

What is the focus of this lesson? (give it a title): Should or ought? Expressing expectations in Japanese

1. **Context & Institution:** L2 Japanese classroom at a U.S. Public University, UO-adjacent
2. **Course name:** JPN 203
3. **Number and levels of learners:** ~25 Intermediate mid-advanced low adult learners
4. **Where this lesson plan fits into the course/unit:** This lesson would fit into a theme-based unit on societal rules and norms and the cultural differences between American and Japanese norms.
5. **Length of class & meetings per/wk:** 5 days per week, 50 minutes per class
6. **Learner characteristics (as relevant to course):** A mix of second, heritage and international learners, so we have many perspectives and experiences to recognize and draw from in this course
7. **Overall course goal: By the end of this course, SWBAT...** demonstrate an intermediate-mid level competence and understanding of appropriate grammar, vocabulary and structures in their speaking, listening, reading and writing.
8. **Texts/materials/technology needed for this lesson:** listening examples from Youglish, slides, and a worksheet
9. **What learners know/can do already and/or homework from previous class sessions (if applicable):** learners are already aware of some Japanese and American cultural norms, and know 80-90% of the vocabulary around societal norms as well as grammar structures about what is acceptable vs. not
10. **Learning objective(s) of this lesson: By the end of this class session, SWBAT...** Comfortably express verbally and in writing what is expected in society and how one should act in different cultural contexts
11. **How learners will be assessed in this lesson:** Based on their usage of the grammar forms in a Canvas reflection that they will submit for homework post lesson – how often are they using forms, and are they conveying their intended meaning?

