in pairs made for fewer awkward silences.
- It was a fun activity to get kids to interact with us in English.
- Students were prepared and everything went smoothly.
- It was nice seeing the kids enjoy themselves while speaking English.
- Kids used English and seemed happy, so that’s the point.
- Students seemed to enjoy themselves.
- The students seemed to know where they were going.
- I particularly liked the contact we had with the students who came to our booth.
- Exposing students to various elements of English international culture and native English speakers.
- Lots of variety for the students kept it interesting for them. They also seemed adequately familiar with the conversation routines.
- Kids were great, as usual.
- Students were very well prepared. (4)
- It was good for them to have to be able to think on the spot.
• Students did great.

• The students weren't as shy as the usual “English Exchange” situations, so I think preparation was well done.

• The kids didn't hesitate to answer and letting them talk in pairs seemed to make them very comfortable.

What would you change?

• If anything, perhaps encourage the students to ask us questions.

Please share any other comments with us:

• Students wanted to talk after the program, but were hesitant about what to say.

• Students should know when to say “Sorry, I don't understand” / “Could you please repeat that? / “Please speak slower”.

• I think it's good for students to experience conversations with other native speakers, other than their ALT.

• I had a fun time today with the students. They were willing to talk so it was really great.

• It looked like the students and the native English speakers had a lot of fun.
3. Student Reflection form

English Exchange Reflection 2006

Class No. Name

Answer the questions in English.

What did you like about English Exchange?

What did you learn?

What kind of topic (except shopping, restaurant, sightseeing, doctor, and immigration) do you want to do at English Exchange?

Please write your impression of English Exchange.
4. Students’ Reflection Data

English Exchange Students’ Reflection Responses (divided by class)

Class 1
What did you learn?
- Communication with teachers. / Communication. (24)
- I learned English. (3)
- Talking in English is fun. (3)
- I learned speaking English is interesting. (2)
- We learned the atmosphere of foreign countries. (2)
- I learned to talk. (2)
- English is difficult.

Please write your impression of English Exchange.
- English Exchange was very interesting. (20)
- I had fun. / I enjoyed English Exchange. / It was exciting/fun/good. (14)
- I think English Exchange/speaking English is very important. (3)
- English teachers were very kind/interesting/easy/wonderful. (4)
- Ceed (a native English speaker) was fun. / I had an impression of Ceed. (3)
- I like the doctor the best. (2)
- My favorite topic was the doctor.
- I want to do English Exchange again.
- Everyone was high tension, so it was very fun.
- English Exchange was very good. I liked the restaurant. It was very delicious.
- I studied very hard. The English teachers were very good.
- I could speak a lot.
- English exchange is very useful.
- I think the English teachers all smiled and were very kind.
- I think foreign teachers speak fast.
- Many people were talking.
- I was nervous. I feel great. I had a good time.
- I want to talk in English more now.
Class 2

What did you learn?

- I learned to try to speak English. (20)
- I learned speaking English is fun. (6)
- I learned mistakes are OK. (4)
- I learned communication. (3)
- I learned to try and speak up. (2)
- I learned English is very fun. (2)
- I learned listening.
- I learned to talk to foreign people.
- I learned eye contact.
- I learned foreign people are nice.

Please write your impression of English Exchange.

- English Exchange was interesting/exciting/great/fun. (26)
- I had a very good time. (2)
- I want to do English Exchange again. (7)
- I feel great. (2)
- Speaking English is important for me. (2)
- Shopping was very interesting/fun. (2)
- Teachers were very friendly/fun.
- I can speak English if I try my best.
- Sightseeing was very good.
- Nice background music. It was not easy but I enjoyed it. English Exchange makes us happy.
- I liked speaking English. I understand English.
- It was very difficult but interesting.
- It was a very nice event.
- I think speaking English is difficult for me, but I think I will try to speak it.
- I think restaurant is the most interesting of them all.
- Ms. Esther was the most interesting in English Exchange.
- I want to go to America.
- It was very interesting because the teachers were fun. They spoke to me and I was happy.
Class 3

What did you learn?

