

**EXPLORING SOCIAL JUSTICE THROUGH
VIRTUAL REALITY
IN AN INTERMEDIATE-LEVEL JAPANESE COURSE**

日本語中級コース：VIRTUAL REALITYを用いてソーシャル・
ジャスティスとは何かを考える授業案

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Table of contents:

- 1) The Benefits and Challenges of Using Virtual Reality in Language Teaching**
- 2) Intermediate-low Japanese Course: Teaching Empathy and Social Justice**
- 3) Sample Activities with VR**
- 4) Q&A**

Keys to Integrate Technology in Foreign Language Classrooms

In order to utilize technology effectively, teachers must:

- a) Have a clear **pedagogical goal(s)**
- b) Have a clear **curriculum/course/unit/lesson goal(s)**
- c) **Examine which technological tool(s)** assist them to achieve the goals
- d) **Evaluate the effectiveness** of the technological tool(s)
- e) **Evaluate the user-friendliness** of the technological tool(s)

(Yoshida, 2012)

Goals of the Course:

- Develop a Japanese course in which students will:
 - a) Improve their linguistic skills
 - b) Develop their cultural understanding
 - c) Build **empathy**

1. Virtual Reality in Language Teaching

➤ **Benefits** of Using VR in Language Teaching are:

VR will

- ✓ Provide immersive experiences to students
- ✓ Enhance engagements with materials
- ✓ Inspire students' creativity and provoke imaginations
- ✓ Help **students** view things from different perspectives
- ✓ Help students develop EMPATHY with the objects that they see in the VR images.

→ **VR is an effective tool to teach empathy.**

1. Virtual Reality in Language Teaching

➤ **Challenges** of Using VR in Language Teaching

- ✓ **Sanitizing the devices**
- ✓ **Lack of materials.**

ClassVR:

<https://www.classvr.com/us/>



Art

Step inside a virtual art gallery and take your students through some of the world's famous galleries, iconic buildings, paintings and sculptures. Experience the art and be inspired to create your own!

[READ MORE](#)



Biology & Life Science

Switch your lab coats for VR headsets and get up close to nature. Hold a human heart and inspect cells or investigate the human anatomy and beyond – all directly from the classroom!

[READ MORE](#)



Chemistry

Explore the structures of some of the most well-known substances in the world, examine atomic structures, hold molecules, and learn & understand the most complex Chemistry concepts first-hand!

[READ MORE](#)



Personal, Social and Citizenship Education

Provide real-world context to the people and places that your students learn and hear about on the news. Let them experience different cultures, circumstances and environments as if



Design, Technology and Industrial Arts

Explore how technology has changed the world. Study parts of planes, trains and everything in between, discover how they're designed and find out how they work!



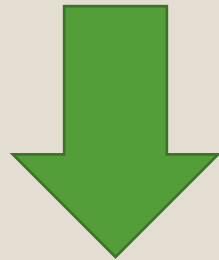
Drama, Theatre And Performing Arts

Stimulate and inspire ideas for performing and dramatic writing. Experience the scenery and become part of the literature, from future towns to The Globe Theatre, there's lots to

1. Virtual Reality in Language Teaching

➤ **Challenges** of Using VR in Language Teaching

- ✓ **Lack of materials in Japanese**
- ✓ **Cost: expensive devices**
- ✓ **Lack of appropriate technology support**



