

STUDENTS CAN
APPRECIATE DIVERSITY,
FEEL OTHERS' EMOTIONS,
AND THANK EACH OTHER
THROUGH
INTERNATIONAL EXCHANGES

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The Purpose of This Presentation

Students can learn how **diverse and interesting** cultures of their friends' countries and their own countries are.

They can **feel and think what others feel and think** about their favorite things, traditional events, social problems, peace and many other topics.

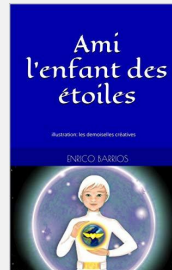
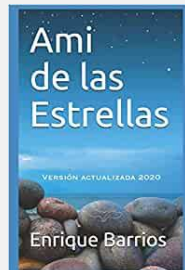
They can **encourage and thank** each other to survive in this pandemic and live in harmony.

This presentation will show you how you can start such international activities in your classes and **what students can learn** from their experiences of the interactions.

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I'D LIKE TO RECOMMEND A BOOK ABOUT LOVE,
"OMI OF THE STARS"
ENRIQUE BARRIOS

"Translated into twelve languages, it has sold several million copies and continues to reach more people, languages and countries. Why is it so widely distributed? Perhaps because of the joyful words of wisdom and reflection that Omi uses to guide young and not so young people in a confused world. The book takes us to visit stellar societies superior to ours, and encourages us to produce the necessary changes so that one day we will live without polluted skies and without violence, as in the evolved worlds."



I. Significance of International Exchanges

- A. Motivation to study English
- B. Practice of using grammatical points
- C. Enriching vocabulary
- D. Developing skills of communication
- E. Broadening students' horizons
- F. Appreciation of Diversity
- G. Appreciation of students' own culture

I. Significance of International Exchanges

- H. Helping students in other countries get interested in other cultures
- I. Encouraging one another to survive in this pandemic
- J. Content and Language Integrated Learning (CLIL)
- K. Nurturing feeling of self-affirmation
- L. Cooperation with teachers in other countries



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II. My Students' Impressions



What My Students Learned and Thought through the International Exchanges

I learned there are differences between nursery schools in Japan and in other countries. I wondered what the student meant when she said they have more freedom than in Japanese nursery schools.

A lot of people work at home using technology for remote work because of the pandemic these days. It was not good that COVID-19 spread, but it was good to have changes to improve our lives.

I learned Japanese cuisine has many kinds of dishes and long tradition. It is great to make most of the original taste of the ingredients. I thought it is good that senses of seasonal atmosphere are appreciated in Japanese cuisine.

I learned that there are many attractive cultural traditions in Japan. I also learned that origins of many things in Japanese culture are related to cultures of other countries.

I was not good at English grammar, but I learned grammar and words through exchanging letters. When I exchanged letters about the same topic, I learned ideas and actions different from mine, so I could broaden my horizon and started taking actions to solve problems.

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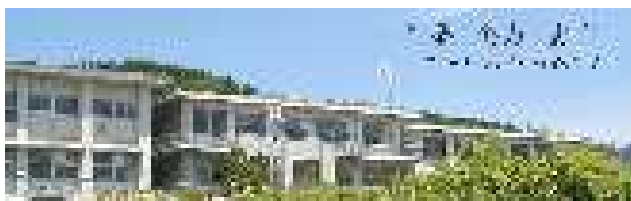
II. My Students' Impressions on the International Exchanges

Takamori High School is a small senior high school.

There are 275 students aged 15 to 18 years.

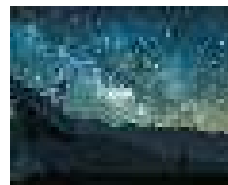
It is located in a rural area of Iwakuni, Yamaguchi, Japan

The students have few chances to communicate with people from other countries.



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II. My Students' Impressions



I found Japan has the fourth most earthquakes in the world. Japanese have suffered from earthquakes many times. I learned it is important to prepare emergency food and bags.

I learned that it is more difficult to bring up children in Japan than in some other countries. Japanese government has been working on this problem, but mothers' burden is heavier in Japan. I hope it will be changed in the future.

