**Project-based Language Learning with Computer Technology:
A Collection of Teaching Activities**

Introduction
Hanh thi Nguyen

This collection of activities brings together project-based learning or PBL (Beckett & Miller, 2006) and computer technology (see also Debski, 2006). Projects for language learning are "multi-skill activities focusing on topics or themes rather than on specific language targets… Because specific language aims are not prescribed, and because students concentrate their efforts and attention on reaching an agreed goal, project work provides students with opportunities to recycle known language skills in a relatively natural context" (Haines, 1989, p. 1). PBL is motivated by experiential learning (Dewey, 1938/1997) and his notion that students learn by doing and reflecting on their experience.

In PBL, the mode of learning is experiential and negotiated learning, cooperative learning (through group and team work), investigative research (or research and inquiry), and problem-based learning. PBL may involve several projects or one project in the curriculum. PBL can be added units to an existing curriculum, or become the main curriculum (e.g., entire semester spent to develop a neighborhood website). A project may last for weeks, one semester, or more than one semester, and involves both in-class and out-of-class activities. In PBL, students go through a set of sequenced tasks: information gathering, processing, reporting in order to increase content knowledge, language knowledge, and language skills. Typically, projects focus on real-world issues surrounding the students (public transportation, environment), themes in academic studies (anthropology, economics, social studies), global issues, or cultural issues.

With respect to teacher's control, PBL can be highly structured by teacher (the teacher determines all steps and outcomes), semi-structured (the teacher determines some steps and some requirements for outcomes), or free (the students determines topic, process, and outcome). A key element in PBL is the use of naturally occurring (i.e., authentic) information sources. It may involve face-to-face interviews, library research, internet search, email exchanges, and field trips.

The outcomes of projects can be written reports, poster presentations, oral presentations, multimedia presentations, videos, portfolios, formation of a club, theatrical performance, exhibits in community, booklets, etc. Finally, projects typically involve authentic audiences: students write a letter to the editor, make a website for tourists, or produce a slide show for new students, and so on. Projects can also involve simulated audiences made up of teacher and classmates.

The following is a list of some of the key criteria for PBL (Stoller, 2006):

- must be both process-oriented and product-oriented
- students must have a say in shaping the process and product
- must extend beyond a single class period
- must encourage skill integration
- must encourage both language and content learning
- students must work in groups/pairs/teams as well as on their own
- must require students to be responsible for their own learning in the target language
- must allow for times to focus on language and direct teaching if needed
- must result in a final, tangible product
- must conclude with students' reflection on both process and product.

As such, PBL connects well with learner autonomy and learner-centered approaches to teaching. It also goes hand in hand with content-based instruction and task-based instruction. PBL helps second language acquisition because it provides opportunities for learners to receive comprehensible input and to use language to meet genuine communication needs. It also provides opportunities for language recycling and skill recycling in natural contexts.

The activities that follow are applications of PBL in language teaching. We hope that the readers can adapt these activities to their teaching situations.

References

Beckett, G. H., & Miller, P. C. (Eds.). (2006). *Project-based second and foreign language education: past, present, and future.* Charlotte, NC: Information Age Publishing.

Debski, R. (2006). *Project-based language teaching with technology.* Sydney: National Centre for English Language Teaching and Research.

Dewey*, J. (1938/1997) Experience and education.* New York: Collier Books/New York: Free Press.

Haines, S. (1989). *Projects for the EFL classroom: Resource material for teachers.* Walton-Thames, UK: Nelson.

Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. H. Beckett & P. C. Miller (Eds.), *Project-based second and foreign language education: past, present, and future* (pp. 19-40). Charlotte, NC: Information Age Publishing.

HEALTH AWARENESS

Fast Food
Dung thi Nguyen

The Problem
Students work in groups to identify the problem(s) by answering the questions below:
1. What kinds of food can you find at fast food restaurants?

2. Do you like fast food? Why or why not?

3. How often do you eat fast food?

4. Which fast food restaurant do you like best? Why?

5. Is fast food one of reasons for obesity?

6. Do you think that fast food is infected with dangerous bacteria?

7. What possible problems can occur in term of preparation and storing food at fast food restaurants?

8. Have you ever heard or read about any bad effects of fast food on health? If yes, what was it?

9. Which is better, fast food or home made food?

Investigation
Each group will visit the websites listed for their group. In addition, all groups need to access the links for vocabulary (7-10).

Group 1
1. Calorie information:

    http://www.calorieking.com/foods/calories-in-pizzas-14-pizza-cheese-topping-deep-pan-crust_f-Y2lkPTMwODMxJmJpZD0xJmZpZD01NDg0OSZwYXI9.html

2. Calorie information:

    http://www.calorieking.com/foods/calories-in-pizzas-14-pizza-pepperoni-topping-regular-crust_f-Y2lkPTMwODMxJmJpZD0xJmZpZD01NDg1MCZwYXI9.html

Group 2
1. Calorie information:

    http://www.calorieking.com/foods/calories-in-meals-nachos-w-beef-taco-bell_f-Y2lkPTQyNDkmYmlkPTEmZmlkPTY3MjM4JnBhcj0.html

2. Calorie information:

    http://www.calorieking.com/foods/calories-in-meals-fettuccine-alfredo-eat-n-park_f-Y2lkPTQyNDkmYmlkPTEmZmlkPTY3MjQ1JnBhcj0.html

Group 3
1. Fast food danger:

    http://www.moneyinstructor.com/art/fastfooddangers.asp

2. Ecoli in fast food:

    http://vm.cfsan.fda.gov/~lrd/ecoli.txt

Vocabulary (all groups)
1. Restaurants:

    http://www.manythings.org/vocabulary/lists/c/words.php?f=restaurant_1

2. Meat:

    http://www.manythings.org/vocabulary/lists/c/words.php?f=meat

3. Salad dressing:

    http://www.manythings.org/vocabulary/lists/c/words.php?f=salad_dressing

4. Food pyramid:

    http://www.manythings.org/vocabulary/lists/c/words.php?f=food_pyramid

Group work:
Teacher has students work in groups to find out as much information as possible to answer the questions in "Problem."
Group leaders have members read one part each of the article on the given websites.
Each group discusses and finds a solution to the problem(s) raised in the article.

Solutions
Each group posts their solution to this problem at Randall's ESL Blog for ESL/EFL teachers and students: http://esl-lab.blogspot.com/2007/08/fast-food-growing-worldwide-problem.html
Each group goes to Tokbox at: http://www.tokbox.com/# and gives their comments to the work of others using the video chat function. This function allows six members to chat at the same time.
      Group leaders summarize their members' comments on the other groups' solutions. Then, the three group leaders email those summaries to the teacher.
      In the next class, each group comes up with a class list of solutions to the problem and one member of each group presents in front of the class.
      The class watches the video "Supersize Me" to learn more about the effects of fast food on health.

