

НОВІТНІ ТЕНДЕНЦІЇ В ОСВІТІ: ОГЛЯДИ ТА ОБГОВОРЕННЯ

УДК 37.091.3:811.111'243

Tetiana Druzhenko (Ukraine)

ORCID ID: 0000-0002-8295-9674

Nataliia Semian (Ukraine)

ORCID ID: 0000-0001-7148-4805

INTERCULTURAL APPROACH TO STUDYING ENGLISH FOR JAPANESE STUDIES STUDENTS: A TEXTBOOK REVIEW

Semian, N., & Druzhenko, T. (2024). *Exploring cultural contrasts: Japan and Ukraine in English classes* (textbook). Kyiv. Retrieved from <https://drive.google.com/file/d/1M-8G6PrHIL3YbMEToamdN2-gmafYc1F/view?pli=>

This publication is a review of the textbook by Nataliia Semian and Tetiana Druzhenko, "Exploring Cultural Contrasts: Japan and Ukraine in English Classes" (2024). This textbook was developed for teaching English at the university level using comparative strategies as part of the foreign language curriculum for second- and third-year undergraduate students majoring in Japanese studies.

Grounded in an intercultural approach, interdisciplinary connections, and a cognitive-communicative concept of foreign language acquisition, the authors encourage students to explore and analyze cultural contrasts and similarities between Japan and Ukraine. The textbook is designed to provide students with specialized knowledge for practical use in professional English for students of Eastern studies, satisfy their intellectual and cultural needs, and promote the development of their professional competencies.

The textbook employs contrast and comparison strategies aimed at developing monologic and dialogic English skills, which can be used in discussions about similar and different cultural objects, daily life, literature, art, and the histories of Ukraine and Japan. By exploring linguistic features and cultural realities, students can enhance their language skills and gain a deeper understanding of the cultural context of communication.

Thus, the intercultural approach is not only a tool for scholarly research but also a comprehensive and systematic method of teaching English. It helps students appreciate cultural diversity and ensures their success in their professional and academic growth.

Keywords: *intercultural approach, contrast and comparison, sociocultural competence, students majoring in Japanese studies.*

The reviewed textbook represents the first attempt to apply a scientifically grounded tutorial idea (Liubashenko et al., 2022). for learning a foreign language through comparative strategies at the university level, based on interdisciplinary and cognitive-communicative approaches. The authors propose a tutorial method for developing English language competencies in students, meeting their cognitive interests, and simultaneously fostering the sociocultural competence of an expert in the Far East region. The effectively applied contrast and comparison strategies in the work aim to develop monologic and dialogic English speech in discussions of similar and different objects of culture, everyday life, literature, art, and history of Ukraine and Japan. This meets the modern

demand for a well-rounded philologist and attests to the relevance of the textbook.

The creation of a methodological framework for teaching English in university departments specializing in East Asian Studies should incorporate the advantages of intercultural and communicative approaches. These approaches are vital for the development of speaking skills in Philology students, who need to achieve proficiency in both Japanese and English for understanding social and political information, interpreting negotiations, and establishing business and scientific connections with East Asian countries. This aligns with the practices of top-tier global universities, which have long integrated regional studies into their linguistic programs, focusing on the language,

culture, national, political, and geographical characteristics of specific countries.

Notably, many prestigious universities around the world, such as the University of California, Columbia University, Stanford University (USA), Leiden University (Netherlands), the University of Rochester (USA), Heidelberg University (Germany), the University of Bologna (Italy), and SOAS University of London (UK), adopt an intercultural approach to teaching and learning East Asian languages. This approach encourages students to explore the history, culture, and geography of this strategically significant region. In the context of studying East Asian languages, English or other European languages are often employed to discuss the political, historical, and cultural realities of the region.

Therefore, English language instruction in the Far Eastern Languages departments of Ukrainian universities should be organized in an interdisciplinary manner, engaging students in observing and mastering elements of cultural interaction. This strategy could address the training challenges of producing highly qualified philologists and respond to the educational demands of globalization. Additionally, it could help reduce the trend of students leaving to study abroad.

As Okamoto and Shibamoto-Smith (2016) point out, systematic comparison of multiple languages is inevitable in the process of acquiring a foreign language. They argue that comparing not only the linguistic features but also the social and cultural aspects of native speakers enhances students' cognitive motivation by fostering resilience and persistence. Tinghe (2020), a noted authority in Chinese language instruction and cultural studies, emphasizes the benefits of combining intercultural and communicative approaches in teaching. She contends that understanding language necessitates studying culture and advocates for expanding the concept of culture to include broader discussions of interculturality, which enriches the language

learning experience and supports broader educational objectives.