Education with information technology is developing rapidly, but its level in Japan is far behind from the one in some other countries. We should improve it much more. I think it will be nice if young generation like us can tell people in other countries good things in Japanese culture like the ones my classmates wrote about.

I was happy to find that other students understood what I wanted to tell them. I learned I should include questions as well as empathy and advice in my feedback. I found that I tend to use difficult words in my explanation and that I should use easier Japanese words to translate them into English as some other students did.

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II. My Students' Impressions

When I read other students' feedback, I found they thought my explanation was easy to understand and that they felt like learning more about the topic, so I realized I explained well and felt happy. I would like to add more photos and charts in my presentation because many students wrote they are effective in presentations.

I enjoyed communicating with people in various countries through this international exchange I cannot usually experience. I was impressed to interact with students in other countries even in this pandemic by exchanging letters.

I don't have any chances to communicate with people in other countries in my everyday life, so these activities in English classes are precious chances. I learned culture and history of other countries from the students in the countries and I searched for more information about the countries myself. I could have chances to tell Japanese culture to people in other countries.

It was interesting to learn about many other countries through international exchanges. Indian students' dance was nice. I thought it was good to search for information to improve our immune systems to protect us from the pandemic.

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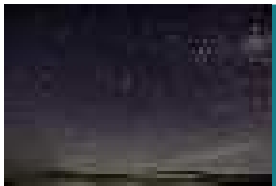


II. My Students' Impressions

As for Japanese culture, I found that I had known only very famous part of it, but I learned each district has its unique traditional culture and that there are traditions only local people know. I felt my knowledge was broadened. As I searched information about culture, my explanation became better though I had had only vague knowledge before. I'd like to cherish Japanese culture.

I thought it was good to learn about lives and opinions high school students in India and other countries have. I felt it amazing to have common ideas though our countries and environments were different. I think people around the world are worrying about the environmental problems like I do. If we want to solve the problems, we should not be selfish but cooperate with everyone by getting rid of walls of skin colors, races, and history. I enjoyed teaching one another information about our own cultures and finding differences and similarities through the international exchanges in this lesson. I hope to travel abroad someday, so I would like to experience the larger world by interacting with people in other countries by making most of what I learned in these lessons of English Expression.

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II. My Students' Impressions

I enjoyed the international exchanges very much. Reading letters from other countries was a good practice of translating English, too. It was good to search for information about Japanese culture and explain it to students in other countries. There were things about Japan I learned for the first time. I had never thought about the Treaty on Prohibition of Nuclear Weapons, but I learned there are things we can do to realize nuclear free world. I learned about various environmental issues and reconsidered what we can do to solve them. I'd like to take actions.

International exchanges were very interesting. Argentine students made posters after reading our explanation about How to Improve Our Immune Systems. They were amazing. I was surprised to find many differences in the letters I received from students in other countries. I started some good habits after searching for how to improve immune systems and I have been in good health. There were so many things I wanted to write about events on New Years Days that it was hard to choose the topics. Now I found that I searched for many kinds of topics and my skill to use English was improved. I'll do my best in studying English next year too.

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III. How to Find Schools to Cooperate for International Exchanges

A. **ePals:** <https://www.epals.com/#/connections>

ePals Webinar: "Connecting Classrooms around the World"
https://www.youtube.com/watch?v=1fuAvJSZd7o&list=PLNzps_hBBvP_BzuD28IHWQmNYJ41jWvG0R&index=4