Evaluation
Students are evaluated based on their written solutions, oral presentation, teamwork effort, and participation.

Notes to teachers

This activity focuses on speaking skills, listening skills, and writing skills. Academic skills for discussion, negotiation, and presentation are also emphasized.

The questions posed in the Problem section above should yield a variety of responses. Students should be encouraged to express their opinions and support them with facts from their reading. Some examples are listed here:

1. Cheese burger, hamburger, grilled chicken, bacon cheese burger, French fries, sausage, ground beef, steak.

2. Yes. The food is cheap./ I don't have to cook./ I like cheese./I like hamburger./ The fast food restaurant is near my house or my office./ They are drive-thru restaurants, so I can save time and money on parking.

   No. I don't like greasy or salty food./ I heard and read some bad effects of fast food./ It can make me fat (obese).

3. once/twice/three times a week/ a day/ a month/ a year / never / sometimes.

4. Taco Bell / Jack in the Box / Mc Donald's / Subway / Pizza Hut / Steak 'n' Shake/ Maui Taco / Papa John's.

   - I can find it on my way to the office.
   - I like its taste.
   - It has good service.

5. No / Yes / I have no idea / Could be / I don't think so.

6. No/ Yes/ Absolutely no / I read or heard some on newspaper.

7. Unsanitary storing/processing, expired food, undercooked food, contamination.

8. No./ Yes. Ecoli in fast food can cause death. Eating too much fast food can lead to obesity. Fast food can cause malfunction in liver, kidney. It contains harmful fats and chemicals.

9. Homemade food is better. (but it takes time to prepare)

Is Organic Food Better for You?
Nicole Otero

Ask:
Teacher can give these questions to students in groups or use them to lead a discussion with student participation.

1.   What does it mean when we say a food is "organic"?

2.   Why is organic food supposedly better for you?

3.   What are the differences between regular food and certified organic food?

4.   Is organic food more nutritious?

5.   Are there any health benefits to eating organic food?

6.   Do people eat organic food in your country? Or is it "no big deal"?

7.   What is the difference between "locally grown" and "organic" foods?

8.   Are there any negatives associated with eating organic food?

9.   What do you think are some myths about organic food?

Investigate:
Students will answer the questions above by researching the topic. The following links are suggested for research:

The Organic Consumer's Association
http://www.organicconsumers.org/articles/article_7996.cfm
-This is a useful website that offers information on Organic Food studies and Organic vendors in your community.

Is Organic Better?
http://cumc.columbia.edu/student/health/pdf/Is%20ORGANIC%20better-Harvard%20Health.pdf
-This is a clear and easy to read article offering definitions and positive aspects of organic food.

The Organic Center
http://www.organiccenter.org/science.nutri.php?action=view&report_id=78
-This website offers news and media about organic food, including scientific information.

Organic Fruits and Vegetables
http://resources.alibaba.com/topic/259590/Organic_Fruit_and_Vegetables_Really_Are_Better_For_Your_Heart.htm
-A short article about organic food and its effects on the heart.

Wikipedia's definition of Organic Foods http://en.wikipedia.org/wiki/Organic_food
-A website with facts about organic food and a list of related websites that can be used for research.

Create:
1.   Comparison Chart 1: Ask each group to bring in a food item in 2 forms organic and regular. Show them how to conduct a blind taste test to see if people in the class can distinguish be-

tween organic and non-organic food. They can also make observations about color and texture of the foods. At the end of the activity, students create a chart to compare organic food and regular food based on their taste test.

2. Comparison Chart 2: Students can also create a more general chart displaying the differences and similarities between 3 types of food: organic, local, and regular food. Students will create a menu of different organic foods they would like to serve at their imagined organic restaurant. For fun, they can give the restaurant a name as well. Here are some samples from healthy food restaurants in Honolulu that the students can look at before they create their menus:

One World Café
http://one-world-cafe.com/menu.cfm
-A website for an organic restaurant with photos and menus.

Down To Earth Organic Recipes-
http://www.downtoearth.org/recipes/recipes.htm
-A website offering healthy recipes that can be made with organic products.

Discussion:
1. After learning more about organic food, how do you feel about your diet?

2. Now that you know more about organic food, how do you think it compares to locally grown food which doesn't have to travel so far and usually has fewer preservatives?

3. Why do you think that there is an "organic craze" in the United States? How is this similar to or different from your country?

4. Have you ever looked for or bought organic products at the grocery stores where you shop? Have you ever visited local health food stores like KOKUA Market, Down to Earth, or Whole Foods in Honolulu? Do you think that there are enough healthy or organic foods in Honolulu? Explain your opinion.

Reflection:
These can be individual or group reflections.
1. What are three things that you have learned after reading about and discussing this topic?

2. Do you plan on changing your eating habits now that you are more aware of the differences between organic, local, and regular foods? Explain.

Evaluation:
1. Students will be graded on their creation of a diagram and menu described above, as well as their discussion and group participation.

2. As a follow-up, the students can survey the class a month later to see if everyone has changed their eating habits based on the information gained from this project.

Notes to teachers
This unit aims to inform students about the pros and cons of organic foods compared with regular foods and locally grown foods.

Possible answers for the "Ask" section:
1. What does it mean when we say a food is "organic"?

    Organic food is grown and processed according to certain standards about sustainable farming and the use of pesticides, fertilizers, and preservatives. Each certifying agent has their own specifications about how much pesticides and chemical fertilizers can be allowed as well as how farming has to be conducted. In the US, the USDA regulates the certification of organic foods.

2. Why is organic food supposedly better for you?

    A large percentage of the organic fruits and vegetables sold in the United States, UK, Canada and Australia are grown in other countries such as Mexico, Central America, South America and South East Asia. These crops can be sprayed with insecticides that are not allowed in the country they arrive. The fruits and vegetables are falsely classified as organic.

3. What are the differences between regular food and certified organic food?

    The way they are grown and processed. In addition, most organic foods taste better! Organic foods do not contain the pesticides found in most regular foods.

4. Is organic food more nutritious?

    It can be, because there are no artificial flavors and less additives to the soil it is grown in. Some studies have shown that certain organic fruits and vegetables contain more vitamins and minerals than regular fruits and vegetables.

5. Are there any health benefits to eating organic food?

    Some pesticides may have cancer-causing chemicals, so without them it is better.

6. Do people eat organic food in your country? Or is it "no big deal"?

    Answers will vary.