Similarly, experts in English language teaching, such as Corbett (2003) and Romanowski and Bandura (2019), suggest encouraging learners to reflect on their own and others' languages and cultures. They advocate for integrating intercultural components into English courses, seeing the combination of communicative and intercultural approaches as essential for effective language education. This viewpoint is shared by proponents of contextual English learning, like Illés (2020), who also emphasize the importance of incorporating intercultural elements into language education.

Research on the educational benefits of learning multiple languages alongside their associated cultures has shown positive outcomes in both domestic and international settings (Norton, & De Costa, 2018; Maharaja, 2018). Studies on cross-cultural communication by Gregersen-Hermans and Lauridsen (2021) identify various levels of cultural competence, such as cross-cultural, intercultural, transcultural, and intracultural. They highlight that enhancing the ability to communicate effectively is a primary result of developing intercultural competence.

The theory of foreign language learning is closely tied to the culture of the target language and the learner's overall communication skills. Oxford (2013) notes that 'the activities and cultural influences cannot be separated from what is learned' during foreign language study, aligning with the view that intercultural competence fosters communicative competence (Lustig et al., 2017).

Thus, English instruction in the context of multiple languages (Ukrainian, English, and Japanese) for students in Far East Languages departments should employ teaching and learning strategies (TLS) as defined by Oxford (2013), Grenfell and Harris (2017), and Griffiths (2018). These strategies will aid in comparing and

contrasting different fields, languages, and cultural studies.

Recent studies show increased interest in factors that influence the language learning process in various cultural contexts. Comparative thinking helps students organize new knowledge and use comparison strategies to overcome interlanguage barriers (Akhter et al., 2016; Zhou, & Lin, 2019).

To enhance students' speaking skills, teachers should find new resources to encourage intercultural dialogue through language. Marzano (2017) proposes a flexible model of classroom strategies that promote positive changes in students' acquisition of knowledge and skills across disciplines. He suggests that the use of Teaching and Learning Strategies (TLS) fosters skillful thinking. Comparative thinking, a form of critical thinking, is deemed the most effective way to complete learning tasks (Whitten et al., 2020). Zhou and Lin (2019) also link thinking techniques with speaking activities, enabling students to describe items, make and discuss conclusions, complete speaking tasks, summarize information, and engage in questioning and responding.

Identifying similarities and differences in speaking activates personal prior knowledge related to the discussion topic (Behm et al., 2017), leading to communicative intercultural transactions, as described by Lustig et al. (2017). This process helps students demonstrate cultural sensitivity and improve intercultural relationships with their conversation partners. Therefore, TLS used in English speaking tutorials for students majoring in East Asian Languages should incorporate intercultural interaction techniques to achieve communication goals, as suggested by Liubashenko and Kavytska (2020). Moreover, the Compare and Contrast Learning and Teaching Strategy (CCLTS) should enhance students' speaking skills through various speaking activities.

This strategy can be particularly effective when involving students in intercultural exploration of the East Asian region, as comparative techniques encourage them to improve their English-speaking abilities by narrating, describing, and continuing conversations.

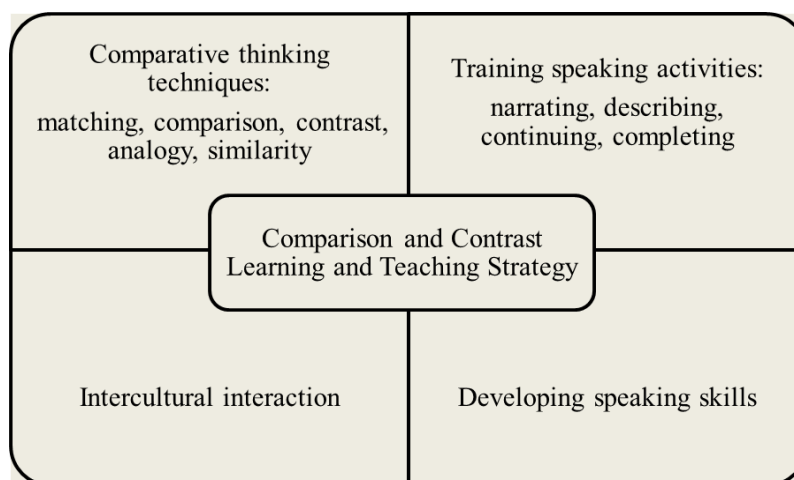


Figure 1. The Compare and Contrast Learning and Teaching Strategy in English Speaking Tutorials for Students Majoring in East Asian Languages

The authors hypothesize that significantly improving students' speaking abilities can be achieved through an English language textbook for Ukrainian students majoring in Japanese. This textbook is designed using compare and contrast techniques, including

comparison, matching, analogy, contrast, and similarity. Both empirical and theoretical research have led to the adoption of a learning and teaching strategy that helps students feel confident when discussing common and unique aspects of Ukrainian

and Japanese cultural, mental, and social contexts in English. This approach boosts students' cognitive engagement and motivates them to learn the language, showcasing their professional training, education, and cultural upbringing. Therefore, the review aims to verify the relationship between the use of the textbook and the enhancement of students' English speaking skills.

