



I'M HUNGRY; I'M THIRSTY

—Studying Eating and Drinking in Japan via the Internet—

The lesson has technology, cultural, and language goals. The technology aims include familiarization with the multimedia capabilities of the laptop computer, and accessing and using a variety of instructional, learning, and informative environments. The cultural aims include becoming familiar with Japanese food and eating habits. The language aims include developing a useful set of vocabulary and sentence patterns about Japanese food and eating habits.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To use multimedia resources to solve language problems
- To use language to satisfy the need for food and drink
- To use team work to achieve goals

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Using nouns and prepositional phrases concerning eating and drinking ❖ Using descriptive phrases, nouns, adjectives, and verbs associated with eating and drinking ❖ Using basic sentence patterns 	<ul style="list-style-type: none"> ❖ Expressions concerning food and drink 	<ul style="list-style-type: none"> ❖ Vocabulary concerning food and drink

CULTURAL OBJECTIVES

- To request Japanese food and drink knowingly
- To function at mealtimes during "homestays" with Japanese families
- To enjoy Japanese cuisine

LESSON PLAN

SOURCE MATERIALS

- Multimedia scaffold program (teacher produced)*
 - Windows 97
 - Word 97
- JWP (Japanese word processing, down-loaded from the Internet)
- CD-ROM TriplePlayPlus! "Living Language Multimedia," A Random House/Syracuse Language Systems Program

PROCEDURE

1. Using the teacher-produced multimedia scaffold program, students may choose the order in which they work through the lesson. Elements of the lesson include Internet site visits, CD-ROM access and

interactive activities, learning to use Japanese word processing, and communicating through e-mail.

2. Evaluation

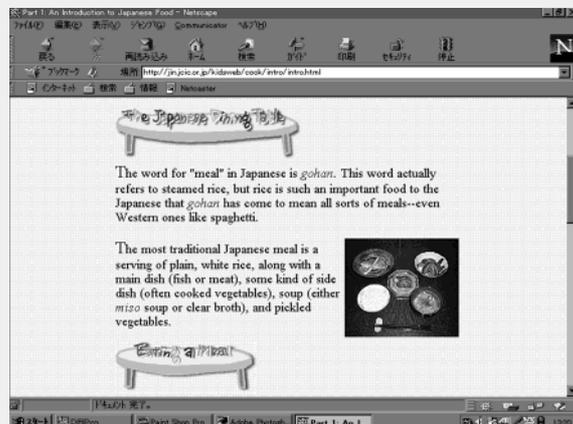
- ❖ The completed personal scaffold file
- ❖ Hard-copy of the JWP file
- ❖ The e-mail file

References

- Internet sites (these sites should be cached onto the school's server to ensure speedy access and good connections):
 - <http://www.jinjapan.org/kidsweb/japan/a/q3.html>
 - <http://www.panix.com/>
 - <http://www.wine.or.jp/English/~robbs/morefood.html> (as of July 1998)

JAPAN INFORMATION NETWORK —KIDS WEB JAPAN—

<http://jin.jcic.or.jp/kidsweb/>
<http://www.jinjapan.org/kidsweb/>



REMARKS

The Internet Demolishes Distance Barriers

The primary purpose of foreign-language instruction is person-to-person communication. Language is embedded within a cultural context, therefore real communication cannot happen through vocabulary and grammar alone. To communicate effectively, one must have an understanding of the cultural context within which the speaker and/or listener is operating. Consequently language and culture cannot be taught separately; that is artificial. The acquisition of cultural knowledge must be woven into the fabric of language instruction, especially when the object language and culture is far removed from that of the learner.

Cultural understanding also makes the language “come alive” for the student. The “why is it so?” questions become less frequent and less of a stumbling block as cultural understanding grows.

Foreign-language learning in a secondary school classroom remote from the object language’s territory needs to be more than an academic exercise. Other-

wise, it will be rejected by teenagers and subteenagers who are focused on establishing their own cultural identity. The teaching needs to match their need for immediate benefit. The teacher is challenged to seek ways to make the learning appear purposeful, stimulating, and if possible relevant—in spite of the obviously artificial environment.

Utilizing the technology of the laptop computer, the power of current software, the ability of the Internet to demolish distance barriers, and the “edutainment” qualities of CD-ROM software may, it is hoped, provide teenage and sub-teenage secondary school students with an environment for learning that meets their needs. This is why I have elected to become involved in the forthcoming “laptop” program at Mount Waverley Secondary College and why I’m looking forward to the challenge of teaching Japanese language with the aid of laptop computers.

COMMENTS

I would suggest that more details should be set out in the lesson plan, including a specific description of exactly how the Internet is to be used in the lesson. The teacher, of course, as the interface for language learning and the acquisition of knowledge of another culture, controls the class and leads the students in the appropriate direction. There are plenty of topics related to food and drink in the *Yoroshiku* series of textbooks, which conform to ALL guidelines. It would be highly instructive to relate that content to the Internet sites.

If the idea is to have learners surf the Internet on their own, then they should present the fruits of their respective investigations to one another in some sort of interactive exchange. This could mean not only visiting various sites but also, if it were technically feasible, employing the Internet as a means of expanding interaction with students in Japan.

Japanese Language Multimedia Class 1 Scaffold Program

Topic: Japanese Food and Drink

Part A: Questions to find answers for.

To find the answers visit [Kids Web Japan](#).

After you finished copying the answers, click on this button. 

What do the Japanese eat each day?

What are the following Japanese foods made of?

Ramen;

sushi;

tempura;

soba;

udon?

Where do Japanese families go for fast food?

Part B: Now find out how not to go hungry or thirsty in Japan.

Press this button  on the top right hand corner of your screen and it will go to "Program Manager."

Under the CD-ROM Window Select:

Triple Play Plus Japanese

On the CD-ROM

Select Food and Drink topic

Play Level One game: Match up for 5 minutes

Play Level Two game: What food is it? For 5 minutes

Play Level Three game: At the Café for 5 minutes

Then exit by double clicking on this button. 

On the "Program Manager" click on this button  to minimize the window. Then you will find a copy of icons on the bottom of your screen. Double click on the Netscape icon to return to this document.

JWP Lesson 1 of Food Table [Click Here](#)

Complete the table

Save to class directory

Open a new JWP file and tell the rest of the class what your favourite Japanese food and drink is (IN JAPANESE). Send your file to all class members using the group [email](#). Make Your JWP file an attachment.