7. What is the difference between "locally grown" and "organic" foods?
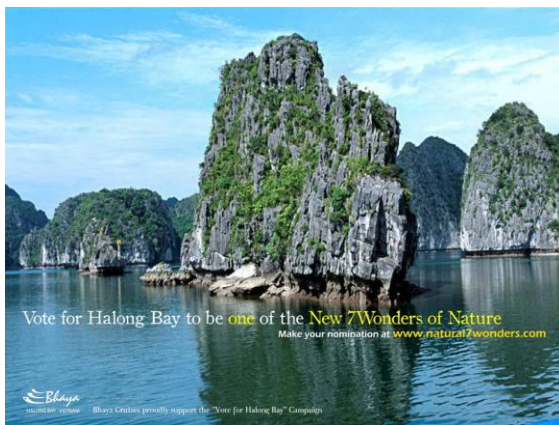   Locally grown foods don't travel thousands of miles and contain as many preservatives.

8. Are there any negatives associated with eating organic food?
    Sometimes organic food can be mislabeled.

SOCIAL PROBLEMS
Pollution in Halong Bay, Vietnam
Dan Van Dao

Level
College level (first year English majors)

Vote for Halong Bay to be one of the New 7 Wonders of Nature
Make your nomination at www.natural7wonders.com

Introduction
Halong Bay is on UNESCO's list of World Heritage Sites. It is located in Quangninh Province in the North of Vietnam. It attracts many tourists every year. However, in recent years, it has been facing a pollution problem for a number of different reasons. In order to find solutions for the problem, a class of 25 first year English majors, divided into five groups, will work together in a problem solving activity following the steps described below.

Ask:
The teacher may ask students some guiding questions:
1.   Have you ever been to Halong Bay?

2.   What do you know about pollution in Halong Bay?

3.   Where does the pollution come from?

4.   What do the pictures tell you about Halong Bay?

Students brainstorm and list the things they know. For example, pollution may come from:
1.   Coal mining and shipping in the local area

2.   Development of the tourism industry

3.   Littering by residents and visitors

4.   Sewage from hotels and households…

Students can share new words and ideas or ask the teacher about some words and phrases related to pollution (i.e., *water pollution, air pollution, environmental pollution*) and the possible sources of pollution (i.e., from coal mining and shipping companies, development by tour companies, and activities of local people and tourists).

Investigate:
Ask students to search for more information about pollution in Halong Bay on the Internet using questions such as:
1.   Where does pollution come from?

2.   What are the existing solutions to this problem?

Students then divide work among themselves in groups. Two students are responsible for learning about the sources of pollution, and three students look for existing solutions to pollution. The teacher may give more details so that students can search for the information more easily.

Causes of pollution in Halong Bay:
Pollution may come from
- local people littering
- tourist activities and services such as jet skiing
- by-products of coal mining
- lack of urban management planning
- weak waste management systems
- development of fish and shrimp farms
- destruction of coral reefs, indirectly by littering and dumping, and directly by blowing reefs with explosives to stun and catch fish

Students can get information about pollution in Halong Bay by exploring these websites:

Care2 (2008). http://www.care2.com/c2c/groups/disc.html?gpp=4648&pst=205880
This website provides information about how tourism destroys Vietnam's Halong Bay World Heritage Site. It's written in accessible language, perhaps at the pre-intermediate level.

ESSA (2008). http://www.essa.com/projects/descriptions/915.htm
This website provides information about environmental pollution research, suitable for pre-intermediate level.

NSWHSC Online (n.d).
http://www.hsc.csu.edu.au/geography/ecosystems/case_studies/2475/halong_bay.html
This website describes human impacts on the beauty of Halong Bay. It's written in accessible language to pre-intermediate level.

UNITAR (2005)
http://www.unitar.org/hiroshima/programmes/shs05/Materials/Team2.pdf
This website provides a PowerPoint presentation about pollution in Halong Bay: problems and solutions. It's useful for both teachers and pre-intermediate to high intermediate English students.

OceanWorld (n.d). http://oceanworld.tamu.edu/students/coral/coral5.htm
This website requires pre-intermediate English level, but provides a lot of information and pictures about coral reef destruction and conservation.

Saigon Blues (2008). http://www.saigonblues.com/2008/05/halong-bay-tourist-experience-room-for.html
This website provides tourists' criticism to pollution in Halong Bay with accessible language to pre-intermediate to high intermediate level.

Vietnam News (2007).
http://vietnamnews.vnagency.com.vn/showarticle.php?num=01ENV150807
This website provides information and pictures about how tourism destroys the beauty of Halong Bay and some solutions to the problems. It's written in accessible language to pre-intermediate level.

World Heritage in Young Southeast Asian Hands (2004).
http://www.unescobkk.org/fileadmin/user_upload/culture/World_Heritage_Education/ActVietnam.pdf
This is a good source with available websites for teaching and learning about problems and solutions to pollution issues in Halong Bay. It's written in accessible language to pre-intermediate to high intermediate level.

World Heritage Site (2006). http://www.worldheritagesite.org/sites/halongbay.html
This website requires pre-intermediate to high intermediate English level, but provides ideas from tourists about Halong Bay in the past and recently.

Solutions for pollution in Halong Bay:
Solutions may come from
- central and local authorities
- Local residents
- Visitors…

For example, the local government should forbid some activities that lead to pollution such as
- littering or dumping rubbish into the sea
- mooring boats on the coral reefs
- banning coal shipping in Halong Bay
- banning use of explosives by fishermen

Students should also investigate whether existing solutions are working elsewhere.

Here are some websites about possible solutions to the pollution problem in Halong Bay that students can investigate:

EIA (2000). http://www.vub.ac.be/MEKO/Vietnam/EU/EIAws1_4.html
This website requires pre-intermediate to high intermediate English level, but provides solutions by Quangninh provincial leaders to coal mining and shipping in Halong Bay.

Vietnam News (2008).
http://vietnamnews.vnagency.com.vn/showarticle.php?num=01SOC040505
This website provides solutions to floating communities in the bay. It's written in easy language for pre-intermediate level.

World Heritage (n.d).
http://whc.unesco.org/archive/periodicreporting/apa/cycle01/section2/672.pdf
This website requires advanced English level, but provides a good source from the world heritage convention on the conservation of world heritage sites.

World Heritage in Young Southeast Asian Hands (2004).
http://www.unescobkk.org/fileadmin/user_upload/culture/World_Heritage_Education/ActVietnam.pdf
This is a good source with available websites for teaching and learning about problems and solutions to pollution issues in Halong Bay. It's written in accessible language to pre-intermediate to high intermediate level.