The textbook was created by the authors to align with the English Language Training Program of the Department of East Asian Languages, adhering to the syllabus, curriculum, and university course methodology. The book presents a comprehensive exploration of cultural dimensions aimed at students specializing in Japanese studies. The themes covered in the seven Units are engaging and diverse. Each Unit is divided into two parts, featuring tasks designed to enhance all four fundamental language skills, with particular emphasis on speaking. The content is designed to enable students to effectively use various compare and contrast techniques, including comparison, matching, analogy, contrast, and similarity, while enhancing their spoken English skills. Through a comparative lens, it examines various aspects of Ukrainian and Japanese cultures, inviting readers to delve into the following Units: Social Customs and Etiquette, Family and Social Structures,

Authentic Cultural Traditions, Traditional Symbols in Folklore, Myths and Legends, Poetry and Philosophy, and Performing Arts. Each Unit offers thoughtful insights into the cultural heritage and social norms of both nations, fostering a deeper understanding of cultural diversity and intercultural competence. The authors skillfully combine video materials, reading texts, and illustrative material to encourage English conversations in classes that simultaneously touch on both Japanese and Ukrainian cultural realities.

Unit Structure. Each unit consists of integrated sections such as Lead-in, Reading and Vocabulary, Listening, Speaking and Writing.

The purpose of the *Lead-in* is to engage students by tapping into their existing knowledge about the topic. It captures their interest and motivates them to learn by introducing intriguing facts, questions, or activities related to the cultural contrasts between Japan and Ukraine. It also lays the groundwork for the vocabulary and concepts that will be explored in more depth in the subsequent sections of the unit. Therefore, the Lead-in sections of the textbook include a variety of tasks such as brainstorming activities, cultural quizzes, cultural reflection prompts, discussion questions focused on the similarities and differences between Japanese and Ukrainian cultures, and speculation on the cultural realia depicted in pictures.

UNIT 4. Traditional Symbols in Folklore

Symbols, in folklore, aren't merely illustrative. They are the embodiment of a culture's soul, its desires, fears, and the wisdom inherited from the ancestors. – Mircea Eliade, Images and Symbols.

Lead-in

a Study the images of traditional symbols from Japan and Ukraine. Then, discuss the following questions in pairs or small groups.



Source: <https://www.istockphoto.com/uk/> on 02.01.2024.

1. Identify the images presented. What significance do these symbols hold for the people of Ukraine and Japan?
2. What elements of nature are represented in the symbols of both countries, such as the sunflower in Ukrainian symbolism and cherry blossoms in Japanese symbolism? Why do you think these elements were chosen?
3. How do these symbols, like the Tryzub or the Rising Sun, reflect the national identity and patriotism in their respective countries?
4. Vytynanka and Origami Cranes, both are elements of traditional craft in Ukraine and Japan respectively. How do these symbols emphasize the importance of art and craftsmanship in their respective cultures?
5. The Pysanka is a symbol of rebirth in Ukraine, while the Koi Fish symbolizes resilience and strength in Japan. What do these symbols tell us about the values and beliefs of these two cultures?
6. The Kalyna is often associated with femininity and the life-giving force of women in Ukraine, while the Torii Gate represents the boundary between the physical and spiritual world in Japan. How do these symbols reflect the spiritual or philosophical beliefs of their cultures?
7. Can you find any parallels or stark contrasts between the chosen symbols of Ukraine and Japan? What might these similarities or differences tell us about these two cultures?

b Test Your Knowledge with the Japanese Folklore Symbols Quiz!

1. What animal is often considered a symbol of good fortune and prosperity in Japanese folklore?

- A. Dragon B. Rabbit C. Fox D. Tiger



2. True or False: In Japanese folklore, a 'Tengu' is a mythical creature known for its healing powers.

3. The 'Tanuki' is a popular figure in Japanese folklore. What is it known for?

- A. Shape-shifting abilities B. Bringing rain
C. Protecting ancient treasures D. Guiding lost travelers



4. What does the 'Koi' fish symbolize in Japanese culture?

- A. Intelligence B. Strength and perseverance
C. Wealth D. Love and affection



5. True or False: The 'Kappa' is a mythical creature in Japanese folklore that is friendly and helps people.

6. Which creature is known for its role in Japanese ghost stories and is often depicted as a unforgiving spirit?

- A. Yokai B. Oni
C. Yurei D. Kitsune



7. The 'Daruma' doll, often seen in Japanese households and businesses, is primarily associated with what?

- A. Fertility B. Good luck and perseverance
C. Wealth D. Health and longevity



8. True or False: 'Sakura', or cherry blossoms, are not just a natural phenomenon but also hold significant meaning in Japanese folklore, symbolizing the beauty and transience of life.