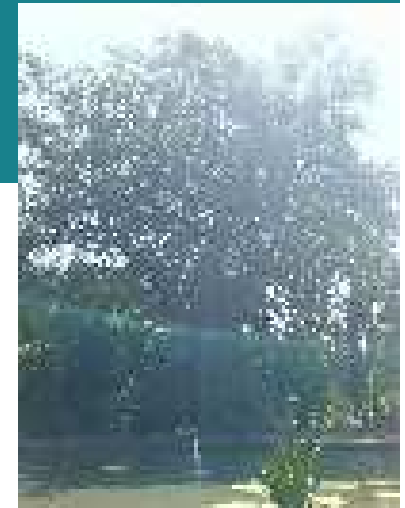
B. **iEARN:** <https://www.iearn.org/>

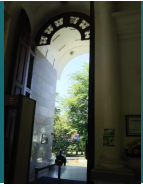
iEARN Collaboration Centre Preview Tour 2021

https://www.youtube.com/watch?v=3o_lxNxBSRw&t=10s

C. Foreign Network Projects & Educational Organizations

http://www.cec.or.jp/gyoumu/links/foreign_en.html





III. How to Find Schools to Cooperate for International Exchanges

D. An Example of a Letter to Ask for Cooperation for International Exchanges

Subject: Could we exchange our students' mails?

Hello, (the teacher's name),

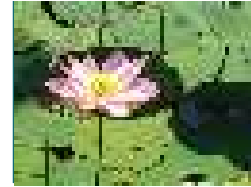
I am (Ms.) Akamatsu Atsuko. My first name is Atsuko. Please call me Atsuko.

I am a teacher of English working for Takamori High School in Iwakuni City, Yamaguchi Prefecture, Japan. I have been working as a teacher for over 30 years. My school is in a rural area on the western end of the main island of Japan.

My school has a website: http://www.takamori-h.yzn21.jp/h_menu02.html Though the page is in Japanese, you can see some photos of school events at the bottom of the page.

I am planning to help my 50 1st-year students, who are 15 or 16 years old, exchange letters with students in other countries.

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III. How to Find Schools to Cooperate for International Exchanges

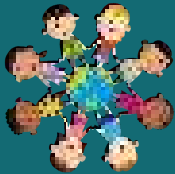
E. Folders for Each Partner Schools and Schedule on Google Calendar

F. How Long Can We Work with the Same Schools?

G. Countries of Partner Schools

Taiwan, Korea, Indonesia, Thailand, Sri Lanka, India, Pakistan, Kuwait, Israel, Iran, Kazakhstan, Russia, Ukraine, Turkey, Greece, Romania, Italy, Spain, France, Belgium, Norway, Sweden, Morocco, Canada, USA, Ecuador, Peru, Brazil, Argentine, Chili

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III. How to Find Schools to Cooperate for International Exchanges

Topics I am thinking of are self introduction, good places to visit in my country, how to protect ourselves from natural disasters, poems or stories about the importance of peace, and traditional culture for this school year from April to March.

If your students are interested in these topics, I would like to send you my students' short essays or Power Point slides about these topics. If your students send my students their feedback or their opinion or explanation about the same topics, I'm sure that my students will be happy to read them.

If it is difficult to exchange letters about all the topics above, would you choose some topics you think are appropriate for your students? If it is better for you to start the exchange from September or some other time, would you tell me your idea?

Would you write to (my email address) instead of this email address on ePals? My ePals email box has so many mails now and I would like to keep the old mails, so it is very slow to read mails on my computer now.

I am looking forward to hearing from you.

Best regards,
Akamatsu Atsuko

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IV. Things to Check before Starting International Exchanges

A. Types of Exchanges

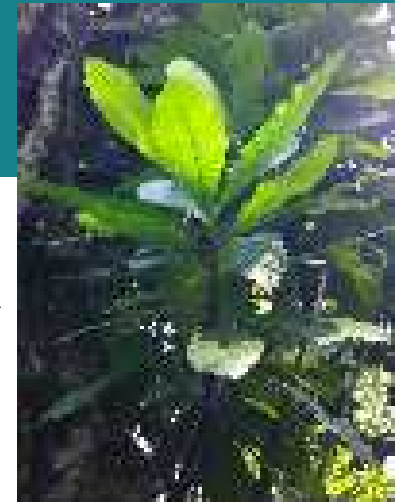
Word documents, Power Point slides, videos, photos, online meetings (Zoom, Skype, Google Meet), Padlet, iEARN forums, ePals project pages, postal letters or cards, etc.