Extensions
Using if. After students gather information on the Internet, the teacher asks students to use the structure "If you were…, what would you do?" to ask their partners to get more ideas. For instance:
"If you were the head of Halong Bay Management Board, what would you do?"
"If you were a tourist, what would you do?"
"If you were a local resident, what would you do?"

Q & A. The teacher can also ask students to take turns asking and answering some more questions related to their own situations, such as
What will you do to contribute to minimizing the pollution problem in Halong Bay?
What will you suggest your friends living in Halong City do to minimize the problem?

Corresponding with others. Since some students at school come from Quangninh, it is very useful for them to e-mail or chat (using Tokbox, Skype, Yahoo! Messenger, or Yahoo Groups) with their friends living in Halong City in order to get more authentic information for their project. In this activity, students can increase their real English communication with their friends, even with foreigners who may live and work in Quangninh. Students are encouraged to take part in the *Halong Bay forum*, Yahoo Groups, for more discussion.

Final presentation and follow-up

Students discuss and come up with two main ideas for their group problem solving presentation:

1. Problems and solutions based on the information they collected by themselves (their own ideas, or ideas from their friends living in Halong City)

2. Each group will make a presentation about pollution problems in Halong Bay and some solutions to the problem by using PowerPoint and design bilingual (English-Vietnamese) posters displayed in the school's hall way as an instrument of propaganda.

The students' oral presentation may be organized around the following questions:

1. Where does pollution come from?

2. What do people concern about the problem?

3. What does local government do?

4. What do local residents or tourists do?

5. What will you do to minimize the environmental pollution problem?

6. What have you learned from the pollution situation in Halong Bay?

7. What will you suggest your friends living in Halong City do to minimize the problem?

For reflection, students may write a problem solving essay about pollution in Halong Bay in which they should also mention their concerns and suggestions for the pollution solution.

If possible, the class can take a trip to Halong Bay together.

Notes to Teachers

Through the activities, students can

- develop critical thinking skill
- collaborate on a real-world problem-solving investigation
- develop internet searching skill
- improve reading, listening, reading, and writing skills through interaction
- learn some new words related to environmental pollution and a new grammatical structure *If I were…, I would …*
- have opportunities for language input and production

Possible/ expected answers to some questions:

Where does the pollution come from?

The pollution may come from socio-economic aspects such as population growth, ship construction, coal shipping, coal mining, production of construction materials and seafood processing, and tourism. The pollution may also come from human impacts like wastewater, tourism services, aquaculture services, and people's low awareness of environmental preservation.

What are the solutions to this problem?

Besides the previously mentioned solutions, some more solutions should be considered. For example, the local government should create awareness and education among local residents and visitors. The local authorities should pass more strict laws on some industries that may pollute Halong Bay and pass some acts on environmental protection. More importantly, the state and people should work together to solve the pollution problem to keep Halong Bay healthy and clean.

Images are adapted from the following websites:

http://static.lonelyplanet.com/worldguide/maps/wg-vietnam-3693-400x300.gif

http://www.welt-atlas.de/datenbank/karten/en/karte-0-9023-en.gif

http://vietnamnews.vnagency.com.vn/showarticle.php?num=01ENV150807

http://oceanworld.tamu.edu/students/coral/coral5.htm

http://indochinacourier.files.wordpress.com/2007/08/vote-for-halong-bay1.jpg

http://www.hsc.csu.edu.au/geography/ecosystems/case_studies/2475/halong_bay.html

Street Children and Beggars in Vietnam
Tai Vo

Teaching Situation
This problem-solving activity was designed for use with an upper-intermediate-level Vietnamese high school EFL course. There are 25 students in the class. The objective of the activity is to develop students' language proficiency as they observe, gather, organize, predict, synthesize information, and practice critical thinking to find solutions to a specific problem.

Understanding the Problem
Street children and beggars are one of the most serious social problems in Vietnam especially in big cities. We can see street children and beggars in the streets, in the markets, or in tourist places. Street children often sell postcards, chewing gum, or tobacco. They also make a bad impression in the eyes of visitors to Vietnam. The government is aware of this problem, but it seems that we do not have effective solutions.

Learning about the problem
After a brief introduction about the issue, students will form 5 groups of 5 to learn more about the issue in detail. They will answer the following questions.
1.   Where do street children and beggars come from?

2.   Where do street children and beggars sleep at night?

3.   Do street children and beggars go to school?

4.   Where do you often see street children and beggars?

5.   What are some problems that street children and beggars have?

6.   What are some problems that the city has with street children and beggars?

7.   How can you solve these problems?

Students are encouraged to visit the following websites for more information. If possible, they should also interview real people in their community. Students can conduct interviews with people they know about their opinions on street children and beggars. Depending upon local circumstances, students may be able to interview children who sell chewing gum, shine shoes, or beg for food and money in the streets or in restaurants. Be sure to consider social, psychological, and health issues before encouraging this, however.

-   Khmer child beggars in Vietnam
    http://www.newsmekong.org/khmer_child_beggars_in_vietnam
    This website described the issue of Khmer child beggars in Vietnam. The level of language of the website is high intermediate.

-   Vietnam cracks down on beggars
    http://news.bbc.co.uk/2/hi/asia-pacific/2768489.stm
    This website reports on Da Nang's Projects of removing beggars from the city. The level of language of the website is high intermediate.

- Hoan Kiem bar beggars
  http://findarticles.com/p/articles/mi_go1534/is_200308/ai_n9266779
  This websites reflects on the issue of beggars around Hoan Kiem Lake, Hanoi. The level of language of the website is high intermediate.

- Begging in Viet Nam
  http://vietnamesegod.blogspot.com/2005/12/begging-in-vietnam.html
  This website describes begging as a 'profession' in Vietnam. The level of language of the website is high intermediate.

- Child beggars used by criminal ring leaders
  http://www.english.vietnamnet.vn/social/2008/02/769346/
  This website reflects on the issue of beggars in Ho Chi Minh City. The level of language of the website is high intermediate.

- Beggars and Bartering
  http://www.haivenu-vietnam.com/traveltips-beggars.htm
  This website describes some problems with bartering and begging. The level of language of the website is high intermediate.

- Don't Give to Beggar Children
  http://www.inmyallstars.com/2007/03/beggar-children/
  This website suggests some advice on how to deal with beggars. The level of language of the website is intermediate.

Surveying of existing solution

Students visit the following websites to examine some existing solutions regarding beggars and street children in Vietnam before coming up with their own solutions:

- The Evolution of Vietnam's Approach to Street Children
  http://www.hrw.org/reports/2006/vietnam1106/4.htm.
  This website suggests plans, campaigns, and solutions to the problem of beggars and street children in Vietnam. The level of language of the website is high intermediate.

