

Activity Design 2  
Domestic Duties and the Family Structure Final

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Communicative Modes: Interpersonal Speaking


Intercultural Elements: Knowledge/Reflection, Discovery & Interaction

Overview:	
Source Activity:	<b>3. Domestic Life – Domestic Duties Corbett, 2010, p. 53</b>
Description:	<p><b>Primary activity</b> - questionnaire for student (S) investigation of their household structure, pertaining responsibility for different daily duties. The domestic duties chart about family structure will prompt the use of household and family-specific vocabulary (words used in previous units), Students will receive cross cultural experience by viewing video clips about TL household, introduction to domestic products (Japanese traditional homes vs modern), and family structure/household domestic duties. This design activity can also be added to a unit as part of an on-line cultural exchange between the students and e-partners of the target language. Student questionnaires will allow Ss to share or compare/contrast family structure and domestic duties in context of household surroundings.</p> <p><b>Assessment</b> is in two-parts: short quizzes after viewing video clips and debriefing Ss on the activity through whole-class discussions.</p> <p><b>Reflection</b> - Ss can use a LinguFolio portfolio tool to track their synchronous and asynchronous cultural knowledge: i.e., expressing opinions, sharing information on Japanese domestic duties and family structure with e-pals or other TL learners.</p>
Context:	<p>This activity meets the Novice Advance to Intermediate Japanese proficiency on the ACTFL Proficiency Guidelines; ages 14 -20 yrs.</p> <p>Activity is suitable for on-line delivery or as a foreign language lab activity for secondary and post-secondary institutions. The activities infer that students have mastered: Hiragana and Katakana, verbs of existence, family vocabulary, basic grammar, and recognition of 50-100 basic kanji.</p>
Objectives :	
<ul style="list-style-type: none"> <li>• Students will be able to interpret family structure, showing and telling information about household family roles and responsibilities.</li> <li>• Students will be able to explain cultural artifacts and everyday domestic duties performed in Japanese homes by using <b>によると</b> ni yoru to... according to... and <b>ながら</b> nagara ...while doing</li> </ul>	
Plan:	
Class Time:	10 – 12 weeks; approximately two class periods (1.5 - 2.5 hrs of actual class time) (virtual or hybrid) per activity.
Materials 資料:  Introduce based on Class Schedule; class time will vary.	<ul style="list-style-type: none"> <li>• 家族構成と家事 かぞくこうせいとかじ(kazoku kousei to kaji) Family Structure and Duties (Student Take-Home Questionnaire)</li> <li>• <a href="https://www.nippon.com/en/japan-data/h00546/wives-do-seven-times-as-much-housework-as-husbands-in-japan.html">https://www.nippon.com/en/japan-data/h00546/wives-do-seven-times-as-much-housework-as-husbands-in-japan.html</a> The Japanese Family and Housework; (Whole-Class Discussion)</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>Vocabulary Worksheet</b> – practice vocabulary</li> <li>● <b>(double jeopardy game)</b>- change questions into statements (grammar practice)</li> <li>● <b>うちが農家</b>になった uchi ga nouka ni natta (we became farmer household) <a href="https://www2.nhk.or.jp/school/movie/outline.cgi?das_id=D0005170237_00000">https://www2.nhk.or.jp/school/movie/outline.cgi?das_id=D0005170237_00000</a></li> </ul>
<p><b>Preparation Phase</b> 準備 15 – 20 min per activity</p> <p>Provide Student Handouts – Upload 家族構成 Materials 資料 to a shared course file or email <b>to each student.</b></p> <p><b>Introduction</b> Pre-Tasks</p>	<p>(1) Vocabulary previously introduced (vocab worksheet) – りょうりをする、cooking – さらをあらう、dish washing – せんたもの washing or ironing clothes, ほうきではく – sweeping, and vocabulary for family members. T reviews vocabulary briefly.</p> <p>(2) Allow students to enter breakout room in pairs to review worksheet and instructions. The worksheet is a structured output activity. Ss focus on form and meaning in an exchange-of-information activity. <b>Student Handout: upload to a course file</b> - T will Email to Ss the 家族構成と家事 かぞく こうせいとかじ(kazoku kousei to kaji) Family Structure and Duties Student Questionnaire. S will take-home; complete the first page return for Pre-Task.</p> <p>(3) T displays pictures and asks what is a family structure? Describe what do you see 日本語で話して下さい? What does items are included/excluded? Describe your family structure to the class. Do you have household chores? What do you like to do while doing housework? Are household chores different; think about an urban vs rural community? Ss are then sent to breakout rooms in pairs and allowed to share their questionnaires and discuss family structures.</p> <p>(4) T disengages break rooms after 8-10 min and calls upon grouped pairs to present their practiced sentences; T listens and gives feedback with recasts of target forms. T. describes additional tasks in the unit (Can-Do and learning objectives). T allows 5 mins for whole-class questions or final points.</p>
<p><b>Procedure</b> 手順: <b>Application:</b> . Weeks 1 - 3 Synchronous 20 min. Synchronous 同寺 25-min</p>	<p><b>Stimuli:</b> T shows video clips (w/replays) of Japanese homes, family structure, and household artifacts and surroundings. S listens: <b>Japanese Room</b> <a href="https://www2.nhk.or.jp/school/movie/outline.cgi?das_id=D0005180348_00000">https://www2.nhk.or.jp/school/movie/outline.cgi?das_id=D0005180348_00000</a></p> <p><b>Observation:</b> T calls upon students to play an interaction game “<b>double jeopardy.</b>” T will make a statement in Japanese about some aspect of Japanese home culture (an artifact, rural or urban community) household chore, and Ss will, by guessing, <u>formulate the question?</u> T may rewind video clip to encourage interaction Students will “shout-out” the question in Japanese. Correct answers will be recognized, and S will be asked to repeat the answer</p> <p><b>Application:</b> T gives Ss 10 mins of pair-work (ZOOM breakout room) to produce and practice their own “<b>double jeopardy</b>” sentences/questions, two each), describing household items, or cultural artifacts related to Japanese family</p>