B. Types of Fonts

C. Length of Each Work

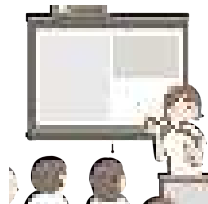
D. Personal Email Addresses and SNS Accounts

E. Personal Exchanges or Group Exchanges



V. Activities for International Exchanges

- A. Activities in Classes
 1. Introducing partner schools
 2. Explanation about what to write
 3. Choosing the topics and starting writing a few sentences
 4. Returning the corrected scripts and making clean copies
 5. Making presentations about the slides students made of received
 6. Explanation about how to use grammar or phrases in the textbooks in the works for international exchanges
 7. Common mistakes found while correcting the scripts



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V. Activities for International Exchanges

- B. Assignments
 1. Writing draft with WORD or Power Point on computers
 2. Writing Clean Copies on paper to compare the word order and the words of Japanese and English
 3. Use of Smartphones
 4. Use of Tablet Computers



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VI. Thing to Check before Sending the Students' Works

- A. Long vacations and exam periods of the partner schools
- B. Types of files to send: Can zip files and Google Drive links be opened in the country?
- C. Students' personal images should be treated carefully.
- D. What kind of responses I expect to receive, feedback, WORD documents or slideshows about the same topic
- E. It is better not to ask other teachers to send the replies by the deadline in your own plan. Flexibility is important.



VII. Evaluation

The total of the points for the students' works including letters, slides, notebooks, handouts and so on is included in the grades. Its percentage is up to 20%.

Points to check:

- The number of words or sentences
- Relation to the main topic
- One idea for one paragraph
- Repetition of similar sentences
- Plagiarism



VIII. Sharing Students' Works

- A. Sharing the works with students of the same school through Google Classrooms
- B. Presentation of the translation of the works from other countries in classes
- C. Exhibition in school festivals: Parents can browse the students' works and they can talk about the works with the students at home.
- D. Sharing the works in articles on magazines or emails on mailing lists for teachers of English and other educators
 - 1. New English Teachers' Association http://www.shin-eiken.com/about/index_e.html
 - 2. iEARN or ePals
 - 3. International Network of Museums for Peace (INMP)
 - International Conference of Museums for Peace 2014 in No Gun Ri, Korea
 - Exhibitions of Youth Messages for Peace "How Can We Create Peace Together?"
<https://peacecreators.jimdofree.com/>
 - 4. International Institute of Peace Education (IIPE) <https://www.i-i-p-e.org/>
 - 5. Global Campaign for Peace Education in Japan (GCPEJ) Chushikoku Branch
<https://gcpej.jimdofree.com/eng-1/>
<https://gcpej.jimdofree.com/cipe/hiroshima/>



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IX. Examples of Topics for International Exchanges

- E. Short poems with photos
- F. New Year Cards with explanation of traditional events during the winter vacation
- G. Social problems such as bullying, lack of nursery schools, aging society, child abuse, gossiping, etc.
- H. Environmental problems and solutions I worked on
 - iEARN project, "Gomi on Earth" <https://iearn.org/cc/space-2/group-478>
 - "Mottainai" Workshop organized by Aoyama Gakuin University students
- I. How to improve our immune systems
- J. What I realized in the pandemic and what I thank for now
- K. Will artificial intelligence take the places of human beings?
- L. Writing messages for peace after reading testimonies written by atomic bomb survivors, air raid survivors, victims of nuclear tests in other countries

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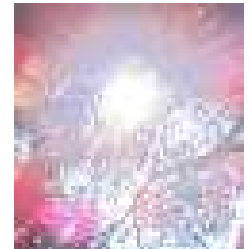
IX. Examples of Topics for International Exchanges

- A. Self introductions
- B. Events and facilities of My School
 - A part of the script for the video about English Expression classes:
"In the English Expression classes, students mainly solve questions on the textbook and interact with students in other countries. It's a lot of fun to interact with various people. I am very happy to be able to interact with people like you from faraway countries in this way, and I think this experience is very precious."
- C. Good places to visit in Japan
- D. Traditional or modern culture of Japan including traditional events, festivals, and customs