- I learned English is important. (10)
- I learned communication. (6)
- I learned speaking English is very fun. (5)
- I learned speaking English is interesting. (4)
- I learned English and many words. (4)
- I learned to try to speak. (4)
- I learned gestures. (4)
- I learned eye contact. (2)
- I learned using English is difficult.
- I learned talking and pronunciation are important.

Please write your impression of English Exchange.

- It was very interesting. (16)
- I had fun with teachers from many countries. / Teachers were interesting/kind. (7)
- It was very fun/exciting. (7)
- I want to do English Exchange one more time. (5)
- I had a good time/enjoyed it. (5)
- I think that English is very important. (3)
- I like English. (2)
- It was good.
- The doctor was pretty.
- I enjoyed speaking English with teachers.
- English teachers were cool and cute.
- I was happy to speak to many teachers.
- I feel great.
- I had to study a lot.
- I think English is fun.
- I want to speak English more now because I liked speaking English.
- Challenge is very important. I think being challenged is the most important. I study English very hard because I want to speak English very well. If I can speak English very well, I want to go to America.
- Tell me more about English. English grew on me.
- It was difficult for me to speak English, but it was interesting and fun.
- Things couldn't be better.
- I want to study more about English.
- I was nervous, but it was very interesting.
Class 4

What did you learn?

- I learned communication. / Communication is important. (11)
- I learned to speak a lot of English. (7)
- Speaking English is fun. (3)
- I learned mistakes are OK. (2)
- I learned English is useful/important. (2)
- I learned to talk with ALTs. (2)
- It’s important to talk a lot/speak actively. (2)
- It was difficult. (2)
- Eye contact is important. (2)
- I learned to enjoy speaking English
- I learned to communicate with people from many countries.
- I couldn't speak English well but I enjoyed being with my classmates.
- Body language is important.

Please write your impression of English Exchange.

- I enjoyed it. / I had a good time. / It was fun. (13)
- I think English Exchange was interesting. (12)
- I want to do English Exchange again. (7)
- I enjoyed English Exchange because I spoke with many foreigners in English. (3)
- ALTs were very fun/kind. (2)
- It's very important. (2)
- Speaking in English is difficult for me, but I enjoyed English Exchange. I want to study English and OC class very hard. (2)
- If I go to a foreign country, I can talk to many people.
- Shopping was interesting.
- Communication is important.
- I think English Exchange teachers were kind.
- I want to learn English.
- I had a wonderful time and learned many things.
- Tell me more about English.
- I enjoyed speaking English.
- Not being shy is very important.
- I took it easy.
Class 5

What did you learn?
- I learned communication. (9)
- I learned about English. (8)
- I learned speaking English is important. (5)
- It is difficult to speak in English. (3)
- It was difficult for me to communicate. (3)
- English is very interesting. (3)
- I learned communication is important. (3)
- I learned that eye contact is important. (2)
- I learned that I can speak to foreigners.
- I have to be active.
- I studied English words hard.
- I learned that mistakes are OK.
- I learned that we need to speak to foreigners.

Please write your impression of English Exchange.
- I enjoyed English Exchange. / I had a good time. (15)
- English Exchange was very good/exciting/interesting. (8)
- I thought English was very difficult. But it was interesting for me to speak with people from different countries. (2)
- I want to do it again. (2)
- I learned more English than before.
- I like English.
- I could speak English because they spoke English I could understand. They were kind.
- I didn't speak English very well but I knew gestures.
- Before English Exchange, it was not fun. But it was fun yesterday.
- I think eye contact is very important.
- I want to speak English well.
- I was surprised by so many Americans.
- Speaking with foreigner was a very good experience. The foreigners were cute.
- I will use English in foreign countries. I want to go to Australia and Canada.
- Speaking English is very difficult.
Class 6

What did you learn?

- I learned to speak English. (14)
- I learned communication. (11)
- I learned speaking English is very important. (3)
- I learned communication with ALTs. (3)
- I learned mistakes are OK. (2)
- I learned speaking English is fun. / I enjoyed speaking. (2)
- I learned to answer questions.
- I learned how to order at a restaurant.
- I learned how to go shopping.
- It was difficult to talk with foreign people.