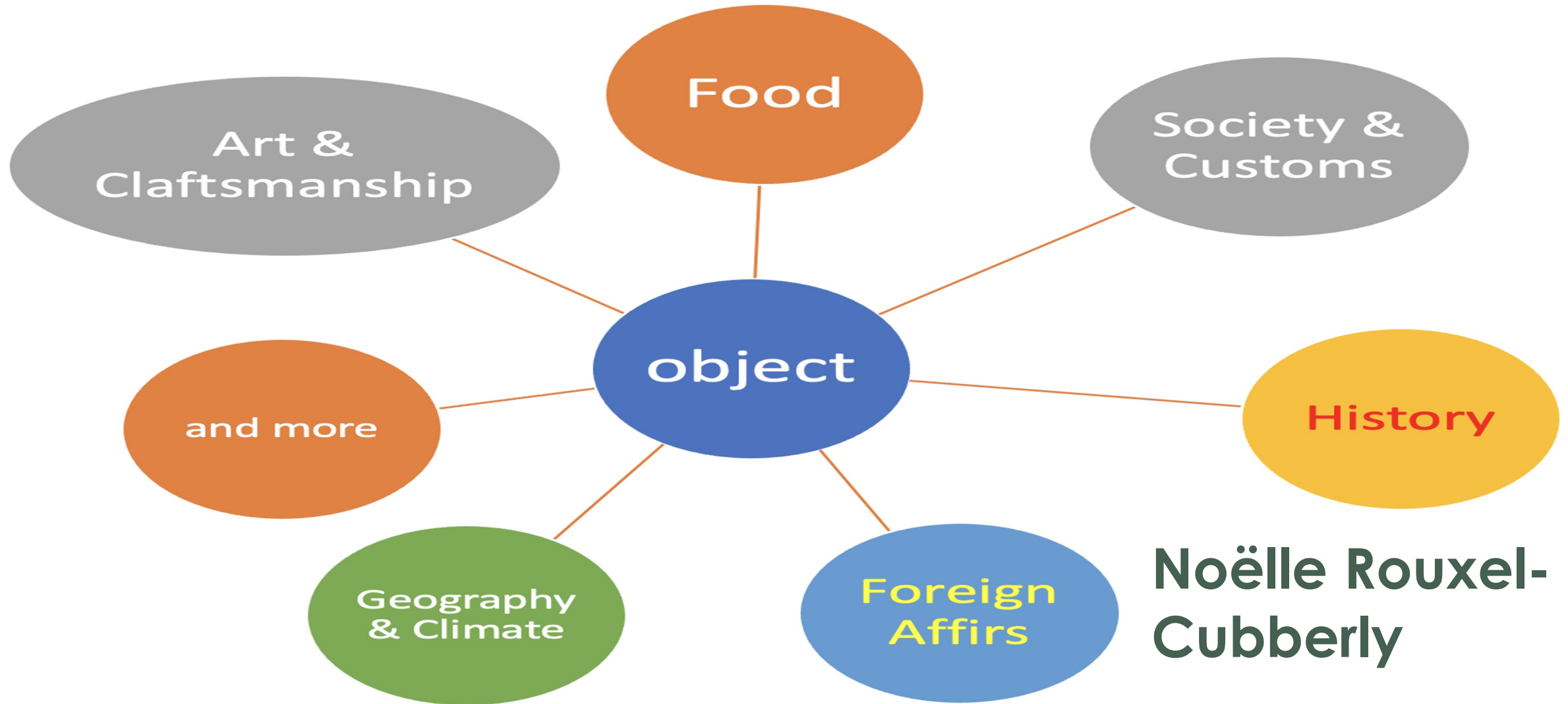
- **The Sherman-Fairchild Grant / Bennington College**
- **Workshops and Presentations on VR and Teaching**

2. Japanese course: Novice-High/Low-Intermediate Examining Equality and Equity Through the Analyses of Japanese Period during the Edo and the Meiji Period