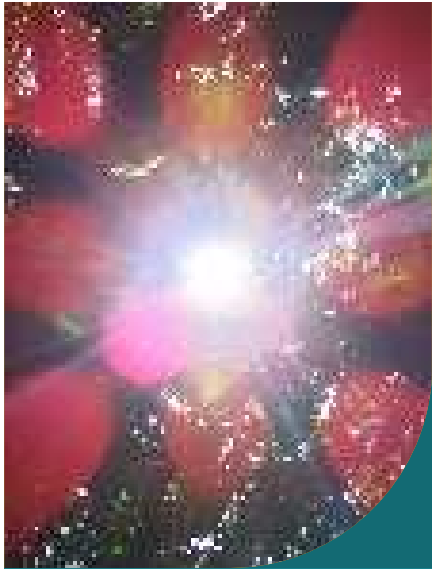
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IX. Examples of Topics for International Exchanges

- M. What I learned from INMP newsletters
 - INMP newsletters: <https://sites.google.com/view/inmp-museums-for-peace/home?authuser=0>
 - Poster Exhibition in The International Conference of Museums for Peace 2020 in Kyoto and Hiroshima, Japan
https://docs.google.com/document/u/1/d/e/2PACX-1vQSDAcUEY8fv-04L9ACoJNKnBw3R8KWuo3oVjVbxw0p4Go6nIZ5wAjkq_CCYRgA9g/pub
- N. What I learned from the webinar of Youth Panel organized by INMP
https://sites.google.com/view/inmp-2020/web-03_youth?authuser=0
- O. What I thought about the Treaty on Prohibition of Nuclear Weapons
- P. Past conflicts and war of Japan and other countries related to present social problems
- Q. What we should do to protect ourselves from natural disasters
 - iEARN project, Natural Disaster Youth Summit: <https://iearn.org/cc/space-2/group-120>



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X. What to Write in the Explanation about the Works for International Exchanges

- A. The Significance of the works
- B. Where to send the works
- C. Fonts
- D. Length of the works
- E. Structure of Paragraphs
- F. Writing details including names of places and people, and numbers
- G. Visual aids: maps, photos, graphs, and videos

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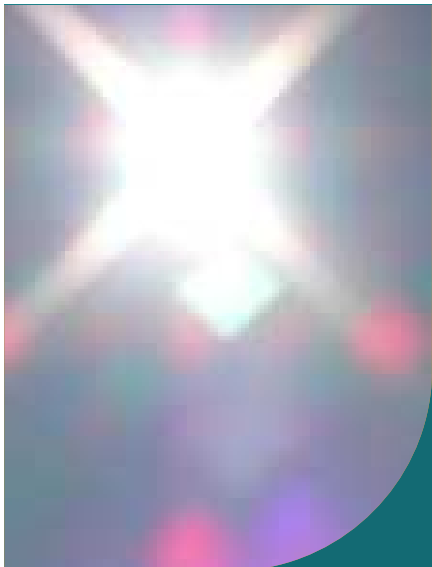


X. What to Write in the Explanation about the Works for International Exchanges

- M. Enjoying decoration on cards
- N. Adding explanation about personal experiences, feelings, and thoughts
- O. Deadlines: a short work once a week, a long work once a month
- P. Manners to use the Internet

<https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html>

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X. What to Write in the Explanation about the Works for International Exchanges

- H. References
- I. Both English and Japanese
- J. Consideration for the readers: using words like "you" instead of "this student," "he" or "she"
- K. Searching for the information about the topics before believing what others explained
- L. Expressing one's own opinions calmly without denying others' opinions totally

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XI. Examples of Students' Works

XII. Prospects

A. Gentle words of empathy, encouragement, and thanks

B. Social, and Emotional Learning(SEL)

Nonviolent Communication <https://www.cnvc.org/>

Connection Practice <https://connectionpractice.org/>

The Collaborative for Academic, Social, and
Emotional Learning (CASEL)

<https://casel.org/about-2/>

<https://casel.org/resources-videos/>