Please write your impression of English Exchange.

- I had a good time. / It was fun. (12)
- It was very exciting/interesting. (10)
- I want to do it again. (4)
- Many ALTs were kind/fun/interesting. (3)
- I enjoyed talking to ALTs. / I want to speak with ALTs. (3)
- It was difficult for me to speak English well. (3)
- I was nervous, but it was interesting. (2)
- Foreign teachers were very kind to me, so I had a good time.
- It was the best class.
- I enjoyed talking in English.
- It was exciting to meet foreigners.
- I think I want to go to the United Kingdom.
- It was very exciting but difficult.
- I was stressed before English Exchange started, but I had a good day. I enjoyed it.
Class 7

What did you learn?

- I learned speaking English is very important. (10)
- I learned communication. / Communication is important. (7)
- I learned eye contact is important. (7)
- I learned how to use English. (5)
- I learned a large voice is very important. (4)
- I learned speaking is very difficult. (3)
- Mistakes are OK.
- I learned eye contact and pronunciation are very important.
- I learned to speak English better.
- I learned about conversation.
- I learned to memorize conversation situations.
- I learned a lot of things and we got the power to speak English!

Please write your impression of English Exchange.

- English Exchange was very exciting/fun/useful/interesting. (17)
- I want to do English Exchange again. (7)
- 34 ALT teachers were very cool/beautiful/fine/kind. (4)
- It was very good/great/ fun. (4)
- I enjoyed English Exchange. (3)
- Speaking English was difficult for me, but I’m happy because I tried to speak in English. (3)
- I could speak with many people in English. (2)
- I want to study English hard. (2)
- I enjoyed speaking English.
- The teachers were very kind to us.
- It was easier than I thought because they were kind to me.
- It was exciting as I tried to speak to many ALTs. Every teacher was smiling. I was so happy.
- Immigration was fun.
- I learned a lot of things.
- I think English Exchange was very difficult and tiring because I didn’t know what they were saying to me. I want to know what they were saying and try to speak next time.
- I thought it was difficult for me to speak to native speakers, but I tried hard to speak.
- Communication is difficult but exciting.
- I could say what I was thinking but my pronunciation is very bad, so I should
• I enjoyed speaking to English teachers.
• I studied a lot of things.
• English is very, very difficult.
• Sightseeing was especially interesting.
• I didn't understand many English words.
• I was nervous but I talked to many teachers in English and it was very interesting.
• It was very, very good because many foreign people came to Yamasho and I became happy. English Exchange made me liven up.
• I think communication is important.
• It's not enough time for me because I want to speak to more people. My English isn't good enough. I made many, many mistakes, but the teachers are very kind.
• I was too nervous. I talked with Americans.
• Many ALTs came to English Exchange, but we only talked to a few. I want to speak English to many ALTs, so I want free time.

English Exchange Evaluation (Japanese)

1. Was English Exchange fun?

2. What did you think about using the “Yamasho” passport?

3. Did you understand what the native English speaker said to you?
   a. Yes, very well.   b. Yes.   c. No.

4. Do you think you were understood by the native English speaker?
   a. Yes, I definitely was.   b. Yes, I think I was.   c. No, I wasn’t.

5. What was your attitude toward English Exchange?

6. After English Exchange, has your desire to go abroad increased?
   a. Yes, very much.   b. Yes, a little.   c. Not at all.

7. Do you think this experience will be useful to you in the future?

8. If you had the chance, would you like to participate in an event like this again?
   a. Yes.   b. It doesn't matter.   c. No.

9. Please write one English word that describes your impression of English Exchange.

10. What was your impression of English Exchange?

11. What did you think of the collaboration class between Oral Communication and Computer?
    a. very fun   b. fun   c. not fun
Conclusion
Conclusion

English Exchange has helped to enrich the language acquisition and interest in actually using English of Yamagata Commercial High School students in Yamagata, Japan, for the past three years. Students, staff, and native speaker participants have all contributed greatly and received benefits from the experience, but this project did not come prepackaged. It has required risks and reflection by all participants to make this immersion experience as realistic as possible. In this section, I’d like to share some of the challenges we’ve faced in the past and the challenges we hope to tackle in the future.

