

How I Built a Second Year Japanese “Hybrid” Study Abroad Program: 7-Week Challenges and Fun in Japanese

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Study in the US and in Tokyo, Japan

1. How I built the study abroad course to Japan



Study in the US and in Tokyo, Japan

1. How I built the study abroad course to Japan

- Summer 2009, the first Faculty-Led Study Abroad Program to Japan from University of North Texas (UNT)
- 12 students, age 18-34
- Just finished 1st year Japanese 1 month before the trip
- Most of them >> 1st time travel abroad
- Some >> 1st time travel out side the Central Time zone
- A life changing experience for students and the instructor

Study in the US and in Tokyo, Japan

1. How I built the study abroad course to Japan

1. Process in making study abroad course
2. The framework, content, outcome
3. Benefits to Japanese program
4. Benefits to Students
5. Advice & tips for fellow Japanese teachers

Background

Rational for creating a new study abroad program

- **UNT: the 3rd largest state university in Texas**
- **Japanese Minor**
- **250< enrolled-Fall 2007**
- **300< Fall 2009**
- **Growing program**
- **Links to student organizations and DFW**
- **Exchange program: limited**
- **Need for a new study abroad program**

Background

Rational for creating a new study abroad program

- **Value of a real trip to a real world and meeting real people**
- **Significant for cyber generation**
- **Essential for educators to provide students a chance to grow up in the global community**
- **Support their life-long learning beyond classroom**



Background

On-going student interests

- **Modern J-culture: anime, manga, J-pop, computer games**
- **Traditional Culture & history: Edo, Kyoto, tea ceremony, samurai, sushi, teriyaki.....**
- **= srpingboard to Japan**
- **Invite students to experience them!**



Creating a Win-Win program to JPN

Rational for a 2nd year Japanese study abroad course

- 3rd year: gate way to the intermediate, however...
- >>> less enrollment>>> busy with major/ graduate
- 2nd year level ☺
- Challenge their potential



Creating a Win-Win program

Other programs can offer variety. How about mine?

- **Sister schools? ... NO**
- **Sister cities? ... NO**
- **Funding? ... NO**
- **Language restrictions? ... YES**
- **Scholarship? ... Yes, \$700 for UNT study abroad**

- **How much would it be?**
- **How long should it be??**

Three weeks are suffice, according to a professor

Creating a Win-Win program

Bottom line

- **The cost.....??? Unknown**
- **The content.....Accelerated 2nd year Japanese: 6 cr.**

The first ½ at UNT

The second ½ in Japan

1) Tuition, 6 cr.= \$1700

2) Program fee= UNKNOWN

3) Airline ticket= depends

4) Spending money= depends

We only have control on #2

Creating a Win-Win program

Study abroad: production overview

1. Time line: 2 years

1st year: concepts, framework, language program coordinator, proposal, apply to curriculum committee>>> approval

2nd year: Approval by department Chair, Dean

Finalizing the course detail>>> reservation

Recruitment>>> student application & registration

- **The program takes OFF!!**

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Study abroad: production overview

2. **Parties involved**

The instructor

Language program coordinator

Study abroad office

Foreign Languages and Literatures dept.

Curriculum Committee

Chair of the department

Dean of College of Arts and Science

Creating a Win-Win program

Study abroad: production overview

2. **Parties involved, contd.**

Travel agency

Reservation: tour, theater, classrooms, etc.

Accommodations

Schools, club visits

Host families (if included in the program)

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Study abroad: production overview

3. Course design

Level

Purpose/ target/ goal

Location

Time

Length

Style



Creating a Win-Win program

Study abroad: production overview

4. Recruitment

Study Abroad Fair

Monthly information session

Email, announcement through Blackboard, class

Calligraphy workshop+ announcements

<< in the Future>> Facebook?

NON STOP FUN!