Objectives: Students will/ will be able to

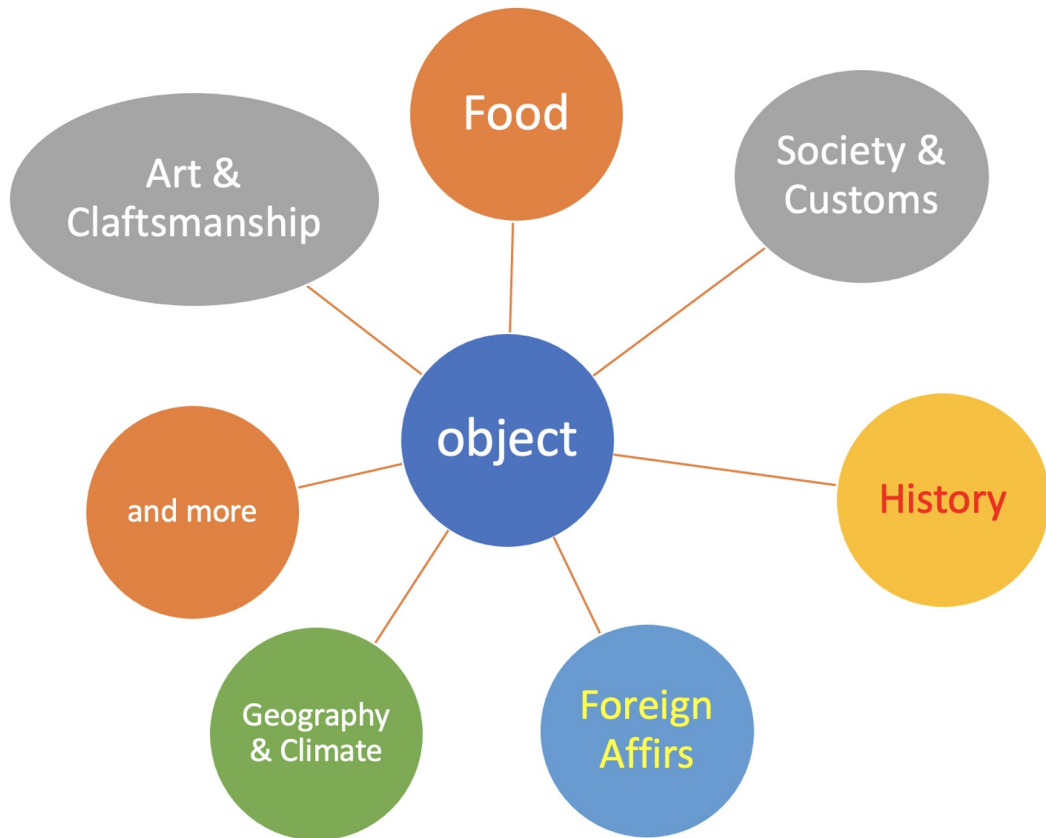
- 1) Improve their **linguistic skills**
- 2) Explain the **social transformation** before and after the Edo Period
- 3) Discuss **equality** and **equity** in the context of Japanese history
- 4) State their **ideas** and **opinions** in a culturally appropriate manner
- 5) Understand how an object (shoes) **represents societies and cultures** of countries.

The Object-Based Teaching



**Noëlle Rouxel-
Cubberly**

The Object-Based Teaching: Equality and Equity



2. Japanese course

Level: Novice-High/Intermediate-Low

Textbook/ 教科書 Vocab. & Gr. & Kanji		The Activities I Created: Applications and Content Understanding 
Lesson 9: Kabuki/ かぶき		The Edo Period/ 江戸時代 (1600's & Early 1700's)
Lesson 10 Winter Vacation Plans/ 冬休みの予定		The Edo Period/ 江戸時代 (Late 1700's and 1800's)
Lesson 11 After the Vacation/ 休みのあと		The Meiji Period/ 明治時代 (Late 1800's to Early 1900's)

Vocabulary 1

1. Describe the shoes.

Nouns:

man, woman,
Japan, foreign, etc.

Adjectives:

big, small, new, old,
expensive, cheap,
hot, cold, etc.



Genki I: Lesson 9

い - a d j e c t i v e s

あおい	青い	blue
あかい	赤い	red
くろい	黒い	black
しろい	白い	white
さびしい	寂しい	lonely
わかい	若い	young

Group 1: い-adjectives

黒い くろ	_____	black	白い しろ	_____	
赤い あか	_____	red	青い あお	_____	blue
黄色い きいろ	_____	yellow	茶色い ちゃいろ	_____	brown

な - a d j e c t i v e

いじわる(な)	意地悪	mean-spirited
---------	-----	---------------

These words become nouns without the い.