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 <p>Weeks 3 - 4 Synchronous</p> <p>25 min Assessment</p> <p>20 min Asynchronous</p>	<p>structure, as seen in the video clips. After breaking the ZOOM breakout. Whole class will begin debriefing (looking up and verifying what they have observed).</p> <p>T Introduce Ss to <a href="https://www.nippon.com/en/japan-data/h00546/wives-do-seven-times-as-much-housework-as-husbands-in-japan.html">https://www.nippon.com/en/japan-data/h00546/wives-do-seven-times-as-much-housework-as-husbands-in-japan.html</a> The Japanese Family and Housework. <b>Page 2</b> of their Questionnaire.</p> <p>(1) Students will read the blog (English) and discuss as a whole class. and T will ask questions and discuss the Japanese family structure and household duties (based on the website reading material): Answer in Japanese.</p> <ol style="list-style-type: none"> <li>a. About how many hours do women spend on housework in Japan? What about in the U.S.?</li> <li>b. How do you think couples split individual housework in U.S. What chores do men and women do together?</li> </ol> <p><b>Debriefing (communicative and ICC)</b>  Planned task T instructs Ss to create a <b>Compare/Contrast table</b> (in Japanese kana or Romaji) and identify 4 Japanese websites or blogs, where visual representation of cultural artifacts, some element of household duties being performed, in Japanese homes (consider copyright). Charts/Tables should reflect lessons learned, discussions from the videos and Questionnaire. Each S will be allowed 2-3 mins to present and explain their information, using target forms (may require additional class time to cover all presentations).  Provide Example☺</p> <p><b>Reflection</b>  T will illicit whole-class feedback in the form of student surveys and conduct a (See survey)</p>
<p>Recommendations / Variations:</p>	<p>Alternatively, all the activities can be tweaked for in-class or hybrid use. Depending on the teacher’s context and school curricula the activities can be used to supplement ICC lessons.</p>

**Rationale:**

Family life and domestic duties are directly impacted by culture. However, household duties are not carried out in a void. Family structure and physical surroundings dictate what kinds of family duties are performed and by whom. There are many cultural artifacts in the home, which are necessary to complete family chores. This activity allows students to describe family duties and identify differences in the target culture. They will distinguish between differences in family responsibility determined based on rural or urban family structure. Students are introduced to the main activity through a family questionnaire, followed by every-day life video clips. Corbett (2010) suggests that there is value in exploring everyday life and daily duties. In Chapter 3, he uses the questionnaire to bring students to their own cultural awareness of family member roles.

I have designed an adaptation of the Questionnaire from his Chapter 3.4A on Domestic Duties. The 家族構成 (Kazoku kousei to kaji) questionnaire and follow-on tasks will be enable the learner to investigate the topic, apply their what they learn by creating a contrast and comparison chart that evaluates cultural artifacts in different households and family structure. The questionnaire is an input activity, where students ask their parents (or others) questions and fill in information. During class, they will evaluate a website and reflect on who does what in the Japanese households. This raises their ability and cultural awareness. The main activity also includes communicative tasks (double jeopardy game) that engages students in target grammar use, implicitly. Additionally, a structured output vocabulary worksheet, is a communicative task and provides output practice, as students exchange information out of curiosity (*savoir etre*). They will enjoy learning and discovering behaviors of other family units unlike their own.

In order to complete the questionnaire, students engage in talking with family members, looking closely at their homes, everything from furniture to tools in the home and the surrounding areas. These are skills of discovery and interaction as cited by Byram and Starkey (2002), which enhances the students' ability to attain novel ideas about the cultural practices of the Japanese family, (*savoir apprendre/faire*), as described in the ACTFL Standards for novice to mid-level performance. The activity design focuses on the student's ability to interact on a personal level beyond classroom practice, with knowledge of how to express themselves and share their living and personal space.

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References

ACTFL - American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

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NHK for School

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