- Survey on street children & child labor
  http://www.global-standards.com/VietnamUpdate/VietnamUpdate9.htm
  This web site reports on a survey on street children and suggests some solutions to this issue. The level of language of the website is intermediate.

Solving the problem

After the groups have gathered, organized, and synthesized their research in a short paper summarizing their findings, they will present possible solutions to the problem of street children and beggars in Vietnam. They will also explain their solutions to the issue and answer questions of other groups. Students can use PowerPoint or posters in their oral presentation.

Reflecting on the problem

Students will reflect on what they have learned in the project. They will also make a list of things that they can do as an individual to help solve the problems of street children and beggars.

Notes to teachers

- Possible answers for "Learning about the problem" Section. All answers will vary.
- Street children and beggars come from poor families in different places such as rural areas, mountainous areas, even towns or cities.
- Street children and beggars usually sleep on sidewalks, under big bridges, in bus stations, in markets, or pagodas, etc.
- No
- We often see street children and beggars in tourist places, markets, streets, restaurants, shops, theatres, etc
- Street children and beggars often do not have houses, education, jobs, and good health.
- The city has identified some problems associated with street children and beggars such as asking for money and food, selling in banned areas, and stealing.
- Government and local authorities should encourage local businesses to support or create jobs for these people and enact a strict law about street children and beggars. Additionally, local government can bring street children and to Social Protection Centers to educate them and teach them some occupational skills. Most importantly, local government should encourage poor families to keep an eye on their children, teach them not to ask for food and money, and enforce strict policies on these issues.

Note about the students' presentation: The language used in the presentations will be more natural if they discuss before writing. Otherwise, they are likely to simply read their papers. Writing in their own words will also be easier if it follows speaking.

Inquiring about Shantytowns of Manila, Philippines
Danny Spencer

Image source: http://static.lonelyplanet.com/worldguide/images/BN3028_7

Background

These days, South Korean high school and college students in the thousands are flocking to the Philippines, especially to Manila, to study English or attend colleges and universities for a semester, a year, or even longer. The Philippines is a cheaper alternative than going to countries such as the USA, Great Britain, or Australia to study English.

When they arrive in the Philippines, almost all South Korean students are appalled at the gripping abject poverty facing more than one-third of the population of Manila. More than 4 million of the 12 million people of Metro Manila live below the poverty line, many of whom live in shantytowns or "squatter areas," as they are called in the Philippines with the most notorious being in the Tondo District.

The purpose of this activity is, therefore, to make South Korean students more aware of their surroundings in Manila and/or other parts of the Philippines if they decide to study there. It will also give South Korean students a chance to compare a developing country like the Philippines and a now-developed country like South Korea in terms of economics and the division between the rich and the poor in both countries.

Information

The following are helpful websites that describe the shantytowns of Manila and the level of poverty in these places. The teacher helps students with the information found on the websites as needed.

- Images of the Philippines
  www.travel-images.com/philippines3
  Site dedicated to images of Manila and the Philippines. Pictures can be used for discussion with students who have not yet been to the Philippines.

- PBS
  www.pbs.org/kcet/globaltribe/countries/phi_payatas.html
  The article introduces the reader to the Payatas Site. Payatas is a huge garbage dump in Metro Manila where the urban poor, even children as young as three years old, go on a daily basis to scavenge for trash that they can later resell.

- Kalinga Foundation
  www.kalinga.nl
  This site is dedicated to the Dutch Foundation that's been helping the impoverish population of Manila in the Philippines for decades. The site is in both English and Dutch.

- Independent Media Center
  http://qc.indymedia.org/features/urban_poor/
  The article gives a short synopsis of the ever-growing drinking water problem in Metro Manila. This crisis is especially concentrated in shantytown around the Mettro Manila area.

- Urban Poor Associates News
  http://jlagman17.blogspot.com/
  The article is about the Urban Poor Associates (UPA), which is an organization in the Philippines for the protection of housing rights and the prevention of forced evictions and illegal demolitions. It fights for the population living in shantytowns of Manila and the Philippines.

- My SariSari Store (Blog)
  http://my_sarisari_store.typepad.com/my_sarisari_store/2006/05/index.html
  This is a photo and blogging site. It is dedicated to the people living in the shantytowns of Manila and the Philippines.

- The Manila Times
  www.manilatimes.net/national/2008/jan/25/yehey/metro/20080125met5.html
  The article, the taken from the Philippines' leading national newspaper, discusses ways in alleviating, or totally eradicating the squatter problem in Manila in the very near future.

- Philippine Diaspora Giving
  http://www.filipinodiasporagiving.org/
  The site offers a glimpse into the effects of Filipinos working abroad, or Philippines diaspora, and their monetary contributions to the Philippines and their families back home.

Helpful websites that describe the often not-seen poverty in South Korea, namely Seoul.
- Article on The Industrialization of South Korea
  http://www.womenshistory.re.kr:7070/xml/wkms3_group/B8-01-999999-001/xml/B8-01-999999-001_0001.xml
  The site offers a perspective on the positive and negative results of the industrialization of South Korea from the 1960s post-Korean War to the present day. The article focuses on social welfare, namely childcare, for those lower-income families who are forced to work from paycheck to paycheck.

- Joblessness and Poverty in South Korea
  http://www.wsws.org/articles/1999/jun1999/kor-j01.shtml
  The article offers insight into the often-not-seen problem of poverty in South Korea. It focuses on the effects of the 1997 Asian Economic Crisis, especially on South Koreas middle-class.

Unfortunately, there are not many sites dedicated to the topic of poverty, homelessness, and the poor of South Korea and/or Seoul. However, students may wish to visit the area called the "Mountain District," or *San Dongnae* in Korean, which many Seoulites consider to be the district of the city that has the lower income housings and the highest concentration of lower income families.

Create
In this activity, students create artifacts, such as a chart, or a summary of what they find in step 2. Students might compare Manila with Seoul (in a chart) based on their inquiries of both countries from the Internet and/or field trips and personal experiences.

Discuss
Students discuss in groups of 3 or 4, the following questions. Teacher facilitates group discussion, if needed.
1. In your opinion, what are the main causes of poverty?

2. Are people who live in shantytowns lazy? Does being lazy necessarily lead to poverty?

3. How does a capital city like Manila become a magnet for the poor in countries like the Philippines?

4. What can be done to help the poor in Manila?

5. While studying English in the Philippines, what can you personally do to help the poor there?

6.   What can be done to help bring this issue of poverty in Manila to the world's attention?

7. How can foreign countries offer help to Manila's poor?

8. Are there organizations in South Korea that help the poor in Manila/Philippines?

9. What kind of image do shantytowns in Manila give to tourists and extended stay visitors like South Korean students?

10. Do you think poverty in the Philippines, namely Manila, causes Filipino workers to look for employment overseas including South Korea?

