

**Summer 2017 Curriculum Design Project**  
**VR/360 video project**  
**Hajimemashite (How do you do?)**

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August 8, 2017

Below is one **lesson plan** with one **homework assignment** and an **assessment** tool. There are **two handouts** with **transcripts** of the two video clips (VR/360) used for this lesson. The translation of the transcripts in English is found below the assessment tool. **Powerpoint** slides are also available.

**VR/360 video clips** used:

Hajimemashite 1: Two Japanese women (both graduate students in their 20s) meet each other for the first time. This was a planned meeting. They talk about basic background information (names; what grade they are in). They continue to talk about what languages they are studying and what kinds of food they like to eat, etc. In this lesson, the main focus is on the first minute of the dialogue for first-year students.

Hajimemashite 2: One Japanese woman talks into the camera to introduce herself. Students are to engage in a conversation with her. She asks for some basic information including name, age, and major, etc.

<b>LP</b>	<b>Hajimemashite (How do you do?)</b>	<b>JAPA 141 or 142</b> (After Chapter 4)
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Prior to this lesson

- a) Students have learned how to introduce themselves to people they meet for the first time. They know basic expressions for “major”, “hometown”, and “schoolyear”.
- b) Students have learned how to use CLIC’s VR/360 goggles to watch VR/360 video clips. They brought their cell phones with headsets.
- c) Students have learned the verb conjugation (present and past).

Objectives

- a) Students watch the VR/360 video and listen to the dialogue at a natural speed. They identify the meaning of basic information in the dialogue at the first encounter between two people of the same age group and same occupation.
- b) Students identify and analyze the overlaps in Japanese in reactive responses.
- c) Students demonstrate their understanding of overlaps in their production of a dialogue.
- d) Students practice a dialogue with VR/360 video “Hajimemashite 2”.

**Day 1 (20 min)**

Time	Teacher does	Students do	Materials used
3 min. Reflection on L1	Discuss how Americans greet each other when they meet for the first time, given that the speakers are of the same age group and same occupation (students).  “What do you think about overlap in a conversation with someone you just met?”	Share their understanding and beliefs about American English. - First encounter - Overlaps A pair shows a short demonstration.	
3 min. Watch Video	Have students watch VR/360 video ‘Hajimemashite 1’ <a href="https://youtu.be/Hh8qCn535Fg">https://youtu.be/Hh8qCn535Fg</a>	Watch VR/360 video clip by using VR/360 goggles	Video ‘Hajimemashite 1’ on individual cell phones and VR/360 goggles
2 min. Discussion on context	“What did you notice about the posture, gesture, and tones?” “How old do you think they are?”	(ex) “They were standing the entire time.” (ex) “In their 20s.”	
7 min. Watch Video	Show Chart ‘Hajimemashite 1’ Have students watch only the first minute of the video twice. <a href="https://youtu.be/laDZTGOCMZw">https://youtu.be/laDZTGOCMZw</a>	Watch twice the first minute of VR/360 video clip by using VR/360 goggles Fill out the chart in their notebook	Video ‘Hajimemashite 1’ on individual cell phones and VR/360 goggles
4 min. Check answers	Show Chart ‘Hajimemashite 1’ on screen “What else did you understand?” “Anything that you noticed?” <a href="https://youtu.be/laDZTGOCMZw">https://youtu.be/laDZTGOCMZw</a>	(ex) “They are both graduate students.” (ex) “They didn’t say ‘shitsuree shimasu’ when they departed.	
1 min. HW Instruction	Give Handout ‘Hajimemashite 1’ Explain about the homework assignment  Show example (lines 1 and 2)	Look at Handout ‘Hajimemashite 1’ and take notes if necessary  Read the instructions and ask questions if there are any.	Handout ‘Hajimemashite 1’