赤いかばん
あか

red bag

赤がいちばん好きです。
あか す

I like red the best.

AR Images on Google Arts and Cultures



Vocabulary 2: Who would wear them?

Doctor いしゃ	Lawyer べんごし	Student 学生	Teacher 先生	Office Worker 会社員
Warrior さむらい	Farmers Peasants 百しょう	Shogun しょうぐん	Emperor 天のう	Geisha げいしゃ
Artisans しよく人	Merchants しょう人	Shrine (Priest) じん社の人	Temple (Priest) お寺の人	Other

3



6



9



Vocabulary 2: Who would wear them?

National Diet Library Digital Collections

1. Describe each person and imagine who they were based on what they wore.
2. Why did those people dress that way?
3. Do you **think** that there were dress codes? Why?



Utilizing the new grammar point: ～と思います / I think that ---

Vocabulary 3: Grammar Point → I think that---

Shoes, Clothing, and Social Ranks

3. Based on your observations, what social class did they belong to? What did **they do [Verbs]**? Talk with your group and come up with a hierarchy of the Japanese society during the Edo period.



Vocabulary Application

New: Lesson 9

U - verbs

おどる	踊る	to dance
おわる	終わる	(something) ends (～が)
くすりをのむ	薬を飲む	to take medicine
にんきがある	人気がある	to be popular
はじまる	始まる	(something) begins (～が)
ひく	弾く	to play (a string instrument or piano) (～を)
* もらう		to get (from somebody) (<i>person</i> に <i>thing</i> を)

Ru - verbs

おぼえる	覚える	to memorize (～を)
* 出る	出る	(1) to appear; to attend (～に) (2) to exit (～を)

Irregular Verbs

うんどうする	運動する	to exercise
さんぽする	散歩する	to take a walk

Review: Lesson 7

U - verbs

うたう	歌う	to sing (～を)
かぶる		to put on (a hat) (～を)
はく		to put on (items below your waist) (～を)
しる	知る	to get to know (～を)
しっています	知っています	I know
しりません	知りません	I do not know
* すむ	住む	to live (～にすんでいます)
* はたらく	働く	to work
* ふとる	太る	to gain weight
ふとっています	太っています	to be on the heavy side; overweight

Ru - verbs

* (めがねを) かける	(眼鏡を) かける	to put on (glasses)
きる	着る	to put on (clothes above your waist) (～を)
やせる		to lose weight
やせています		to be thin

Vocabulary → Grammar Point → Content

Shoes, Clothing, and Social Ranks

- ❖ Students examine the social hierarchy through the examinations of objects - shoes, clothing, etc.
- ❖ Students use simple vocabulary.