We use this English Exchange event as the culmination of months of work in the classroom and planning outside of the classroom. But just as we endeavor to teach the students English, they have taught us what works and what doesn’t through trial and error, and their feedback – both formally recorded and informally spoken in class. After the challenges sections, you will find some of the lessons we have learned over the past few years.

Challenges in the past

First, the biggest challenges faced in molding English Exchange into the fairly streamlined process it is today are the same challenges I face in my classrooms each year, AND the same challenges we sought to overcome by the
creation of English Exchange in the first place: the students’ shyness and lack of confidence. This might be difficult for other EFL teachers, whose classes may actively, individually pursue language acquisition, to understand. In teaching Oral Communication to Japanese high school students, a teacher must battle their strong interest in not standing out, on a daily basis. They are very reluctant to speak out in class. Japanese students try so hard to blend in with the rest of their classmates. They don’t want to do anything that will make them stand out in any way, and this often means that they won’t answer simple questions when called on in class, and they won’t follow easy directions until they see that everyone else is doing the same thing. An example of this is when I ask my students to make groups. At the beginning of the school year, I spend several weeks teaching “Classroom English”. The students study the phrases, play games with the phrases, and take a test on the phrases. There is a lot of repetition, and I get the sense that they all understand the phrases very well. One of the “Classroom English” phrases is, “Make groups of four, please.” I know that the students understand this phrase. But without fail every year, I am astounded when four to five months into the school year, I ask the students to make groups, and they just look at me blankly like they have no idea what I’m saying. I usually repeat myself slowly and hold up four fingers to give them a
nonverbal clue as to my meaning, but usually no one will move their desks until
one student begins the initial desk movement and then finally others will follow.

For some reason, Japanese students need approval or confirmation from others
that they understood the English correctly. This reluctance and lack of
confidence have been my biggest challenges and frustrations with teaching
Japanese high school students.

The solution to these challenges has been the preparation for and
participation in English Exchange, but on a larger level, as mentioned in the
introduction, I have come to deal with these challenges by encouraging my
students to develop new social identities. I encourage them to step out of their
Japanese identity and into an English speaker identity. If I can convince my
students to actually try on new social identities then I can get them to step out of
their Japanese conformity and embrace their individuality. Another way of
dealing with the challenge of students’ shyness and lack of confidence is by doing
a lot of pair work and scaling down on calling on students individually. I always
try to pair students together when working on activities, and I have them compare
their answers for various activities before checking the answers with the whole
class. During class games, I encourage a lot of teamwork and tell students to
help each other with answers if they can. I’ve found these tactics to be very
helpful, but the fight continues with each new class of students.

**Challenges for the future**

English Exchange was first initiated at Yamagata Commercial High School in October of 2004, and has been successfully implemented for the past three years. Since that time, English Exchange has turned into an annual school event for all first year students. The first year of implementation was difficult because of the initial set up that went into the development of the event, but the following years have gradually become easier because of the feedback and positive reception. Each year changes have been made to the lessons leading up to English Exchange and to the event itself to improve the event over all.

There are two main challenges that English Exchange will face in the immediate future. The first is that I will leave my position as Oral Communication teacher at Yamagata Commercial High School this year. English Exchange has become such a popular and innovative event that the decision has been made that it will continue to be an annual event at the school. The materials and momentum behind the project have been a point of pride for our school and a model for other schools. English Exchange is assured of sustainability. The second challenge will be incorporating Emergency English into the lesson plans and into the event itself. On one level, I am very proud to
know that the program that I created will continue even without me. But on another, I naturally worry about handing over this project I have worked so hard on for several years to a new person.

Fortunately, I believe that the second challenge will help remedy the first. My replacement, who happens to be a long time acquaintance of mine, is a serious teaching professional interested in really reaching the students. He sees value in this event, and as a former participant of English Exchange he is already familiar with the process. I trust him to continue the event and its development.