9. What is a 'Kitsune' in Japanese folklore?

- A. A dragon-like creature
B. A spirit of water
C. A fox with magical abilities
D. A type of Tengu



10. In many Japanese folktales, what does the 'Bamboo' symbolize?

- A. Purity
B. Flexibility and strength
C. Mystery
D. Eternal life

The purpose of the *Reading and Vocabulary* section is to enhance students' reading comprehension skills and expand their vocabulary through contextual learning. This section aims to immerse students in texts that provide rich cultural insights while simultaneously introducing them to relevant vocabulary within authentic contexts.

The reading tasks are designed to develop a range of comprehension skills. Students practice grasping the main ideas and overarching themes of the texts, scanning to quickly locate specific information, and engaging in detailed comprehension to understand specific details and nuances.

Vocabulary is presented in context to help students understand how words and phrases are used naturally within cultural narratives and discussions. This approach aids in retention and ensures students can apply their vocabulary knowledge in practical ways.

The vocabulary activities include contextual guessing, where students infer word meanings based on context, matching exercises to pair new vocabulary with definitions, fill-in-the-blank exercises to use vocabulary in context, vocabulary crosswords, and word formation activities to practice different parts of speech. Additionally, students engage in collocation exercises to learn common word pairings, usage exercises to create sentences using new vocabulary, and discussion prompts to encourage the active use of vocabulary in spoken language.

Overall, the Reading and Vocabulary section is structured to build a strong foundation in both comprehension and vocabulary, empowering students to delve deeply into the comparative study of Japanese and Ukrainian cultures expanding their lexical repertoire and also gaining insights into the unique ways in which language reflects societal values and customs.

UNIT 4. Traditional Symbols in Folklore

Reading & Vocabulary

a Do you know the contradictory meaning of sakura? Read the article once quickly to find out.

The Symbolism and Meaning of Cherry Blossoms in Japan

¹In the vibrant culture of Japan, cherry blossoms, also known as 'sakura,' play a significant role that extends beyond their aesthetic appeal. These delicate flowers carry deep meanings tied to the human condition and historical values.

²Sakura's primary symbol is the transience of life. Their vibrant bloom, lasting only a few weeks, is a beautiful yet stark reminder of life's fleeting nature. The blossoms burst into life, reaching their peak quickly, before gently falling to the ground and fading away. This echoes the Buddhist philosophy of the impermanence of all things.

³The symbolism of sakura is also complex and multifaceted. They embody both life and death, beauty, and destruction. With the arrival of spring, the blossoming of cherry trees

instills a sense of life's vitality. However, their swift withering is a poignant reminder of mortality, forming a paradox.

⁴Cherry blossoms frequently feature in various facets of Japanese culture, including visual arts, literature, and films. They serve as metaphors, symbols, and inspiration, adding depth and aesthetic value to these art forms.

⁵In historical contexts, sakura stood as a symbol for samurai, the warriors of feudal Japan who lived by the strict code of honor, respect, and discipline known as *bushido*. The brief yet intense bloom of cherry blossoms reflected the samurais' lives, which although short, were vibrant and meaningful. Falling cherry blossoms were often used to represent the end of a samurai's journey.

⁶During the turbulence of World War II, kamikaze pilots adorned their aircraft with sakura emblems before departing for fatal missions. This was a symbolic representation of dying gloriously for their emperor, akin to the beautiful yet short-lived cherry blossom.

⁷Within the sphere of Japanese folk religions, cherry blossoms hold a sacred status. They were believed to be the dwelling places of deities who ensured a good harvest. The term sakura, broken down to 'sa' and 'kura,' refers to the rice paddy god and his divine seat. This belief led people to worship cherry trees in the mountains during spring, praying for bountiful crops.

⁸Lastly, the traditional practice of Hanami, or flower viewing is an annual celebration of sakura's transient beauty. Originally, it involved farmers offering prayers and feasts under cherry blossom trees to ensure an abundant harvest. Today, Hanami has evolved into a festive event where people gather under blossoming sakura trees for picnics, singing, and communal enjoyment, reinforcing the sakura's cultural significance.

⁹In summary, cherry blossoms in Japan symbolize more than just natural beauty. They are deeply woven into the tapestry of Japanese culture and philosophy, reminding everyone of the transitory yet profound nature of life.