WANDER



Wander



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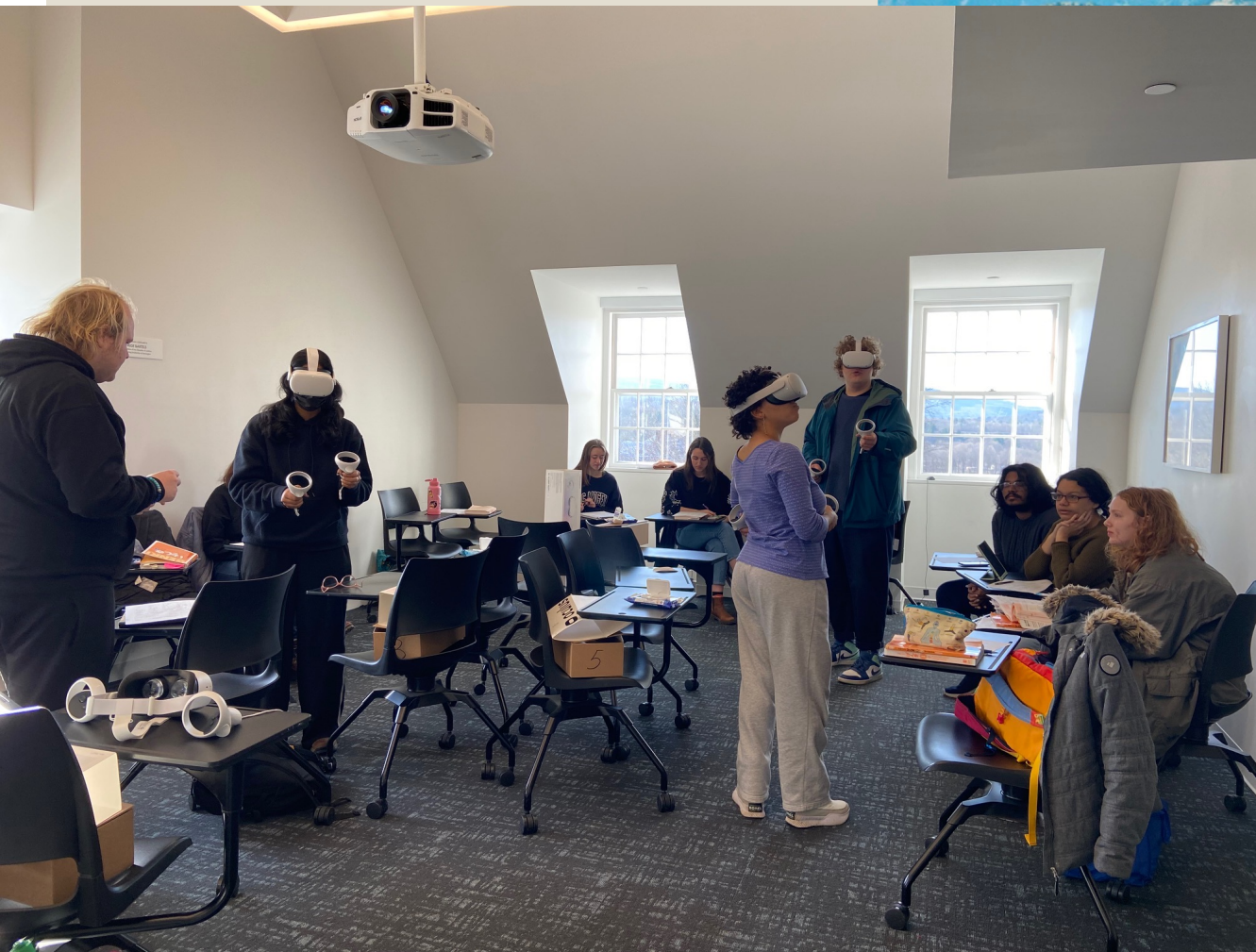
Redeem gift



Add to Wishlist

Wander the world openly through the magic of VR.

From the comfort of your living room you can teleport almost anywhere in the world - whether you wish to walk across the London Bridge, stroll the



2D → 3D: Growing Empathy

Shoes → Clothing → Social Ranks → Cities

Edo (Then)



Tokyo (Now)