11. Despite its poverty, why do you think many Korean students visit or go to study in Manila and the Philippines?

12. If you have already visited or studied in Manila and the Philippines, what was your opinion about the country before you went there? Your opinion after you studied or traveled there? Did your opinion of the country change a lot?

13. Now that you know more about the shantytowns and poverty in Manila and the Philippines and you have heard stories about life there from other South Korean students, would you still go there as a student? as a tourist? as a resident?

14. If so, how long would you stay there? If not, what are your reasons?

Reflect
Some in-class/out-of-class activities that will help students further reflect on the inquiry subject.
   - Students can take their inquiry outside of the classroom. Encourage students to interview Filipinos working in South Korea about the topic, and then present their findings to the class. Students can go to the Little Manila District in Seoul, Texas Street District in Busan, Downtown Daegu, or other places where Filipinos in South Korea congregate on the weekends.

- For more advanced or adventurous students, an alternative would be to set up a phone or personal interview with someone at the Philippine Embassy in Seoul and do a recorded question and answer session for reflection. Inquiries may be sent to: seoulpe@kornet.net, seoulpe@dfa.gov.ph, or seoulpe@gmail.com
- Philippine Embassy in Seoul website: http://www.philembassy-seoul.com/
- (Unfortunately, there is no website for the Philippine Consulate in Busan but students may contact the consulate directly by phone.)
- In addition, some students may want to take a closer look at the subject and do informal question and answer sessions with other South Koreans who have either traveled to or studied in Manila and the Philippines. Are their reactions or responses similar or different?

Shantytown in the Tondo District of Metro Manila
Image source: http://www.bulatlat.com/images/6-43/parola1.jpg

Note to Teachers
Possible Students' Answers to Discussion Questions (Part 4):
1.   In your opinion, what are the main causes of poverty?

    No jobs
    Laziness
    Children have no mother or father.
    Country's economy is very bad.
    Government does not help their people.

2.   Are people who live in shantytowns lazy? Does being lazy necessarily lead to poverty?

    No. I don't think being lazy is the number one reason to being poor.
    No. Only some are lazy but many want to work. However, there is not enough work for everyone, so there's poverty.

3.   How does a capital city like Manila become a magnet for the poor in countries like the Philippines?

    It's the capital city.
    It's the biggest city in the country.
    Many people know it's the capital city so most of the jobs and opportunities are there.

4.   What can be done to help the poor in Metro Manila?

    Many things can be done.
    So many things but it has to begin with creating more jobs and better places to live.

5.   While studying English there, what can you personally do to help the poor?

    I don't know.
    I can encourage them to find jobs.
    I can help them to find jobs in Korea.
    I can ask some companies in Korea to see if they hire foreigners.
    I can probably give them some money while I'm there.

6.   What can be done to help bring this issue of poverty in Manila to the world's attention?

    Many things can be done.
    I can write an article about the problem and publish it in my university paper.
    I can make a video documentary of the problem and show it to people in Korea.

7.   How can foreign countries offer help to Manila's poor?

    Other countries can help donate money to the poor.
    Countries can make documentaries about the poor in Manila and educate the public about poverty in this city.

8.   Are there organizations in South Korea that help the poor in Manila/Philippines?

    There are some churches that help Filipino workers here in Korea so these churches could help other Filipinos in the Philippines.
    I think some Christian churches in Korea send aid to poor people in the Philippines through the Korean community in Manila.

9. What kind of image do shantytowns in Manila give to tourists and extended stay visitors like South Korean students?

    The images give the bad side/image of the Philippines.
    We see beautiful images of the Philippines such as beaches but we can also see the bad side such as poverty.

10. Do you think poverty in the Philippines, namely Manila, causes Filipino workers to look for employment overseas including South Korea?

    Yes, definitely.
    Yes, Filipinos need to find better jobs so they try to find jobs outside the Philippines.
    Maybe there are not enough jobs in Manila and the Philippines, and so many have to go abroad to work.

11. Despite its poverty, why do you think many Korean students visit or go to study in Manila and the Philippines?

    Korean students go there because it's cheaper than other English-speaking countries.
    Korean students go there because it's closer to Korea.
    Many Koreans already live in Manila, so we can meet other Koreans if we go to study in Manila and the Philippines.

Answers to questions 12-14 will vary.

Letters to the Editors
Louis K. Wai

Overview

1. Students will work together in pairs to compile opinions or comments to an American newspaper in the form of letters to the editor.

2. Students will investigate national and local news events in America and Honolulu and offer opinions and comments on these news events from their perspectives as international students.

3. Students will proofread classmates' letters.

4. The students will work in pairs to make oral presentations about their news stories and their opinions.

5. Students will make use of the library, computers, printers, and the Internet.

6. Students will mail their letters various newspapers in hopes that they will be published.

7. In this activity, students will develop the following knowledge and skills:

   - newspaper terms
   - how letters to the editor are written
   - producing and publishing written work
   - commenting on information collected from different print and electronic sources
   - commenting, editing and proofreading skills
   - oral presentation skills

Introduction

You have read an American news story and want to write to the newspaper about your reactions or feelings. You will comment or offer an opinion either for or against something in the news. You will also give an oral presentation about your reactions or feelings of the news story.

1. You will work in pairs to research, write and present your opinion of the news story in a letter to the editor.

2. You will all be assigned a different news area such as people in the news, politics, business, travel, money, sports, or technology.

3. We will compile and print the different letters in a class portfolio which you can keep.

4. You will be able to copy and paste pictures from Web site news stories to your LTTE.

Questions and the Task

1. Work with your partner and the topic assigned to you.

2. Begin your research by using the national and local newspapers and their Web Sites listed below.

3. Read several news stories from different newspapers until you find one that both you and your partner feel strongly about. You may agree or disagree with the story. You may wish to add additional information to the story, and so forth.

4. Discuss the story with your partner. Decide together what your opinion is and what you would like to share with others.

5. Read several letters to the editor on the opinion pages in several newspapers to study the format and structure of the letters. You may find it useful to go to the brownsvilleherald.com site listed below to learn about common words used by newspapers.

6. Write a letter to the newspaper telling the editorial staff your opinion about the story. Include your answers to the following questions when applicable, who, what, when, where and/or why you agree or disagree with something the newspaper reports.

7. Exchange your drafted letter to the editor with another pair of classmates for proofreading. You may make suggestions to improve the language used and/or the content of the article.

8. We will come together as a class to review all of the letters because they will be sent from our class as a whole to those newspapers where the story was originally published.