Glossary

- (2) **transience** the state of being temporary or short-lived
- (2) **impermanence** the state of being temporary or not lasting forever
- (3) **instill** gradually but firmly establish (an idea or attitude) in a person's mind
- (3) **poignant** evoking a keen sense of sadness or regret
- (6) **adorn** decorate something, often to make it more pleasing to the eye
- (7) **deity** a god or goddess, a divine being that is worshipped in various religions
- (7) **paddy god** a deity in certain cultures, particularly associated with the cultivation and protection of rice fields
- (9) **tapestry of culture** the intricate blend of beliefs, traditions, customs, and practices that make up a society or group

b Read the article again, using the glossary to help you. Then, answer the questions with the partner, providing as much information as you can.

1. What is the primary symbolism associated with the sakura or cherry blossoms in Japan?

2. How does the life cycle of the cherry blossoms reflect the Buddhist philosophy mentioned in the text?

3. How do cherry blossoms or sakura symbolize a paradox between life and death?

4. How are cherry blossoms represented in Japanese arts and culture?

5. What historical connection do cherry blossoms have with the samurai, and how did their bloom reflect the samurai way of life?

6. How did kamikaze pilots during World War II use the symbol of sakura in relation to their missions?

7. How do cherry blossoms hold significance in Japanese folk religions, particularly in relation to agriculture?

8. What is the traditional practice of Hanami, and how has its contemporary form evolved from its origins?

c Complete the crossword using the words from the text.

Across

4. having many different parts or sides

5. the code of moral principles which the samurai were required or instructed to observe

8. a god or goddess

10. a day on which a religious event or person is remembered and celebrated

11. a Japanese term that translates to "flower viewing"

12. large in amount

Down

1. to have or show a strong feeling of respect and admiration for God or a god

2. considered to be holy and deserving respect, especially because of a connection with a god

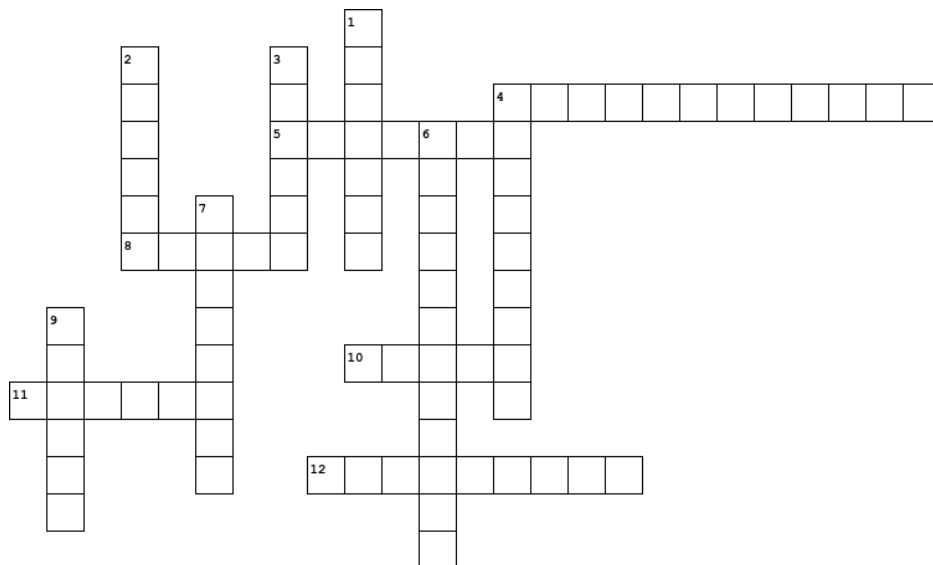
3. to represent a quality or an idea exactly

4. the way that people do not live for ever

6. the state of not lasting for ever or not lasting for a long time

7. energy and strength

9. the act or ceremony of speaking to God or a god, esp. to express thanks or to ask for help



d Fill in the gaps using the derivatives from the words given in brackets.

1. The historical temples and shrines in Kyoto hold immense cultural (significant) _____ in Japan, offering a glimpse into the country's spiritual heritage.

2. The sakura blossoms are a reminder of the (impermanence) _____ nature of life, as they bloom brilliantly and then fade away in a short span of time.

3. The (multifaceted) _____ of traditional symbols reflects the diverse heritage of cultures from which they originate.

4. The Japanese flag, with its radiant red circle, serves as an (embody) _____ of the traditional symbol of the rising sun, reflecting the nation's origins as the 'Land of the Rising Sun'.

5. The koi fish, a (vitality) _____ symbol in Japanese tradition, represents perseverance, strength, and good fortune.

6. The (sacred) _____ of Mount Fuji, a UNESCO World Heritage site, reflects the deep spiritual significance it holds in Japanese culture, having inspired artists and poets for centuries.

7. Cherry blossoms (transience) _____ blanket Japan each spring, creating a breathtaking spectacle that captivates locals and tourists alike.