**Day 2 (12 min)**

Time	Teacher does	Students do	Materials used
2 min. Watch video	Show the first minute of the video on the large screen <a href="https://youtu.be/laDZTGOCMZw">https://youtu.be/laDZTGOCMZw</a>	Watch video on the large screen	Video (without goggles) Handout 'Hajimemashite 1'
3 min. Check answers	Confirm students' answers	Share their answers from the homework	Handout 'Hajimemashite 1'
5 min. Discussion about patterns of overlap	<p>Invite students to share their analysis on where overlaps occur.</p> <ul style="list-style-type: none"> <li>- As soon as the information the speaker is responding to is uttered.</li> <li>- Some of the overlapping sounds are “a” (<u>restart</u>) which indicates comprehension.</li> </ul> <p>Discuss what overlaps in reaction seem to do in the conversation</p> <ul style="list-style-type: none"> <li>- It indicates that the speaker is paying attention to the conversation and is interested in the topic.</li> <li>- It encourages the other speaker to continue their engagement in the conversation.</li> </ul> <p>Point out that overlap is not necessary, but it is frequent in Japanese.</p>	<p>Work alone or in pairs to find where the overlaps occur.</p> <p>Think of some of the potential effects (and reasons) that overlaps have on the conversation and its flow.</p>	
2 min. HW instruction	<p>Give handout 'Hajimemashite 2'</p> <p>Explain about the homework assignment</p> <p>“Fill out the blanks with your own information. Indicate at least three pairs of potential overlaps and underline and circle the sounds that overlap.”</p> <ul style="list-style-type: none"> <li>- In order to add potential overlaps, students may need to add “a”, etc. as seen in the video.</li> </ul>	Look at handout 'Hajimemashite 2' and take notes if necessary	Handout 'Hajimemashite 2' HW instruction on canvas

**Day 3 (10 min)**

Time	Teacher does	Students do	Materials used
	Collect homework (Use for assessment for understanding) - Do the overlaps follow the criteria discussed in class?	Submit the homework ‘Hajimemashite 2’ at the beginning of the class	HW ‘Hajimemashite 2’ (handout)
4 min. Practice	Go around the room to give feedback as students practice	Practice in pairs greetings and self-introduction	
5 min. Demo and discussion	Have one pair give demo. * Repeat with another pair if there is time.	One pair gives a demo while the rest observe.  Discuss what they have observed.	
1 min.	Show on screen “Hajimemashite 2” so that students can practice at home. <a href="https://youtu.be/PgvKKwRDsuo">https://youtu.be/PgvKKwRDsuo</a>		Share the link on canvas.

Chart “Hajimemashite 1 (translation)”      Shown in Japanese on screen      (example answers shown in red)

	Person on Left	Person on Right
Name	<b>Kobayashi-san</b>	<b>Sakamoto-san</b>
Year of study in school	<b>Graduate student</b>	<b>1<sup>st</sup>-year master’s degree student</b>
Language studied	<b>Spanish</b>	<b>French</b>
Anything else?	<b>(ex) Her Japanese sounded stretched out.</b>	<b>(ex) She was mostly answering questions.</b>

Assessment tool for “Hajimemashite 2” homework

Categories	Points
Vocabulary	/1
Grammar	/1
Accuracy in character use	/1
Appropriateness (Register)	/1
Overlaps	/3
Use of “a” (as a sign of understanding)	/3
<b>Total:</b>	<b>/10</b>

\* Homework instruction on the handout

**Assessment criteria for each category**

Vocabulary and Grammar – Students know enough vocabulary and grammar. There is no need to use anything that they haven’t learned in class.

Accuracy in character use (spelling) – 0~2 minor errors (tenten, small tsu, and long/short vowels) receive no penalty. 3~6 minor errors lead to 0.5/1 and more minor errors or lead to 0/1.

Appropriateness (Register) – In 142, students may misuse short forms. If such misuse appears in one or two locations, they earn 0.5/1. If short form appears in more than two locations, they get 0/1.

Overlaps and use of “a” – 1 point is given to each accurate (potential) location.

## Transcript "Hajimemashite 1" --- English

Full Length <https://youtu.be/Hh8qCn535Fg>

One-minute <https://youtu.be/laDZTGOCMZw>

Kobayashi	Hello.	Sakamoto	That's amazing.
Sakamoto	Hello.	Kobayashi	No, no, no, no.
Kobayashi	How do you do?	Sakamoto	As for language study, I am studying French.
Sakamoto	How do you do?	Kobayashi	Oh, is that so?
Kobayashi	Um, I'm Kobayashi.	Sakamoto	It is so.
Sakamoto	Oh, how do you do, Ms. Kobayahsi. Um, I'm Sakamoto.	Kobayashi	For how many years
Kobayashi	Ms. Sakamoto. How do you do?	Sakamoto	For two years.
Sakamoto	Yes.	Kobayashi	Oh, is that so? Then, about how many hours do you study everyday now?
Kobayashi	Nice to meet you.	Sakamoto	You mean the French language study?
Sakamoto	You, too.	Kobayashi	Oh
Kobayashi	Well, what grade are you in now?	Sakamoto	Or all of the studies?
Sakamoto	I'm now a first-year students in my master's program.	Kobayashi	Then, then, as for French?
Kobayashi	First-year in master's program, then you are a graduate student, aren't you?	Sakamoto	As for French, about one hour.
Sakamoto	Oh, yes.	Kobayashi	Oh, I see.
Kobayashi	Oh, me, too.	Sakamoto	Yes.
Sakamoto	Oh, you, too, are a graduate student.	Kobayashi	But amazing.
Kobayashi	Yes, that's right.	Sakamoto	Actually
Sakamoto	Oh, what are you studying?	Kobayashi	Yes.
Kobayashi	I'm now studying Spanish.	Sakamoto	My major is mechanical engineering.
Sakamoto	Oh, Spanish?	Kobayashi	Mechanical engineering
Kobayashi	Yes.	Sakamoto	Yes.

=====*End of the 1-minute segment*=====

Kobayashi	Yes, then	Sakamoto	In order to arrive
Sakamoto	Today I went to the lab.	Kobayashi	Early, wasn't it?
Kobayashi	Then, today from what time, research	Sakamoto	I did. That's right. It was early, wasn't it?
Sakamoto	Ah	Kobayashi	Yes. Then, until what time?
Kobayashi	At what time? At what time did you go?	Sakamoto	Today until 5:00 p.m.
Sakamoto	Today 9:00 in the morning? At 9:00 a.m.	Kobayashi	Until 5:00? Wow.
Kobayashi	Ah	Sakamoto	I was at the lab.

Kobayashi Long.  
 Sakamoto It was long, wasn't it? Long  
 Kobayashi It is long.  
 Sakamoto I thought so, too.  
 Kobayashi Yes, yes, yes. Otsukare-sama  
 Sakamoto Ah.  
 Kobayashi deshita.  
 Sakamoto Otsukare-sama desu.  
 Kobayashi Then, where did you have lunch?  
 Sakamoto I had my lunch at the lab.  
 Kobayashi You ate what?  
 Sakamoto I had bento.  
 Kobayashi Bento? Oh. Then, do you like eating bento?  
 Sakamoto I like it very much.  
 Kobayashi Right? Bento is good, isn't it?  
 Sakamoto It is good, because you get to choose what you like.  
 Kobayashi Yes, yes, yes, yes.  
 Sakamoto I like it best.  
 Kobayashi I agree. Did you make it yourself?  
 Sakamoto No, I bought it.  
 Kobayashi *Laughter*  
 Sakamoto *Laughter*  
 Kobayashi I also buy bento.  
 Sakamoto Oh, you do?  
 Kobayashi Yes.  
 Sakamoto It's delicious, isn't it? Even if you buy it.  
 Kobayashi It is delicious, isn't it? Then, what kind of food do you like?  
 Sakamoto What kind of food, I like Chinese food.  
 Kobayashi Oh, is that so? Me, too. Then, do you like spicy food?  
 Sakamoto I don't like spicy food. I am not good (at handling it).  
 Kobayashi Is that right?  
 Sakamoto Yes.

Kobayashi Then, how about sweets?  
 Sakamoto I like sweet things very much.  
 Kobayashi I like both of them.  
 Sakamoto Oh, that's good.  
 Kobayashi *Laughter*  
 Sakamoto You like spicy food and sweet food?  
 Kobayashi Yes, and sour things.  
 Sakamoto Oh, amazing.  
 Kobayashi And salty things.  
 Sakamoto I don't like sour things, but I like salty things.  
 Kobayashi Yes, yes. Ah, is that right?  
 Sakamoto Yes.  
 Kobayashi Then, next time, let's go to eat cake together.  
 Sakamoto Oh, sounds good.  
 Kobayashi Yes.  
 Sakamoto When are you available?  
 Kobayashi Yes, then, how about Saturday?  
 Sakamoto Oh, I have a bit of errands on Saturday, so  
 Kobayashi Yes.  
 Sakamoto How about Sunday?  
 Kobayashi Oh, Sunday, well, it's OK.  
 Sakamoto Is it OK?  
 Kobayashi Yes.  
 Sakamoto Then, let's go together on Sunday.  
 Kobayashi On Sunday. Yes.  
 Sakamoto Yes.  
 Kobayashi Then, I'll call you later.  
 Sakamoto Yes, please do.  
 Kobayashi Yes. See you.  
 Sakamoto Good-bye.  
 Kobayashi Good-bye.

## Transcript "Hajimemashite 2" --- English

<https://youtu.be/PgvKKwRDsuo>

Kokubo Student How do you do?  
Kokubo Student I am Kokubo. What's your name?  
Kokubo Student Nice to meet you.  
Kokubo Student Where are you from?  
Kokubo Student I'm from Tokyo.  
Kokubo Student How old are you?  
Kokubo Student Ah, really? Me, too.  
Kokubo Student What grade are you in?  
Kokubo Student I am a graduate student.  
Kokubo Student What's your major?  
Kokubo Student Oh, me, too.