Resources
Start by searching the Web Sites below to gather information about current news events. These websites are constantly updated and include national as well as international news.

- www.usatoday.com (national daily newspaper)
- www.cnn.com (national cable news)
- www.foxnews.com (network news)
- www.cbsnews.com (network news)
- www.nbcnews.com (network news)
- www.abcnews.com (network news)
- http:/online.wsj.com/public/us (The Wall Street Journal)
- www.espn.com (sports)
- http://nie.brownsvilleherald.com/newspaperterms.htm (newspaper vocabulary)

Evaluation
Evaluation of written article
Your letter will be evaluated using a 10 point scale:
10= Beautiful. Your letter will be mailed to a newspaper editor.
9= Good content and clear English. It will be mailed but you need to correct the incorrect grammar that is highlighted.
8= Good content and English is okay but it still has some unnatural sentences that need to be re-written.
7= Okay content and okay English but re-write and re-proofread.
6= Weak content and English, not ready for proofreading therefore you must re-write.
5= Unacceptable

Evaluation of oral presentation
Your oral presentation will be evaluated using a 5 point scale:
5= Beautiful. You could offer your opinion on TV.
4= Good content and clear English. I could understand everything you said.
3= Your content and English were good but too many pauses.
2= Your content and English were okay but I could not understand everything you said.
1= Your content was okay but your English needs work.
0= Unacceptable.

Working with others
>You will earn up to 5 points based on how well you worked with your partner and with the class in writing and submitting for publication your letter to the editor.
>Grades will be scored as follows:
>A: 18 points or more.
>B: 16 or 17.
>C: 14 or 15
>D: 13 0r 14
>F: 12 or lower

Conclusion

The class letters will be submitted (sent in) with your names on the letter that you have written. You can share the letters with your family and friends. Imagine the excitement we will feel if any of our letters are published!

CULTURAL AWARENESS
Valentine's Day
Yi-Jen "Christine" Wang

Happy Valentine's Day
Image source: http://www.flickr.com/photos/dana__23/389518426/

Teaching situation
The teaching situation is an English class in Taipei, Taiwan. Students are 2nd year junior high students. They started learning English from 3rd grade in elementary school. They have learned basic conversations such as greeting, asking for direction. In their first year junior high English classes, they have learned vocabularies that are frequently used in the academic context. The students' language skills are at intermediate level. The content of this English class is constructed around the theme of other cultures (not limited to the U.S.) to develop students' cultural awareness as well as their reading and writing ability. The best time to introduce this activity is before Valentine's Day.

Introduction
Whether you celebrate it or not, how much do you know about Valentine's Day? Do you know the meaning behind this special day? Do you know that different countries celebrate Valentine's Day differently? Some countries are against the celebration for Valentine's Day, or even ban the celebration of Valentine's Day in their law! However, we wish you able to appreciate other cultures by taking a closer look at their Valentine's Day after this activity. For the best learning outcomes, I suggest all of you get involved as much as you can and you'll have lots of fun from the task itself!

Chinese Valentine's Day: The ancient romance story of the
"Meeting of the Cowherd and the Weaving Maid"
Image source: http://www.flickr.com/photos/airchild/98330521/

Task

Students will be divided into two groups. Group 1 will find out which countries celebrate Valentine's Day and Group 2 will find out which countries ban Valentine's Day.

Each group will first read the articles from the web links provided below for the country they wish to work on, and then write a brief report on different courtiers. The content of the report will vary but need to follow the same format—a short article with 3 paragraphs. For example,

Group 1 students will cover several areas:

1.   Three countries' celebrations of Valentine's Day and on which day

2.   How people celebrate the day

3.   Special notes (e.g., it's not only a date for couples but also friends or family)

Group 2 students will investigate:

1.   Three countries' reasons for forbidding Valentine's Day (religious, political, or others)

2.   Possible consequences or punishment for disobedience

3.   Reflections (e.g., we agree with the country's doing so or the other way around);

Anti-Valentine's Day
Image source:
http://atlasshrugs2000.typepad.com/atlas_shrugs/images/2008/02/14/valentine.jpg

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Process

After each group has completed their w riting, students will use overhead projector slides MS PowerPoint to present their report. Thus, they can display their visual aids (the pictures they found useful) to establish a better presentation for their audience. A handout with some bullet points is also required.

The students off stage (audience) should take notes during other group's presentation. They will write comments and feedbacks on a piece of paper and determine whether the message is clear (clear; vague; somewhere in between, see "evaluation" at the bottom of this activity).

After each group's presentation, the teacher will provide his/her comments and feedbacks and reads comments and feedbacks collected from other groups. Students' writings will also be graded by the teacher which counts for half of their grades for this activity.

List of useful websites

The history of St. Valentine's Day
http://www.donnasholidaysentiments.com/stvalentine.html

Saint Valentine's Day: Around the World
http://www.stvalentinesday.org/valentines-day-around-the-world.html

Valentine's Day in Different Countries
http://www.everythingvalentinesday.com/valentine-day-traditions/valentine-in-others.html

Valentine's Day--Traditions and customs
http://www.stvalentinesday.org/traditions-and-customs.html

Some articles about how different counties celebrate Valentine's Day and how to say
"I Love You" in different languages
http://www.topics-mag.com/internatl/holidays/valentines/day.htm

Valentine's Day banned by Saudis
http://www.guardian.co.uk/world/2004/feb/14/saudiarabia

Kuwaiti MPs seek to ban Valentine's Day celebrations
http://www.dailystar.com.lb/article.asp?edition_id=10&categ_id=2&article_id=88845

Indonesia Muslims ban Valentine's Day
http://www.arcamax.com/religionandspirituality/s-303114-612181

Hindu and Muslim anger at Valentine's
http://news.bbc.co.uk/2/hi/south_asia/2749667.stm

Threat to Valentine's Day celebrations (India buzz)
http://timesofindia.indiatimes.com/articleshow/20760175.cms

Conclusion

After this class, students will be able to gain a better understanding on the meaning and diversity of this holiday. They will appreciate different cultures and be more open-minded. The teacher will collect all groups' writing along with supplementary materials and create an album. Every student will have a copy of this album by the end of the semester.

Evaluation
Students will be graded according the evaluation from their peers (50%) and the teacher (50%). Extra points will be given if visual aids, fun activities/practices (to have interaction with their audience) related to their topics, are applied in their writing and presentation.

Here's a sample rubric for students' peer evaluation:
5- The presentation is represented in a clear and comprehensible manner. Its content is consistent, educational, and entertaining.

4-The presentation is easy to understand; and I find their report appealing and meaningful.

3-The presentation is okay; however, I think the content can include more resource or information for enrichment.