8. One of the intriguing aspects of Japanese cuisine is the (abundant) _____ of umami flavors found in dishes like miso soup and soy-marinated delicacies.

9. Exploring the rich (bountiful) _____ of Japanese cuisine, you'll find delights like sushi, tempura, and matcha-flavored treats, reflecting the country's culinary artistry.

10. In Japanese Shinto temples, a (worship) _____ can often be seen making offerings and ringing a bell to summon the attention of the kami spirits.

e Both the sakura in Japan and the kalyna in Ukraine are iconic symbols deeply embedded in their respective cultures. How do the meanings and significance of sakura, as mentioned in the text, compare with what you know about the symbolism of kalyna in Ukrainian culture?

The *Listening* section of the textbook serves a dual purpose: to enhance students' understanding of Japanese culture through auditory immersion and to hone their listening skills in the target language. Through a curated selection of video and audio materials, accessible via QR codes embedded within the textbook, students are exposed to authentic cultural content ranging from podcasts to folk tales and storytelling.

The tasks in this section are designed to engage students in active listening and critical thinking, prompting them to analyze, contrast, and compare cultural practices, linguistic nuances, and societal norms between Japan and Ukraine. The accessibility of these materials via QR codes makes the textbook an ideal resource for both classroom instruction and independent study, allowing students to explore cultural insights at their own pace and convenience.

UNIT 1. Social Customs and Etiquette

Listening

Japanese Nonverbal Etiquette



Google image retrieved from <https://nonverbalcommunication.wordpress.com/2017/03/31/international-proxemics-and-haptics/> on 16.08.2023

a What does the picture above exemplify? What should Barack Obama have done differently when meeting the Emperor?

In what ways does being aware of nonverbal etiquette benefit individuals working in international or multicultural settings?

b Watch a video about Japanese nonverbal etiquette and complete the chart, separating behaviors into 'acceptable' and 'unacceptable' in Japan.



Acceptable	Unacceptable

c Compare with a partner. Then listen again and check your answers. Can you remember any more details?

d Refer to the completed chart above. In pairs, discuss:

- whether the behavioral patterns listed are also considered impolite in Ukraine.
- how you would explain the fundamental rules of Ukrainian nonverbal etiquette to a Japanese person to ensure they are not misunderstood or mistreated.

The *Writing* section of each Unit includes tasks such as reflective essays, comparative essays, descriptive writing, and creative writing. These activities are designed to deepen students' understanding of both Ukrainian and Japanese cultures by encouraging them to apply their language skills and cultural knowledge while incorporating new vocabulary. Reflective essays allow students to introspect on cultural insights and personal experiences. Comparative essays require them to identify and examine similarities and differences between the two cultures, fostering critical

thinking. Descriptive writing tasks enable students to vividly describe cultural elements, enhancing their descriptive language abilities. Creative writing assignments encourage students to imaginatively explore and express cultural themes and narratives. For each type of writing task, students are provided with a plan that includes cues they can follow, guiding them through the writing process. Together, these tasks provide a comprehensive approach to exploring cultural contrasts, ensuring that students gain a nuanced appreciation of both cultures.

UNIT 2. Family and Social Structures

Writing

Imagine you are part of a student exchange program where you spend one semester in Japan. Write a letter (250 – 300 words) to a friend back home describing your experiences. In your letter, compare and contrast the values you observe in Japanese culture. Focus on areas such as family, work ethic, respect for elders, and community involvement.

Google image retrieved from <https://www.asahi.com/ajw/articles/14524728> on 24.11.2023



Introduction: Briefly introduce your exchange program and your excitement about experiencing the culture.

Body: Describe Japanese values and interactions in families, work, and communities. Note any surprising aspects. Compare and contrast these with Ukrainian values, focusing on their impact on daily life. Reflect on how these experiences have shaped your perspective on values and norms.

Conclusion: Conclude with what you have learned from this experience and how it might influence your future interactions or perceptions.

The *Speaking* section of the textbook is designed to enhance students' intercultural communication skills by engaging them in thoughtful discussions and analysis of cultural similarities and differences. This approach fosters critical thinking and articulate expression. Central to this section is a project-based task where students collaboratively research and present their findings to the class. This task not only reinforces their ability to articulate insights gained through comparative analysis but also integrates effective communication,

teamwork, and presentation skills into the learning process.

The project task is structured with clear stages for students to follow and fulfill, ensuring a systematic approach to their research and presentations. These stages guide students from initial research and data gathering through to the final presentation, providing a framework that supports their progress and learning. Through this structured process, students reflect on their insights, thereby developing a deeper understanding of both Japanese and Ukrainian cultures.