I believe that the second challenge, to develop an Emergency English component, will be the perfect way to transition the project between us and to give him the chance to feel ownership in the project. He will continue where I am leaving off and we have already discussed ways to meet the Emergency English challenge.

Why Emergency English? Based on one of the comments received on the Native English Speakers Reflection form (See Reflection and Evaluation Materials, page 145) this past year (2006), it became obvious that a review of Emergency English in the lesson immediately preceding English Exchange should take place. The volunteer commented that the students should know how to say things like, “I’m sorry, I don’t understand.” “Could you please repeat that?” and
“Please speak slower.” I teach this kind of Emergency English at the beginning of the school year as part of Classroom English and an introduction to the class. I feel that a review of phrases that the students already learned would be very helpful during English Exchange. The Emergency English phrases that I teach every year are:

- I beg your pardon.
- Would you speak more slowly?
- Could you say that again?
- What does that mean?
- I’m sorry, but I don’t understand.

However, maybe it should go beyond a mere review. Under the new teacher’s guidance, perhaps additional lessons will be added related specifically to travel. Or maybe additional volunteers will be asked to circulate and interrupt and surprise students with unanticipated questions or tasks. The decision to do this is no longer mine to make. I believe this challenge will help the new teacher take a proactive approach to the event and implement his vision of English Exchange next year.

One of the biggest personal challenges I face regarding English Exchange is that of letting go of control. But I am grateful that I can trust my successor to continue making English real for the students, for years to come.
Lessons learned

I have learned many things in the three years of English Exchange. The two main things are that anything is possible and that you have to be patient and thorough with ALL English Exchange participants.

When I first got the idea of English Exchange, I thought that it would be close to impossible to implement. I wondered if the administration would allow it. Is there money in the budget for it? Could my students do it? Would they benefit from it? Would they be encouraged in their English studies by such an event? Three years later, I can confidently say that the answer to all those questions is a resounding YES! It was a bold initiative, but one that has more than paid off for the risks taken. It has become an integral part of the English education curriculum at Yamagata Commercial High School and something the students, administration, staff and native speakers have come to enjoy and anticipate.

The second lesson was learning to be more thorough and patient with all my participants – students AND adult volunteers. After the first year, I realized that a group of 30 native English speakers is very similar to a group of 40 Japanese students. Some of them don't listen, some don't read the material, some don't ask questions when they don't understand, and some of them assume
that they know what to do. I made this mistake during the preparation meeting.

I assumed that they had read and understood the material that I sent them and
that if they didn't understand something then they would ask.

I didn't want to talk down to the native English speakers or be redundant,
but I realized that I have to treat them just like my students and explain everything
expected of them very clearly and simply. I realized that it isn't talking down to
them as much as it is just being thorough to ensure a great event. I had to check
my frustration levels and realize that they don't know everything about English
Exchange like I do. They had not been preparing for it for months upon months.

This understanding came to me at the price of my nerves that first year, but it has
prepared me to graciously and gratefully meet the volunteers coming to
participate and anticipate their questions and concerns.

If you decide to host a similar event in your school, pursue it fearlessly.

Use what appeals to you, change whatever pieces seem unnecessary and add
anything you feel would be relevant to your students. It may take some bravery to
approach your department or administration. You may worry like I did that it
might strain already tight budgets, tax teachers who are already overwhelmed, or
tax students who are busy preparing for national tests, but don't worry. Even if
you go through all the fight, and the results of the first year seem lukewarm to you,
don't worry, and don't give up. This process, from start to nearing its finish for me, has been challenging, but overwhelmingly rewarding! Not just for me, but for all participants. It has inspired and motivated and helped to incorporate the English speaking community at–large into the school.

In Japanese, there is an expression to encourage people. It is “Gambatte!” Roughly it means “Do your best!” or “Fight!” I hope that you will do that. If you host an event like English Exchange, I hope you will have the confidence to get the gears moving, use this paper as an outline, and make an event bigger and better for your students. Gambatte!
References:


