

Effective Intercultural Communications in English

with Stacey Vye

Course Overview: This course helps you to develop effective intercultural communication in English, identify various layers of culture, and avoid intercultural miscommunication. The classes are based on the understanding that all people interact with language and culture, which are fundamental to our identities, family, education, and experiences in regional, national, online/virtual, and international contexts. Students will present their ideas and views related to culture at the end of the course, and peers will be able to benefit from everyone's expertise.

Individual Syllabus Please click on the date and time of the class period to get the essential information for the course on the online PDF version or on the website:

<https://staceyvye.com/2025/08/28/ouj/>

10/18 (Saturday) 1st Class 09:50~11:20 Features of Culture: Everyone Has a Unique Culture and Shared Experiences

10/18 (Saturday) 2nd Class 11:35~13:05 Culture Shapes How We See the World, Ourselves, and Others

10/18 (Saturday) 3rd Class 14:05~15:35 The Definition of Culture: Different Elements Provide a Full Explanation

10/18 (Saturday) 4th Class 15:50~17:20 Intercultural Misunderstandings: Effective Communication

10/19 (Sunday) 1st Class 09:50~11:20 Intercultural Misunderstandings: Effective Communication

10/19 (Sunday) 2nd Class 11:35~13:05 What is Cultural Awareness and Why is it Important?

10/19 (Sunday) 3rd Class 14:05~15:35 Preparation for the One- to Two-minute Speech on an Aspect of Culture

10/19 (Sunday) 4th Class 15:50~17:20 One to Two-Minute Informative Speech on Some Aspect of Culture

Message to Students

This course is designed for students who can already carry out basic daily conversations in English. It aims to develop their ability to discuss topics related to effective intercultural communication in English and build their communication skills with one- to two-minute English presentations.

Grading

Grading is done by learning attitude or activity in the classroom and evaluation of the final speech presentation.

Vocabulary Terms You Understand Somewhat (but are not confident using or are not 100% sure of the meaning)

1). **Vocabulary Terms Definition** (in English, Japanese, or both; your choice)

2). **Vocabulary Terms You Do Not Understand at All**

Vocabulary Terms Definition (in English, Japanese, or both; your choice)

II. Features of Culture: Everyone has a culture. It shapes how we see the world, ourselves, and others (10:40 to 11:20)

Features of Culture: This lesson is adapted and based on Paul D. Coverdell's publication "[Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding](#)." The publication is free and downloadable for educational purposes, such as classroom use. The [Building Bridges Classroom Guide](#) provides classroom activities related to culture. Paul Coverdell was a Peace Corps Director and US Senator, and the publication was sponsored by his Worldwide Schools and the National Geographic Society.

Enduring Understanding: Everyone has a culture. It shapes how we see the world, ourselves, and others.

1) **Discussions:** In this section, there are whole-class discussions about the differences related to culture, beliefs, and ways of living, as well as the things we have in common, such as our basic needs and our cultural self-introductions.

An example of a cultural self-introduction: My name is _____. I'm good at puzzles, but I am not so good at math. I like sushi, but I don't like wasabi.

You can introduce what you would like other people to know.

2) **Instructions for** [Worksheet #1: Features of Culture](#) (on page 4 of this handout)

A. Please complete the worksheet by filling in an explanation for each feature of culture. For each feature of culture, please think about and write down in the country where you were born. You can take notes on another piece of paper or electronic notes if you like.

Worksheet #1: Features of Culture

Directions: For each feature of culture, think of one example common to people in the United States or in the country where you were born. Use another sheet of paper if you need more space to write.

1. Styles of dress

2. Ways of greeting people

3. Beliefs about hospitality

4. Importance of time

5. Paintings

6. Values

7. Literature

8. Beliefs about child raising (children and teens)

9. Attitudes about personal space/privacy

10. Beliefs about the responsibilities of children and teens

11. Gestures to show you understand what has been told to you

12. Holiday customs

13. Music

14. Dancing

15. Celebrations

16. Concept of fairness

17. Nature of friendship

18. Ideas about clothing

19. Foods

20. Greetings

21. Facial expressions and hand gestures

22. Concept of self

23. Work ethic

24. Religious beliefs

25. Religious rituals

26. Concept of beauty

27. Rules of polite behavior

28. Attitude toward age

29. The role of family

30. General worldview

B. Group Discussion: In your group, please use the following questions to discuss the five features of culture. You have 20 minutes to think about and take notes on the questions before the group discussions in the spaces provided in the workbook:

1. **Celebrations:** What kinds of celebrations are important in your family? In your country?
2. **Greetings:** How do you generally greet people you don't know?
3. **Beliefs about hospitality:** How do you show hospitality in your community? In your school? In your home?
4. **Family Role:** Is there an age at which you celebrate an important event in your life?
5. **Attitudes about personal space and privacy:** How important is it to have your own space and privacy?

C. Essential Period 1 & 2 Discussion Questions with your group (time permitting):

1. Why is it important to understand culture?
2. How does culture shape the way we see the world, ourselves, and others?
3. How does my culture shape me?

11:20 to 11:35 Short Break

10/18 (Saturday) 2nd Period 11:35~13:05 Culture Shapes How We See the World, Ourselves, and Others

Summary: We will review [Worksheet #2: Your Identity: Everyone Has a Culture–Everyone is Different](#) (on page 7). Then, in your own words, with at least one to two pages of notes. You can include information about yourself that is unique to you, not related to the questions.

III. Features of Culture Part 2: Everyone Has a Culture–Everyone is Different (11:35 to 13:05) This lesson is also adapted and based on Paul D. Coverdell's publication.

“Enduring Understanding: Everyone has a culture. It shapes how we see the world, ourselves, and others.” ~Paul D. Coverdell

1) **From 11:35 to 12:10**, please review [Worksheet #2: Your Identity: Everyone Has a Culture–Everyone is Different](#). Then, in your own words, with at least one to two pages of notes. You can include information about yourself that is unique to you, not related to the questions. You have about 30 minutes to think about and answer the nine prompt questions.

2) Then, **at about 12:10 to 12:50**, you will be able to discuss the questions in your new group until lunch time at 13:05. The questions are:

1. What languages do you speak?
2. What music do you listen to? What dances do you know?
3. What foods do you eat at home?
4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behavior toward guests in your home, what to say when answering the telephone, and how to say thanks for a meal.)
5. What do you wear on special occasions?
6. How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?
7. What holidays and ceremonies are important in your family?
8. Describe something very important to you. It could be a value, such as respect or honesty. It could be a person, such as a parent, brother, sister, or friend. It could be a goal, such as going to college or designing a website. It could be a hobby.
9. Based on what you've written, how would you describe the characteristics of the culture you're a part of?

Note: You may prefer to discuss your friends, members of a group, colleagues, or acquaintances instead of family. Please discuss other people in your culture as you like.

3) After you share your responses to the questions, **from 12:50 to 13:05**, please discuss:

1. Are your responses exactly alike? If not, why not?
2. What differences did you find among responses?
3. How can you explain the differences?

13:05 to 14:05 Lunch Time

Worksheet #2:

Everyone Has a Culture—Everyone Is Different

Directions: Respond to each question. Use another piece of paper if you need more space.

1. What languages do you speak?

2. What music do you listen to? What dances do you know?

3. What foods do you eat at home?

4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behavior toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)

5. What do you wear on special occasions?

6. How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?

7. What holidays and ceremonies are important in your family?

8. Describe something very important to you. It could be a value, such as respect or honesty. It could be a person, such as a parent, brother, sister, or friend. It could be a goal, such as going to college or designing a website. It could be a hobby.

9. Based on what you've written, how would you describe the characteristics of the culture you're a part of?

10/18 (Saturday) 3rd Period 14:05~15:35 The Definition of Culture: Different Elements Provide a Full Explanation

Summary: From 14:05 to 14:35, we will do activity IV. I will write the word CULTURE on the board and ask you, as a class, to come up with definitions of the term. You may encounter different elements that are characteristic of a new culture. Then, you get to choose one person to write the definition on the board. Then, we will develop a comprehensive definition of culture, and I will provide my own definition of culture. After that, you can communicate with me and your group by focusing on the role culture plays in forming our behaviors and beliefs **from 14:35 to 15:35**.

IV. Defining and Discussing Culture: Focusing on the Role Culture Plays in Forming Our Behaviors and Beliefs (14:05 to 15:35)

This lesson is also adapted and based on Paul D. Coverdell's publication "[Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding](#)."

"Everyone has a culture. It shapes how we see the world, ourselves, and others." ~Paul D. Coverdell

1) **From 14:05 to 14:35**, in your new group, please come up with one or more terms below the word CULTURE on the board. Then, when you are ready, please choose one or more people in your group to write your definition or definitions with a whiteboard marker. You may find it easier to define culture by listing its aspects, such as different elements that seem authentic. Some examples are:

CULTURE

- Everyone has a culture.
- Culture is closely tied to values and beliefs.
- Culture involves customs and traditions.
- Culture is a collective, shared experience among a group.

2) **From 14:35 to 14:40**, I will summarize your definitions in context to this one: "Culture is a system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions." ~Paul D

3) Then, **from 14:40 to 15:35**, please use the following questions in your group to focus a discussion on the role culture plays in forming our behaviors and beliefs:

1. How does culture shape the way we see the world, ourselves, and others?
2. How do you think you learned your culture?
3. How do you think your culture has shaped you? How has it influenced your values, preferences, and beliefs?
4. Despite the differences in culture, what are some things that everyone in our classroom has in common?
5. What do you think are some of the differences you have with you and others in the classroom?
6. What do you think the term 'cultural awareness' means? There is no one clear definition.
7. What is the most unique or different culture you have ever experienced?
8. What are some ways people can successfully interact with different cultures? Please give some examples.
9. Please discuss cultural misunderstandings experienced in Japan, travelling, being abroad, or seen in the media.
10. What are some ways people can resolve cross-cultural misunderstandings for effective communication?

Note: Please feel free to report what you learned from not only current group members, but also previous classmates, which helps to increase class bonding and good relations.

15:35 to 15:50 Short Break

10/18 (Saturday) 4th Period 15:50~17:20 Intercultural Misunderstandings: Ways to Increase Effective Communication

Summary: From 15:50 to 17:20, we will watch two video clips below to complement our discussions on intercultural misunderstandings, which explore cultural misunderstandings that occur when new family members from different cultures meet. Rosie Dodd, a creative English teacher, designed this lesson. After viewing each video, we will discuss intercultural differences and misunderstandings about the YouTube movie clips, what we would have done in a similar situation, and whether we have ever experienced any of these issues before. Then, we will shift to your own experiences with cross-cultural misunderstandings. Finally, to prepare for your 2-minute speech related to some aspect of culture, you will learn about the speech guidelines and essential information.

V. Intercultural Misunderstandings: Ways to Increase Effective Communication Through Videos and Discussion (15:50 to 17:00)

1) Cross-cultural differences and misunderstandings can be confusing, but they are meaningful learning experiences that we can resolve and also reflect on to improve. We will view two YouTube video clips of cross-cultural misunderstandings from the movies *My Big Fat Greek Wedding* and *Joy Luck Club*. After viewing and reading the English closed-captions (CC) dialogue on the screen for each video, you will have discussions in your new groups about the interactions, intercultural misunderstandings, and how all actors can resolve the issues. Part 1 is **from 15:50 to 16:10**.

1. What do you believe are the characteristics of intercultural misunderstandings?
2. What is the most different culture you have ever experienced? (It could be a different region in Japan)
3. If you had an intercultural misunderstanding you discussed with your previous group, please share it.
4. If another group member from period three had a misunderstanding, please share it with your new group.

2) Video 1: My Big Fat Greek Wedding: Meet the Family (16:10 to 16:30)

https://www.youtube.com/watch?v=P3N5V9ml2VU&feature=emb_logo

1. Now, let's discuss some questions about *My Big Fat Greek Wedding*:
2. What cross-cultural differences did you notice? Please explain.
3. What cultural misunderstandings were there?

4. How did the actors react to these issues?
5. Why do you think the differences or misunderstandings happened?
6. Let's share some highlights with the whole class.

3) Video 2: Joy Luck Club (16:30 to 16:50) https://www.youtube.com/watch?v=t82eWkb_tM&feature=emb_logo

1. Now, let's discuss the same questions about the Joy Luck Club:
 2. What cross-cultural differences did you notice? Please explain.
 3. What cultural misunderstandings were there?
 4. How did the actors react to these issues?
 5. Why do you think the differences or misunderstandings happen?
- 4) Let us also share some highlights with the whole class. Please feel free to share your own comments or those of your group.
- 5) Extended activity **from 16:50 to 17:00**. Imagine if you had an international tourist coming to Saitama, Tokyo, or another region in Japan. Actually, my friends are arriving next week. Below are some prompt questions that you can discuss with your group.

1. If an international tourist were coming to Tokyo, what advice would you give them?
2. How to eat.
3. What to wear in different places?
4. How to greet people.
5. Lastly, as the class closes for the day, provide more feedback as a class.

*Adapted worksheet was initially created by Rosie Dodd <englishwithrosie.wix.com>

VI. Public Speaking Template, Tips, and Tricks: The 1-2 Minute Informative Speech (17:00 to 17:20): Guidelines for Your Speech



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2) One to Two Minute Informative Speech Template explanation for your one- to two-minute speech on Sunday during 4th period (see the following page 13):

One to Two Minute Informative Speech Template

“Grabber” Notes: (Choose one—use vocal variety, humor, interesting quote or fact, act)

State the Main Idea in One Clear Sentence:

Supporting Detail Note #1:

Supporting Detail Note #2:

Supporting Detail Note #3:

Restate the Main Idea—Use Different Words:

3) One to Two Minute Supporting Speech Rules, Tips, and Best Practices: Intermediate English

1. In public speaking, use your voice and gestures to emphasize key points and to keep your audience interested.
2. Can everyone in the room hear you? If not, you just lost part of your audience.
3. You'll never need a partner or assistant for this speech. Get support by being a good listener in the audience.
4. Grab your audience's attention. Make them want to listen right away, which is very important in such a short speech. "Ho, hum . . . Oh, look. Someone is speaking. Oh, wait... they're done already. What did they say?????"
5. Stay on track. Your job as a speaker is to convey one main idea and one main idea only, supported by examples and explanations. In such a short speech, you have no room to talk about anything else. It's like a good paragraph.
6. Do not write out supporting details. This is a speech, not an essay. Work out what you will say by rehearsing the speech.
7. Write out your main idea sentence, your concluding sentence, and any important quotes. Know them by heart.
8. Rehearse. Rehearse again.
9. Look at your audience as much as possible, and make sure you're not staring at one person the whole time. Now that would be awkward! Some people feel shy about looking at the audience. If that is an issue, look just barely over the top of their heads at the back wall. They'll never know the difference!
10. Be confident and use your voice. Everyone is in the same situation. Take a deep breath. Rehearse some more. Take another deep breath. You'll do fine!

17:20 Classes conclude for the day

10/19 (Sunday) 1st Period 09:50~11:20 Intercultural Misunderstandings: Effective Communication Summary:

From 09:50 to 11:20, we will watch two more video clips below to complement our discussions on intercultural misunderstandings, which explore cultural misunderstandings that occur when new family members from different cultures meet. Rosie Dodd, a creative English teacher, also designed parts of this lesson. After viewing each video, we will discuss intercultural differences and misunderstandings about the YouTube movie clips, what we would have done in a similar situation, and whether we have ever experienced any of these issues before.

VII. Intercultural Misunderstandings: Ways to Increase Effective Communication Through Videos and Discussion 1 (09:50 to 11:20)

1) Cross-cultural differences and misunderstandings can be confusing, but they are meaningful learning experiences that we can resolve, and also reflect on to improve. We will view two YouTube video clips of cross-cultural misunderstandings from the movies *Lost in Translation* and *Outsourced*. After viewing and reading the English closed-captions (CC) dialogue on the screen for each video, you will have discussions in your new groups about the interactions, intercultural misunderstandings, and how all actors can resolve the issues. Part 1 is **from 09:50 to 10:10**.

1. What do you believe are the characteristics of intercultural misunderstandings?
2. What is the most different culture you have ever experienced? (It could be a different region in Japan)
3. If you had an intercultural misunderstanding you discussed with your previous group in class, please share it.
4. If another group member from period four had a misunderstanding, please share it with your new group.

2) Video 1: *Lost in Translation -The Hospital Scene in Tokyo* (10:10 to 10:40)

<https://www.youtube.com/watch?v=LDC3Lhg0LBA> Now, let's discuss the same questions about

Lost in Translation:

1. What cross-cultural differences did you notice? Please explain.
2. What cultural misunderstandings were there?
3. How did the actors react to these issues?
4. Why do you think the differences or misunderstandings happen?
5. Let us also share some highlights with the whole class. Please feel free to share your own comments or those of your group.

3) Video 2: Outsourced -Arriving in India with some Culture Shock (10:40 to 11:10)

https://www.youtube.com/watch?v=hGKCKvNk_zI

1. Now, let's discuss the same questions about the Outsourced:
2. What cross-cultural differences did you notice? Please explain.
3. What cultural misunderstandings were there?
4. How did the actors react to these issues?
5. Why do you think the differences or misunderstandings happen?
6. Let us also share some highlights with the whole class. Please feel free to share your own comments or those of your group.

11:20 to 11:35 Short Break

10/19 (Sunday) 2nd Period 11:35~13:05 What is Cultural Awareness and Why is it Important?

Summary: In this class from 11:35 to 13:05, we explore the concept of cultural awareness, building on the lessons from previous classes about the subject. We examine how to become more aware of our own cultures and those of others, as well as the benefits of having a deeper understanding of the similarities and differences between people. This lesson also focuses on building vocabulary, reading, and listening skills. The worksheets are divided into A and B by Macmillan Publishers. I have combined both sheets into a single document and will provide the answers, which will be uploaded here on the class website. Extra worksheets for the answers will be provided in class.

VIII. What is Cultural Awareness and Why is it Important? (11:35 to 13:05)

1. **Worksheet A (pages 17-18):** For 15 minutes, from 11:35 to 11:50, please prepare your answers by reading the text and answering the questions on Worksheet A, on pages 1 and 2. Those who have prepared their answers earlier can compare them with those of others who have finished. All of the answers are suggestions only that will be shown to the entire class from 11:50 to 12:00.
2. In groups from 12:00 to 12:15, please discuss Workshop A, part 2, by using these prompts in your groups:
 - Do you think that cultural awareness is a crucial aspect of personal growth? Why?
 - What are your own experiences with working or living alongside people from different cultures?
 - How can cultural awareness help us in business/foreign relations/diplomacy/etc?

CULTURAL AWARENESS



Lesson: Cultural Awareness

Worksheet A

1 Read the text and answer the questions that follow.

What is cultural awareness and why is it important?

What is classed as normal behaviour in one culture can sometimes be unsuitable, unacceptable, or even offensive in another. We're all different and we all have different beliefs and ways of doing things. Understanding this is what cultural awareness is all about.

Cultural awareness can begin by holding up a mirror. We need to take a long, hard look at ourselves. What makes us the way we are? Well, there's history, religion, tradition, education, and our parents. These are all good things. But do any of them make us better than others? No. Not better, but different.

It's easy to understand why we start off believing that our culture is better than any other. In fact, some argue that it's necessary in order to survive. As children, we typically build our view of the world from our family and the place we grow up. However, as we get older our understanding of the world grows with us.

In the past, many people never left the comfort of their own town or district. They could all spend their days happily believing that the life they knew was the best, that their way of doing things was the right way, and not imagining or caring what others might think. Today's world isn't like that though. We do business with people from different cultures, we sell each other products and ideas, we live next door to each other, we listen to music from around the world and we learn different languages. We all need to learn to appreciate each other's cultures and ways of living.

Paragraph 1

- 1 Can you think of any examples of behaviour from another culture being 'unsuitable, unacceptable, or even offensive'?
- 2 In your own words, what is cultural awareness?

Paragraph 2

- 3 Why does the writer mention 'holding up a mirror'? What does he mean?
- 4 The writer mentions 'history, religion, tradition, education, and our parents'. Which of these do you think is most important in forming our cultural identity?

Paragraph 3

- 5 Where does our original view of culture come from?
- 6 Which phrase in this paragraph is a synonym of 'better than'?

Paragraph 4

- 7 This paragraph contains examples of cultural exchange. Can you think of other examples?
- 8 In your own words, why is cultural awareness important?

Student's copy

CULTURAL AWARENESS



Lesson: Cultural Awareness

- 2 Look at the diagram below. In pairs or small groups, discuss your reaction to it.
How cultural awareness develops

START HERE

There's only one way – and it's my way!
We're born like this – a clean sheet.
We only know what we're told, so we only know about our culture.
It's fine. We're happy.
But then we grow.

You mean there's another way?
We start to become aware of other ways of doing things.
We notice that other people do things differently.
Our way is still the best, though, right?
Yes, don't worry – our way is still the best.
Because ...
Because ...?

Let's just try it your way ...
We become aware that sometimes ... in some cases ... another way works.
There might still be problems with doing it another way but sometimes it's better.
We're open to new ideas.

Let's do it together, shall we?
We have true collaboration.
Everyone's opinions count for something.
We make it work.
We find the best solution to the problem – our solution.

Student's copy

3. **Worksheet B (pages 20-21):** For 15 minutes from 12:15 to 12:30, please try to match the cultural awareness vocabulary terms with definitions. If you get stuck, please ask the teacher or your classmates for help.

4. From 12:30 to 12:45, please read and discuss "Things I've learned," keeping these three points: a). what the person learned, b). whether you think this was a valuable lesson or not, and c). whether you have heard about or experienced similar situations.

5. Lastly, from 12:45 to 13:05, please share part 5 Worksheet B (on pages 20-21), and communicate with each other in groups about what you know about:

- International food
- International films or television
- Music from other countries
- Check the labels of the places where your clothes and bags are made and discuss about them
- Celebrities from other countries
- The countries where your favorite international team or sports stars come from

These could be some topics for your culture presentation

13:05 to 14:05 Lunch Break

CULTURAL AWARENESS



Lesson: Cultural Awareness

Worksheet B

3 Look at the points below and match the words in bold to their meanings. Tick the points you agree with.

Living successfully with different cultures

- We need to recognise and welcome cultural **diversity**.
- Cultural awareness begins with **self-awareness**.
- We shouldn't make **assumptions** about other people.
- It's wrong to make **judgements** about people until we understand their culture.
- We need **empathy** if we are going to understand the other person.
- Never forget that people new to living in your culture face **challenges** we can only imagine.
- You don't have to agree with the views of others, but always **respect** them.
- When we learn to **embrace** the differences between us, we can work well together.
- Keeping language simple helps prevent the **exclusion** of others.
- It's a mistake to try to **impose** one culture onto another.

- 1 beliefs based on little evidence _____
- 2 treat properly _____
- 3 an understanding gained by putting ourselves in the other's position _____
- 4 force; press _____
- 5 being different _____
- 6 welcome; show warmth towards; accept enthusiastically _____
- 7 difficulties _____
- 8 opinions _____
- 9 knowledge of yourself _____
- 10 not including; leaving something or someone on the outside _____

4 Read the experiences overleaf and, for each one, say:

- ▶ what the person learned.
- ▶ whether you think it was a valuable lesson.
- ▶ whether you have heard about, or experienced, similar situations.

Student's copy

CULTURAL AWARENESS



Lesson: Cultural Awareness

Student's copy

Things I've learned

Continuing our regular look at cultural differences, today four people tell us about the time they learned a valuable life lesson.

SAM, UK

"We grew up on a diet of American television. As a result of that, I used to think that all teenagers ever did was hang out with their friends, go for a drive in someone's car, have parties all the time, oh, and eat burgers. I thought that in the USA, the sun shone all the time, you could travel across the country in an hour or two, and if you went to New York or Chicago or Miami, you would almost certainly be killed! Now I know better."

MARIE, USA

"When I travelled abroad for the first time, I was really shocked at the way people stared at me in the street. It was really scary sometimes. One day a girl was looking at me on the train and I'd had enough of it. She was staring at me – right in the eyes. Not angrily but she wasn't smiling either. I said to her, 'What are you looking at?' She didn't look embarrassed or turn away. She just said, 'You have very beautiful eyes'. I think that was my first lesson in cultural awareness – what she was doing wasn't rude or threatening for her, but it was for me."

JAMIE, SCOTLAND

"I used to watch a comedy programme on TV. There were characters from different countries and they spoke English in a funny way. I used to laugh so much! Then I met someone from one of those countries and I showed them a video of the programme, expecting them to laugh. No reaction at first, and then an apologetic, 'I'm sorry but it doesn't make me laugh'. It was a massive lesson for me – we were just ridiculing and stereotyping foreigners for comic effect. I don't find that so funny any more."

SEAN, IRELAND

"I once got the chance to watch my favourite football team play in another country. Well, we got a great reception from the people we met. They were good-natured and friendly and made us feel at home. Of course, some of the fans were not so friendly but most people were really nice. The thing is, this came as a huge surprise to me. I don't know quite what I expected but my own prejudices shocked me. I realised that I had built up a picture in my mind of foreign teams as the enemy – because you always want your team to win. But I had then made the same assumptions about a whole country. It's true what they say – travel really does broaden the mind."

5 In pairs or small groups, discuss what you know about the following.

- ▶ 'Foreign' food
- ▶ International film or television
- ▶ Music from other countries
- ▶ The places where your clothes are made
- ▶ Celebrities from other countries
- ▶ The countries where your favorite international team or sports stars come from

10/19 (Sunday) 3rd Period 14:05~15:35 Preparation for the One- to Two-minute Speech on an Aspect of Culture

XI. Public Speaking Template, Tips, and Tricks: The 1-2 Minute Informative Speech (14:05



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2) One to Two Minute Informative Speech Template explanation for your one- to two-minute speech on Sunday during 4th period (page 13 if you have prepared already or page 23):

One to Two Minute Informative Speech Template

“Grabber” Notes: (Choose one—use vocal variety, humor, interesting quote or fact, act)

State the Main Idea in One Clear Sentence:

Supporting Detail Note #1:

Supporting Detail Note #2:

Supporting Detail Note #3:

Restate the Main Idea—Use Different Words:

3) One to Two Minute Supporting Speech Rules, Tips, and Best Practices: Intermediate English

1. In public speaking, use your voice and gestures to emphasize key points and to keep your audience interested.
2. Can everyone in the room hear you? If not, you just lost part of your audience.
3. You'll never need a partner or assistant for this speech. Get support by being a good listener in the audience.
4. Grab your audience's attention. Make them want to listen right away, which is very important in such a short speech. "Ho, hum . . . Oh, look. Someone is speaking. Oh, wait... they're done already. What did they say?????"
5. Stay on track. Your job as a speaker is to convey one main idea and one main idea only, supported by examples and explanations. In such a short speech, you have no room to talk about anything else. It's like a good paragraph.
6. Do not write out supporting details. This is a speech, not an essay. Work out what you will say by rehearsing the speech.
7. Write out your main idea sentence, your concluding sentence, and any important quotes. Know them by heart.
8. Rehearse. Rehearse again.
9. Look at your audience as much as possible, and make sure you're not staring at one person the whole time. Now that would be awkward! Some people feel shy about looking at the audience. If that is an issue, look just barely over the top of their heads at the back wall. They'll never know the difference!
10. Be confident and use your voice. Everyone is in the same situation. Take a deep breath. Rehearse some more. Take another deep breath. You'll do fine!

15:35-15:50 Short Break

10/19 (Sunday) 4th Period 15:50~17:20 One to Two-Minute Informative Speech on Some Aspect of Culture

Summary: Participants did their best to deliver informative two-minute speeches on a specific aspect of culture. If you are reading the details and descriptions in advance, please note that the guidelines were discussed in the previous class during 4th period on Sunday, October 19th. Therefore, please refer to the last lesson.

X. Here is the schedule for your 2-minute informative speeches and the time blocks for each class participant, with your nickname or initials for privacy:

1. 15:50-15:52
2. 15:54-15:56
3. 15:58-16:00
4. 16:02-16:04
5. 16:06-16:08
6. 16:10-16:12
7. 16:13-16:15
8. 16:17-16:19
9. 16:21-16:23
10. 16:25-16:27
11. 16:29-16:31
12. 16:33-16:35
13. 16:37-16:39
14. 16:41-16:43
15. 16:45-16:47
16. 16:49-16:51
17. 16:53-16:55
18. 16:57-16:59
19. 17:01-17:03
20. 17:05-17:07

Finally, we will have an overview, reflections, and **wrap-up of the course from 17:10 to 17:20**. Thank you for taking this course! Enjoy your Open University Japan studies.