Creating a Win-Win program

Part 1. Decision making on program fee

- **Meetings with study abroad advisor**
 - **Research on other language programs**
 - **Research on Japanese study abroad programs**
 - **Using a vender for a first time program**
- Use vender to help you not to be ruled by**
Check the fairness of the bid and negotiate

Decided on \$3,900

Decided against using a vender for a cost control

Main location in Japan:

Ideal for study abroad group

- National Institution for Youth Education National Olympics Memorial Youth Center (NYC)
- <http://nyc.niye.go.jp/>
- Yoyogi access map
- <http://nyc.niye.go.jp/facilities/d7.html>
- Japanese style inn (6/14 & 15) Ueno, Tokyo
- <http://www.tctv.ne.jp/members/sawanoya/eigo.html>

- Kyoto Utano Youth Hostel
- <http://www.yh-kyoto.or.jp/utano/e-shisetsu.html>
- Hiroshima Youth Hostel
- <http://www.ttec.co.jp/~hyh/>
- <http://www.ttec.co.jp/~hyh/peace35.html> (picture from '09)

Creating a Win-Win program

Part 2. Decision making on framework & course content

I. Win-Win Benefit scenarios

- 1. To complete Japanese minor in 2 years**
- 2. To finish requirement fast and graduate**
- 3. To go study abroad without interrupting scheduled graduation**
- 4. To enjoy a small, short study abroad**
- 5. To earn credits while enjoying Japan**

Creating a Win-Win program

Part 2. Decision making on framework & course content

Benefit #1

To complete Japanese minor in 2 years

UNT minor: **up to 2009 catalogue (20 cr.)**

1010, 1020 (1st year) 8 cr.



2040, 2050 (2nd year) 6 cr.

3060, 3040 (3rd year) 6 cr.

Under 2010- catalogue (23 cr.)

1010, 1020 (1st year) 8 cr.



2040, 2050 (2nd year) 6 cr.

3020, 3030 (3rd year) 6 cr.

3060 OR 3040 (3rd yr Elective) 3 cr.

Creating a Win-Win program

Part 2. Decision making on framework & course content

Benefit #2

- To finish requirement fast and graduate**
- ✓ **2-year foreign language requirement for a major can be completed within a year**
- ✓ **Can focus on their junior and senior years**
- ✓ **Can finish the 2nd year in the summer without waiting for the Fall**

Creating a Win-Win program

Part 2. Decision making on framework & course content

Benefit #3

To go study abroad without interrupting scheduled graduation

- ✓ **Study abroad from the home institution**
- ✓ **Credit as a whole>>> no credit loss unlike participating a program from other institutions**
- ✓ **No interruption in graduation shedule**
- ✓ **Some loan may apply to Faculty Led Study Abroad**

Creating a Win-Win program

Part 2. Decision making on framework & course content

Benefit #4

To enjoy a small, short study abroad

- ✓ **Students know each other, and the instructor**
- ✓ **No intimidation**
- ✓ **Small group as oppose to the unknown number**
- ✓ **More chance of study abroad for those who wish**
- ✓ **Some prefer short term instead of a half year or 1 year long exchange programs**

Creating a Win-Win program

Part 2. Decision making on framework & course content

Benefit #5

To earn credits while enjoying Japan

- ✓ **May be ideal for the 1st time travel abroad w/ a group**
- ✓ **Career students can get a time off for study and travel**
- ✓ **Great cities and sightseeing sites in Japan**
- ✓ **Free time to explore the city and future idea**
- ✓ **Find a different society and culture**

Creating a Win-Win program

Part 2. Decision making on framework & course content

I. **ADDITIONAL Win-Win Benefit scenarios**

1. To complete Japanese minor in 2 years
2. To finish requirement fast and graduate
3. To go study abroad without interrupting scheduled graduation
4. To enjoy a small, short study abroad
5. To earn credits while enjoying Japan
6. Can enjoy 4th of July w/ families & share stories
7. Can take Summer II courses after the trip 😊

Creating a Win-Win program

Part 2. Decision making on framework & course content

ADDITIONAL Benefit #6

Can enjoy 4th of July w/ families & share stories

- ✓ **Come back to the US on 4th of July weekend**
- ✓ **Career students can get a time off for study and travel**
- ✓ **Great cities and sightseeing sites in Japan**
- ✓ **Free time to explore the city and future idea**
- ✓ **Find a different society and culture**