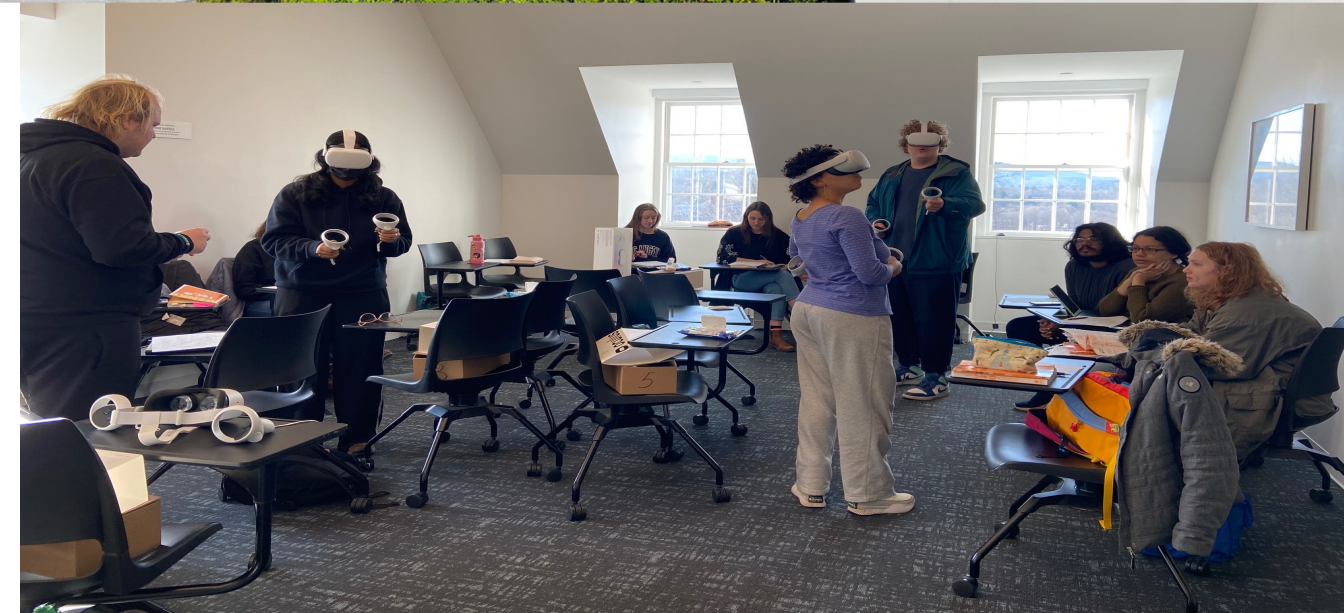


2D: Woodblock Prints

Shoes → Clothing → Cities

1. In pairs describe what you see in the prints. (Short Form/Past Tense)
→ People/ Buildings/ Town
1. In groups raise questions about the Edo society based on what you observed from the prints and what you learned from your classmates. Then, guess the answers to the questions.





3D: Wander with Oculus Quest

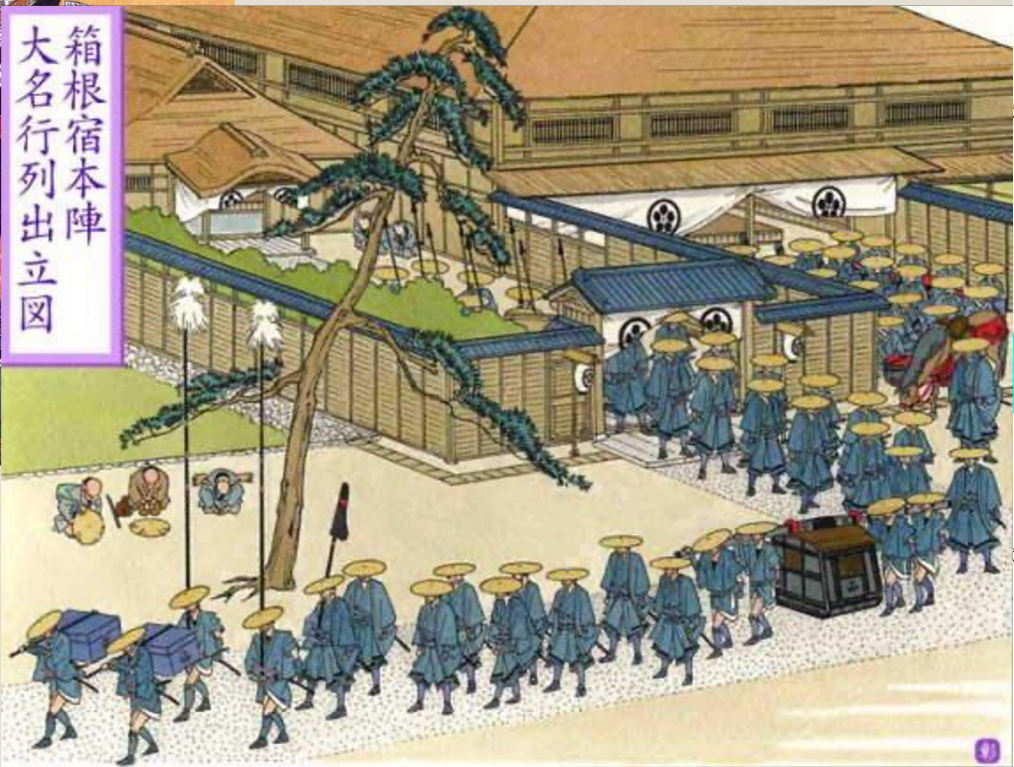
1. How does the area in the paintings look like now?
Can you find the Zojoji (temple)? (Oculus Quest 2)
2. In pairs/groups describe what you see. (Short Form/ Present Tense)