UNIT 4. Traditional Symbols in Folklore

Project Task: Traditional Symbols in Ukraine and Japan

Group 1

Research Phase:

a. Ukraine: Study the cultural significance of Kalyna (guelder-rose) in Ukrainian tradition. How is it represented in literature, songs, and everyday life?

b. Japan: Explore the symbolic importance of Sakura (cherry blossoms) in Japanese culture. How does it manifest in Japanese festivities, poetry, and daily customs?



Google image retrieved from <https://stock.adobe.com/ua/search?k=kalyna> on 01.01.2024

Comparison and Analogy:

Draw parallels between Kalyna and Sakura. Consider aspects like symbolism, cultural importance, representation in literature, and songs.

Presentation:

a. Create a presentation (PowerPoint, poster, or video) illustrating your findings. Use visuals (images, short video clips, etc.) to support your points.

b. Emphasize points of analogy and matching between the symbols, highlighting both similarities and differences.

c. Engage the audience by incorporating interactive elements: quizzes, opinion polls, or open-ended questions to stimulate discussion.

Group 2

Research Phase:

a. Ukraine: Delve into the art of Vytynanka: its history, techniques, and significance.

b. Japan: Investigate the art and tradition of Origami: its origins, methods, and role in Japanese society.

Google image retrieved from <https://stock.adobe.com/ua/search?k=kalyna> on 01.01.2024



Comparison and Analogy:

Match the artistic techniques and cultural roles of Vytynanka and Origami. Consider the materials used, the process of creation, and the occasions they're prominently featured.

Presentation:

- a. Create a presentation (PowerPoint, poster, or video) illustrating your findings. Use visuals (images, short video clips, etc.) to support your points.
- b. Emphasize points of analogy and matching between the traditional arts, highlighting both similarities and differences.
- c. Engage the audience by incorporating interactive elements: quizzes, opinion polls, or open-ended questions to stimulate discussion.

The *supplementary materials* provided at the conclusion of the textbook offer comprehensive support and additional resources to complement the core content and aid students in their learning journey. Among these resources are audio scripts, which provide written transcripts of the audio materials utilized in the lessons. This inclusion is instrumental in reinforcing students' listening skills, facilitating comprehension, and enhancing retention of spoken content pertaining to Ukrainian and Japanese cultural topics. By providing access to these transcripts, students can engage more effectively with the material, thereby deepening their understanding.

Additionally, the appendices serve as a repository of practical resources and guidance aimed at furthering students' language proficiency and communication abilities. Within these appendices, students will find tables containing useful phrases for comparison and contrast, as well as expressions of opinion. Furthermore, the appendices offer guidance on delivering presentations, including tips for utilizing visual aids effectively. Additionally, students will find resources to aid in presentation preparation and essay writing, including checklists to ensure thoroughness and coherence in their written work.

The textbook under review is comprehensive, engaging, and expertly crafted, offering significant practical value. It serves as an invaluable resource for students aiming to expand their knowledge and engage in comparative cultural analysis within the realm of Japanese studies. This textbook demonstrates versatility, making it suitable for a wide range of academic disciplines and catering to the needs of the intended student

audience. It meets all the necessary requirements for such works and is developed at a high scientific and methodological standard, making it an indispensable asset for both educators and students alike.

Внесок авторів: Тетяна Дружченко – теоретичні засади огляду; висновки, Наталя Сем'ян методологічна концепція огляду, оцінка відповідності посібника суспільним запитам в освіті

References

- Akhter, J., Amin, M., Saeed, F., Abdullah, S., & Khair, M. (2016). Comparison and contrast between first and second language learning. *Advances in Language and Literary Studies*, 7(1), 130–134. <https://doi.org/10.7575/aiac.all.v.7n.1p.130>
- Behm, N. N., Rankins-Robertson, Sh., & Roen, D. (Eds.). (2017). *The framework for success in postsecondary writing: Scholarship and applications*. Parlor Press LLC.
- Corbett, J. (2003). *An intercultural approach to English language teaching*. Multilingual Matters LTD. <https://doi.org/10.21832/9781853596858>
- Gregersen-Hermans, J., & Lauridsen, K. M. (2021). *Internationalising programmes in higher education: An educational development perspective*. Routledge.
- Grenfell, M. J., & Harris, V. (2017). *Language learner strategies: Contexts, issues and applications in second language learning and teaching*. Bloomsbury Publishing.
- Griffiths, C. (2018). *The strategy factor in successful language learning: The tornado effect* (2nd ed.). Multilingual Matters.
- Illés, É. (2020). *Understanding context in language use and teaching: An ELF perspective*. Routledge. <https://doi.org/10.4324/9780429274589>
- Jin, T. (2020). *Interculturality in learning Mandarin Chinese in British universities*. Routledge. <https://doi.org/10.4324/9781315392905>
- Liubashenko, O., & Kavytska, T. (2020). Strategy to assess L2 interactional competence of university students: Ukrainian context. In S. Hidri (Ed.), *Changing language assessment* (pp. 253–274). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-42269-1_11
- Liubashenko, O., Semian, N., & Druzhchenko, T. (2022). English intercultural tutorial for university

students majoring in Japanese. *Journal of Curriculum and Teaching*, 11, 25–34. <https://doi.org/10.5430/jct.v11n1p25>

Lustig, M. W., Koester, J., & Halualani, R. (2017). *Intercultural competence: Interpersonal communication across cultures* (8th ed.). Pearson Education.