Creating a Win-Win program

Part 2. Decision making on framework & course content

ADDITIONAL Benefit #7

Can take Summer II courses after the trip 😊

- ✓ **Come back to the US on 4th of July weekend**
- ✓ **Celebrate the holiday with BBQ and share the exciting stories with friends and families!**
- ✓ **Can continue to take courses in Summer II**
- ✓ **Summer does not end with study abroad!**
- ✓ **Can keep on building credits through summer**

Creating a Win-Win program

Part 2. Decision making on framework & course content

II. Academic content & overall course design

1. The structure of the course

Textbook (2009): Nakama 2 (Ch.1-6)

(2010): Genki II (Ch.13-23)

Length: 7 weeks altogether

“Hybrid” study abroad course

First half, 3 ½ weeks: at UNT [mid May-early June]

Second half, 3 ½ weeks: in Japan [mid June-early July]

Creating a Win-Win program

Part 2. Decision making on framework & course content

2. Framework and content

2009: Nakama 2 (Ch.1-6)

Monday-Friday

**3 hour class in the morning + afternoon
activities(Lunch and Chat, movies, calligraphy)**

2 vocabulary and 2 kanji Qz for each chapter

Chapter test every week

Workbook

Essays

Oral interview & Skit (at UNT)

Independent project (in Japan)+presentation

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Part 2. Decision making on framework & course content

2. Framework and content

2010: Genki II (Ch.13-23)

Mon. & Tu./ Th., Fri. & Sat.

**4 hour class in the morning with a long break
afternoon activities(Lunch and Chat, movies,
calligraphy)**

1 vocabulary and 1 kanji Qz for each chapter

Chapter test every 4 days

Workbook

**Daily report/ journal card (with their own self
assessment)**

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Part 2. Decision making on framework & course content

2. Framework and content with Genki II cont.d

Essays based on daily report

Oral interview & Skit (at UNT)

Independent project (in Japan)+ presentation

***Self-intro portfolio project= done before the course starts (name cards, photos, 1st year essays, etc) used as a conversation material in Japan**

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Part 2. Decision making on framework & course content

3. **Field trips & Activities in Japan (2009)**

Kick off Lunch before the departure to Japan

Guided tour in Tokyo

NHK Studio tour

Edo Tokyo Museum

Tsukiji fish market

Yasukuni Shrine

Shishi mai, lion dance performance by Mr. Sawa

Kabuki Theater

Calligraphy workshop

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Part 2. Decision making on framework & course content

3. Field trips & Activities in Japan (2009)

Kamakura day trip, the Great Buddha, etc.

Bike ride in Kyoto

Ryo-an Ji Temple

Kinkaku-Ji Temple

Kiyomizu Temple

Fushimi Inari Shrine

Hiroshima A-Bomb Memorial Monument

A-Bomb Memorial Museum

Peace and Friendship Evening @ Hiroshima YH

A-Bomb survivor, Mr. Tsuboi's presentation

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Part 2. Decision making on framework & course content

3. Field trips & Activities in Japan (2009)

***option: Studio Ghibli Museum, amusement park**

Farewell dinner in Tokyo

Karaoke night

Field trips & Activities in Japan (2010)

Generally the same as 2009

Noh Theater (Noh and Kyogen performances) instead of Kabuki (the theater will be going demolition after April 2010)

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Part 2. Decision making on framework & course content

4. School visits

Supported by Japan National Tourism Organization(JNTO)

Arranged by local organizations in Japan

Tokyo: Tokyo Convention & Visitor's Bureau

- 1. University of Tokyo campus & Kendo club visit**
- 2. Tokyo Metropolitan University campus visit, Japanese class participation, tea ceremony, & exchange time with ESS club members**
- 3. Minorigaoka Hish School: class conversation and a guitar performance by a UNT music major student**

Creating a Win-Win program

Part 2. Decision making on framework & course content

4. School visits Supported by JNTO

Kyoto:

**Kyoto Prefectural University: class exchange at Prof.
Kanazawa's English class**

After class exchange with a small student group

**♪ Very valuable experience for the group to meet
college students in Tokyo and Kyoto♪♪♪♪**

Creating a Win-Win program

NOTES

III. Emergency and unexpected incident

Be flexible

- 1. Keep a copy of passports for all students**
- 2. Emergency contact and procedures**
- 3. Check on refunding policies**
- 4. Keep any local contact phone & email in Japan**
- 5. Go over emergency plans during orientation**
- 6. Bank account support by school and family**
- 7. Empowering students**

Reflecting on the first year course

All survived the course

THANK YOU!!