2- The presentation lacks coherency, and the content definitely needs more supplement.

1-I totally don't have clue what the presentation is about. Although they have all the necessary elements for their report, they need to reorganize/redo this report!

Students' participation should also be evaluated based on the observation notes completed by peers, the teacher, and the students' self-evaluation.

Understanding Etiquettes in Different World Settings
Yunai "Amy" Wang

Image source: http://www.kwintessential.co.uk/cross-cultural/business-etiquette-training.html

Teaching situation

The target students are 24 intermediate level private language high school students in China. This sequence of activities is designed for four days. The first two days are for group research online; the third day is to put their information on the web; the last day is for group presentations.

Introduction

Travel has become one of the most popular activities that people enjoy, but there can be some misunderstanding about ways of behavior between people from different countries around the world. That is because each country has its own culture, beliefs, traditions, and customs. As more and more people are enjoying travelling nowadays, an understanding of unique rules of etiquette of different countries has become very important. In this activity, you are going to choose one country that you are interested in and explore the rules of etiquette of that country.

Process
- Students will be divided into six groups of four.
- Each group needs to choose one country that they all want to know about. They will learn about the rules of etiquette, such as table manners, meeting and greeting etiquette, business etiquette, etc.
- They need to find the information of the particular country they have chosen, make a list of their findings with clear and detail information, and locate pictures as well.
- In addition to the tasks listed above, each group needs to create a PowerPoint presentation about the rules of etiquette that they have discovered and present it to the class.
- In addition, each group needs to prepare and perform for the class a role-play of a scene demonstrating one of the interesting rules of etiquette they have found.

Tasks

Day 1:
- Students will be put in groups and decide which country they would like to work on (Teacher needs to make sure each group explores different countries).

- They will read the questions that the teacher gives them before doing the research online and talk about them in groups to activate their prior knowledge.

Questions for review**:**

1. There is an English word (borrowed from French) which means the "rules accepted and followed by everyone in society". Do you know it or have you heard of it?

2. What do you know about Chinese etiquette? List at least three examples.

3. Do you always follow these rules of etiquette in your life? Why?

4. How many rules of etiquette can you think of about eating or meeting people, for example?

5. Do you think knowing about the etiquette of different countries is important? Explain why or why not?

6. What country's etiquette would you like to know more about now? Why?

Day 2:
- Students will be working closely and collaboratively on the computer, trying to find the answers based on the websites given by the teacher and do more research on the rules of etiquette in that particular country.

- While searching for the information, students need to take notes about the chosen country and try to answer the questions given by the teacher.

Questions:
1. Why did your group choose this country?

2. What are some rules of etiquette of this country that you already knew about?

3. What rules of etiquette are new to you?

4. What rules of etiquette are important when people have contact with people from this country?

Day 3:
- Students will make a PowerPoint presentation to introduce the rules of etiquette they have discovered so far.

- They will write paragraphs and use illustrations to describe the rules clearly and try to make the PowerPoint as lively as possible. (some after-class work will be needed to complete the project)

Day 4:
- Students will present their discoveries about etiquette using their PowerPoint presentations in class. Other students need to listen and write a small essay on what they have learned through other groups' work.

- Each group will also perform their role play about one or more rule of etiquette that they think is interesting or important in that country.

List of websites

There are several internet websites that can help you find the information of etiquettes in six countries you are interested. (All the websites are written in accessible language to intermediate and advanced levels.)

1. Chinese etiquette:

> http://chineseculture.about.com/od/etiquette/Chinese_Etiquette.htm
> http://www.goingtochina.com/misc/chinese_etiquette.htm
> http://www.dontforward.com/2005/01/chinese-dining-etiquette.htm
> http://www.chinatownconnection.com/chinese_dining_etiquette.htm

2. Japanese etiquette:

> http://www.japan-guide.com/e/e622.html
> http://www.geocities.com/japanfaq/FAQ-Manners.html
> http://www.japan-zone.com/new/etiquette.shtml
> http://www.cyborlink.com/besite/japan.htm

3. American etiquette:

> http://www.bluegrass.kctcs.edu/LCC/SOC/ISA/etiquette.html
> http://www.cyborlink.com/besite/us.htm
> http://www.associatedcontent.com/article/9889/american_manners_etiquette_and_
> protocol.html

4. Australian etiquette:

> http://www.cyborlink.com/besite/australia.htm
> http://www.kwintessential.co.uk/resources/global-etiquette/australia.html
> http://www.ediplomat.com/np/cultural_etiquette/ce_au.htm
> http://www.traveletiquette.co.uk/AustralianEtiquette.html

5. Indian etiquette:

> http://www.indiaetiquette.com/
> http://www.cyborlink.com/besite/india.htm
> http://www.kwintessential.co.uk/resources/global-etiquette/india-country-profile.html
> http://www.food-india.com/indianCuisine/1001_1050/1014_Indian_Restaurants
> _Etiquette.htm

6. French etiquette:

> http://www.cyborlink.com/besite/france.htm
> http://gofrance.about.com/od/culture/a/tablemanners.htm
> http://www.understandfrance.org/French/Dos&Donts.html
> http://www.kwintessential.co.uk/resources/global-etiquette/france-country-
> profile.html

Conclusion

After doing this activity, students will know more about etiquette in general and unique rules of etiquette in different countries. They will understand more about why different country has different rules of etiquette in their culture and how people need to notice or perform well when they travel to those countries.

In addition, by doing this project, students will improve their reading, writing, speaking, and listening skills. The project also helps them to work collaboratively, think critically, and improve their computer literacy skills

Evaluation
Group work will be evaluated by two parts. One part is about the PowerPoint presentation. It will be evaluated by the students in class in terms of (a) the layout of the slides, (b) language used, (c) the richness of information, (d) interesting content and (e) the effectiveness of the illustration. The second part is the role play, evaluated by the teacher in terms of their use of language, eye contact, pronunciation, and the understanding of the specific rules of etiquette they have discovered.

Notes to Teachers
Possible answers for some questions in Day 1 (all answers can vary):
2. What do you know about Chinese etiquette? List at least three examples.

Chinese people shake hands when they meet someone the first time.

Chinese people usually do not open gifts at the time they receive them.

Chinese people usually say "No, no" when they receive a compliment.

Chinese people bring gifts when they visit friends.

Chinese people exchange gifts or money during the celebration of Chinese New Year.

5. Why do you think knowing about the etiquette of different countries is important?
It helps people to know the appropriate matter and behavior in social life.

It prevents people from being embarrassed in some particular situations.

It shows people from other countries that you respect their culture.

It helps people to have a friendly relationship with those from other countries.

Answers to questions of group wok in Day 2 will vary.