Lesson stages	Procedures									
	Step-by-step description (this does not predict exactly what <i>will</i> happen in the lesson, but shows in detail what <i>you imagine could</i> happen)	Materials & technology you will need								
Before the lesson What could learners do to prepare themselves before the class?	0.0 – BRAINSTORMING For homework from last class, Ss were asked to think about cultural expectations in their home country and how they act based on those. They have been asked to make a list of 3 expectations and 3 corresponding actions to bring to class.	Paper								
Beginning of lesson ~10 mins How could you help learners warm up and be ready to learn?	1.0 – PAIR ~3 mins Ask Ss to get into pairs and discuss the lists that they brought to class. This should be done in English. Ask them to compare and contrast cultural norms if Ss are from different cultures, or ask them to discuss any experiences that they've had with these expectations. 1.1 – SHARE ~5 mins Ask Ss to share out what they discussed with their partners. As they share out, restate what they said in English, then translate that to Japanese using the target grammar points 「はずだ」 and 「べきだ」, and say it out loud while creating a list on the board. This list should be divided into the places that students discuss. ie, the board might look like: <table border="1" data-bbox="289 1570 1292 1780" style="margin: 10px auto;"> <thead> <tr> <th>America</th> <th>Japan</th> <th>Korea</th> <th>China</th> </tr> </thead> <tbody> <tr> <td>- hospitals should be quiet -etc</td> <td>- you shouldn't take a phone call on a train -etc</td> <td>-you should give your train seat to the elderly -etc</td> <td>-you should respect your grandparents -etc</td> </tr> </tbody> </table> 1.2 – WRAP UP AND TRANSITION ~2 mins Discuss how our list shows cultural differences, and how we have to be aware of these when we interact in society. Ask if they're starting to notice anything about the sentences we have written on the board, but do not point out grammar forms yet. Transition to next activity with something like: "Next, we're going to be listening to some others talk about similar things that should be a certain way, and things that one should do in certain contexts, so try to pick out what the speakers are saying you should do or what something should be like!"	America	Japan	Korea	China	- hospitals should be quiet -etc	- you shouldn't take a phone call on a train -etc	-you should give your train seat to the elderly -etc	-you should respect your grandparents -etc	White board and markers
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<p>Middle of lesson ~35 mins What will be the main activities or tasks that will allow them to learn and use the language?</p>	<p>2.0 – LISTENING ~5 mins Play selected Youglish clips of examples of Japanese speakers using 「はずだ」and 「べきだ」. Ask Ss to write down what they think the speakers are saying, and any phrases that seem to be common between the different speakers.</p> <p>Some questions that might help to guide Ss through this process are:</p> <ol style="list-style-type: none"> 1. What is the reasoning behind the speaker’s opinion/statement? How can you tell? 2. What words/phrases are you noticing that are being repeated? 3. Is there a word that seems to signal a change in the message/idea? Where is it? What might it mean? <p>2.1 – PRE-GRAMMAR INSTRUCTION ~3 mins Ss should have picked up and reported on the usage of 「はずだ」and 「べきだ」in the listening section and with the help of the above scaffolded questions. Before presenting the grammar point to students, write these two forms on the board, and ask students to say what they think each means and write down a few answers from students. If students are getting it right, move into explicit grammar instruction – if not, ask follow-up questions until they are thinking that these things mean “should”, “supposed to”, or “ought to”.</p> <p>2.2 – GRAMMAR INSTRUCTION ~7 mins Present Ss with information regarding the usage and forms of 「はずだ」and 「べきだ」. After you have introduced the forms, ask students to think back to the meanings that they came up with, and see if they can determine where these two differ. This difference is small, so this may require more scaffolding or explicit pragmatic instruction at some point. Questions to facilitate this might look like: How did the tones of speakers in the videos we listened to change depending on which form they used? How did the topics differ between forms? Ss should eventually arrive at the conclusion that 「はずだ」is more factual and based off evidence, and that 「べきだ」is more pragmatic and grounded in expectations. If you have to explicitly present this, that is ok as this can be a confusing pragmatic difference.</p> <p>2.3 – PRE JIGSAW ~10 mins Group Ss into groups of 4-5 each. Assign students one public “domain” in Japan to research and come up with a list of expectations and behaviors for their domain in the language. There should be between 4 and 5 groups, and domains could be things like “public transit”, “hospitals”, “schools”, “workplaces”, and “home”. Ss should be writing down their findings in Japanese as much as they can, and also ask Ss to also be thinking about how practices in Japan might be different from their home countries. Facilitate and provide groups with guiding questions as necessary; also be rephrasing any appropriate phrases into 「はずだ」or 「べきだ」form and provide reinforcement around using these new terms.</p> <p>2.4 – JIGSAW ~10 mins Assign Ss new groups so that there is one “representative Ss from every “domain” in each new group. Once new groups have been made, as Ss to share about the expectations and practices of their domains with each other using the new grammar points as much as they can. Take even more of a step back here as a facilitator and answer Ss questions as needed.</p>	<p>Videos: https://youglish.com/getbyid/111406/%E3%81%B9%E3%81%8D/japanese https://youglish.com/getbyid/1193998/%E3%81%B9%E3%81%8D/japanese https://youglish.com/getbyid/721398/%E3%81%B9%E3%81%8D/japanese https://youglish.com/getbyid/56089/%E3%81%AF%E3%81%9A/japanese https://youglish.com/getbyid/194360/%E3%81%AF%E3%81%9A/japanese https://youglish.com/getbyid/170109/%E3%81%AF%E3%81%9A/japanese</p> <p>White board and markers Slides Worksheet</p>
<p>End of lesson How will you wrap up in a meaningful way?</p>	<p>3.0 – JIGSAW WRAP-UP ~5 mins Once students have filled in their “jigsaw”, ask them to *star cultural practices or expectations that are different from their own backgrounds. Then ask Ss to share out one practice/expectation from each domain and write these on the board. Ask follow up questions to Ss who volunteered if the practice/expectation they discussed is the same in their cultural background. Ask them to discuss their own cultural practices with the new forms, and recast/phrase their production as necessary. Most of the conversation should occur in Japanese.</p> <p>Once this is complete, be sure to recognize the importance of recognizing and using these behaviors, as well as the value in being able to talk about them with the grammar forms.</p>	<p>White board and markers</p>
<p>After the lesson What could learners do to follow up on this lesson or prepare for the next one?</p>	<p>4.0 – REFLECTION For homework, ask Ss to submit either a written or verbal reflection on Canvas about one new cultural norm they learned about today by using either 「はずだ」or 「べきだ」. This would mostly be for the instructor to see where Ss are at after one day of instruction and practice with this form.</p>	<p>Canvas Assignment</p>

*Most (~95%) of instruction and introduction of new material should be done in Japanese. Ss are not expected to produce Japanese the entire time, more about 80% of class activities should be done in Japanese for Ss.