Points to improve

- 1. Class improvement and time management**
- 2. Diverse teaching for diverse learning styles**
- 3. Balance of class and activities**
- 4. might change the prerequisite grade to B or above with essay (current: C or above)**
- 5. Use of locker for easier traveling**

2-1 Advice & Tips for Teachers-1

HAVE FUN PLANNING A UNIQUE STUDY ABROAD PROGRAM FOR YOUR STUDENTS & YOURSELF!!

Check study abroad office and meet program coordinator & advisor to get your idea generated!

Check existing programs that might be relevant to your dream course

Be creative to make a joint program with other department or other subject to double the enrollment and FUN

2-1 Advice & Tips for Teachers-2

Find sister schools and cities for your resources: they will be happy to create a fun program together

Small city, town, village environment will be fun for younger students: adventure !

Chaperones might be recruited from parents of the students

Fund raising would be fun with the supporters

Make it every other year event between sister cities

Building up your global communities for your students each year

2-2 My future vision and idea

- **Promote to establish new exchange program**
- **Sister schools**
- **Sister cities**

- **Students' fund raising**
- **Information on student loans**
- **Reduce the program fee if possible**
- **2010 has lower program fee**

- **More effective teaching & assignment development**

Benefits to our program

- **Established a Faculty led study abroad to Japan**
- **Students' growth through study abroad helped our program's growth in a global sense**
- **Students as ambassadors: UNT visibility**
- **Our program has more students who went through study abroad**
- **Helped to grow the upper level enrollment**
- **Stability among students and instructor**

Benefits to students

- **Develop/ broaden their perspectives as global citizen**
- **Help students' bonding**
- **Create foundation for students' life-long study**
- **Accelerate their academic endeavor**
- **Provide chances to think about their future**
- **Develop skills for survival and helping others**
- **Help finding who they are**

Etc.

Words from students

1 year after feedback

on balance of class material & activities

- **ALL enjoyed trips & activities**
- **Many felt it too busy of study and fun**
- **Suggestion on long duration of dedicated study time then go explore instead of trying to have class everyday**
- **Too much of both won't help learning**
- **Maybe less on activities**



Words from students

1 year after feedback

on benefits to study 2nd year in Japan



- Effective since it started right after 1st year ended
- Great to develop language sense in Japan in very early stage of learning
- Encouraging to do well in the 3rd year
- Challenging but fun to build practical skills
- Able to have enough time to complete minor

Words from students

1 year after feedback
on acquisitions

- **Improved listening skills immensely** (they felt they surpassed the group who studied 2nd year in regular semesters on listening comprehension)
- Became able to understand the language in dimension
- Understand language function in context



Words from students

1 year after feedback
on acquisitions

- Try the language real time
>> learning fast and
cognitively
- Character recognition



Words from students

1 year after feedback
on learning skills

- **Better management of time**
- **Skills to get directions and read signs**
- **Used flash cards a lot**
- **Daily practice with new vocabulary and grammar**
- **Language learning became a part of everyday life**



Words from students

1 year after feedback
on learning skills

- **Spend more time listening and assimilate the language in film and music**
- **Explore more words and expressions beyond class material**
- **Employed different learning style: try to figure out how to say things to be successful in making conversations**

Words from students

1 year after feedback
on learning skills

- **Helped to reinforce natural rhythm of speaking**
- **Interaction with Japanese college students helped to pick up casual speech**
- **Became more creative to express what to say>> used language as a tool**



Words from students

1 year after feedback
on overall effect of the study abroad

1. A great introduction to Japan: great 1st time abroad as well
2. Made learning & memorizing naturally easier
3. Solidified my goals & plans in the future
4. Eye-opening to find Japan quite different from the Western world



Thank you!