次の文を読んでください。わかりますか。

千六百年んだい

- くらいきもをきている人の名前は、徳川家康だ。
- 徳川家康は、千六百三ねんに江戸（今の東京）で徳川幕府をはじめた。
- たくさんの戦い（Wars）の後、古い時代いがおわって、新しいえど時代いが、はじめた。
- 千六百九ねんに日本人が、十五万人いた。
- えど時代いの社会には、4つのランクがあつた。



箱根宿本陣
大名行列出立図



Reading Comprehension

Cause



Effect



Sample answers:

日本へロシア人が来たから、

しょうぐんはロシアがこわかったから、

しょうぐんはちずを作りました。

「次はどここの国が来ますか」と思いました。

Thinking Questions

Section III. Thinking: Please answer to the questions.

①. あなたは、しょうぐんです。何をしますか。どうしてですか。
(Japanese/English)

Sample Answers:

外国が来るから、たくさん食べものと飲みものを買います。
外国人が来るから、外国語をべんきょうします。

Self-reflection and Personal Interrogation

- 1) If you were a Shogun during the Edo period, **how would you dress yourself?** Draw a picture of you as a Shogun. Then, explain why you dressed yourself that way. You may provide the reason(s) in English.
- 2) If you were a Shogun, samurai, farmer, Christian etc. during the Edo period, what types of **social changes** would you like to see? Why?
- 3) If you were able to change the Edo society based on the concept of **equity**, how should the lives of Shogun, samurai, farmer, Christian be **changed?**
- 4) After learning about the hierarchy during the Edo period in Japan, do you see any **similarities/differences in the society where you live in now?** How so?

Feedback from Students:

- [AR/VR] provided a **more visual and interactive way** of viewing Japanese society during the Edo period.
- [AR/VR] **gives an immediate sense** to what life was like in those times.
- Feeling like I was inside the history was helpful in understanding what happened. After seeing the Edo town, **I feel I can visualize the readings better.**
- The AR/VR activity allowed me to take a **close look** around the building and have a better idea of its size and what it's built out of.

Other Ideas:

Study Abroad Preparation

Objectives: Students will be able to:

- Become familiar with the campus where they are going to attend.
- Become familiar with the areas where they are going to live.
- Become familiar with the Japanese transportation system - bus, train, and subway.
- Be familiar with the Japanese traffic rules.
- Plan places to visit.

Possible Wander Activities:

1. Visit the campus where you plan to attend.
2. Explore the area. What do you see? Is the campus located in a residential area, suburb, or business district?
3. Did you find convenience stores, fast-food restaurants, train/subway stations, bus stops, parks, library, etc.?
4. What did you observe about the Japanese traffic rules? (信号の色一青；歩行者一右；自動車・自転車一左；女性専用車両, etc.)
5. Find places where you would like to visit while attending the institution in Japan.



THANK YOU!

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