Maharaja, G. (2018). The impact of study abroad on college students' intercultural competence and personal development. *International Research and Review*, 7(2), 18–41.

Marzano, R. (2017). *The new art and science of teaching*. Solution Tree Press.

Norton, B., & De Costa, P. I. (2018). Research tasks on identity in language learning and teaching. *Language Teaching*, 51(1), 90–112. <https://doi.org/10.1017/S0261444817000325>

Okamoto, Sh., & Shibamoto-Smith, J. S. (2016). *The social life of the Japanese language: Cultural discourse and situated practice*. Cambridge University Press.

Oxford, R. (2013). *Teaching and researching language learning strategies*. Routledge.

Romanowski, P., & Bandura, E. (2019). *Intercultural foreign language teaching and learning in higher education contexts*. IGI Global. <https://doi.org/10.4018/978-1-5225-8128-4>

Semian, N., & Druzhchenko, T. (2024). *Exploring cultural contrasts: Japan and Ukraine in English classes (textbook)*. [https://drive.google.com/file/d/1M-8G6PrHIL3YbMEToamdN2-gmafYcF1F/view?pli=](https://drive.google.com/file/d/1M-8G6PrHIL3YbMEToamdN2-gmafYcF1F/view?pli=1)

Tinghe, J. (2020). How university students of Mandarin Chinese experience "Chinese culture": An interculturality and small cultures perspective. *Language and Intercultural Communication*, 20(6), 572–585. <http://dx.doi.org/10.1080/14708477.2020.1825461>

Whitten, E., Esteves, K. J., & Woodrow, A. (2020). *RTI Success: Proven tools and strategies for schools and classrooms*. Free Spirit Publishing.

Zhou, F., & Lin, Y. (2019). A Comparative study of critical thinking skills between English and Japanese majors in a Normal university. *English Language Teaching*, 12(12), 30–38. <http://dx.doi.org/10.5539/elt.v12n12p30>

Отримано редакцією журналу / Received: 22.04.24
Прорецензовано / Reviewed: 02.05.24
Схвалено до друку / Accepted: 20.05.24

Тетяна Дружченко (Україна)

ORCID ID: 0000-0002-8295-9674

Наталія Сем'ян (Україна)

ORCID ID: 0000-0001-7148-4805

ІНТЕРКУЛЬТУРНИЙ ПІДХІД ДО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ-ЯПОНІСТІВ: ОГЛЯД НАВЧАЛЬНОГО ПОСІБНИКА

Semian, N., & Druzhchenko, T. (2024). *Exploring cultural contrasts: Japan and Ukraine in English classes (textbook)*. Kyiv. Retrieved from [https://drive.google.com/file/d/1M-8G6PrHIL3YbMEToamdN2-gmafYcF1F/view?pli=](https://drive.google.com/file/d/1M-8G6PrHIL3YbMEToamdN2-gmafYcF1F/view?pli=1)

Публікація є оглядом навчального посібника авторок Сем'ян Наталії та Дружченко Тетяни "Exploring Cultural Contrasts: Japan and Ukraine in English Classes" (2024), який було розроблено для навчання англійської мови в університеті за допомогою порівняльних стратегій за програмою з іноземної мови для студентів-японістів другого та третього років навчання в бакалавраті. Ґрунтуючись на інтеркультурному підході, міждисциплінарних зв'язках та когнітивно-комунікативній концепції засвоєння іноземної мови, авторки посібника заохочують студентів досліджувати та аналізувати культурні контрасти й схожі традиції Японії та України. Посібник створено, щоб надати студентам спеціалізовані знання для їх практичного використання в професійній англійській мові студентів-сходознавців, задовольнити їхні інтелектуальні та культурні запити, сприяти розвитку їхніх професійних компетентностей. У навчальному посібнику застосовано стратегії контрасту та порівняння, спрямовані на розвиток монологічного та діалогічного англійського мовлення, які можна використовувати в дискусіях про подібні та різні об'єкти культури, побуту, літератури, мистецтва, історії України та Японії. Досліджуючи мовні особливості та культурні реалії, студенти мають змогу покращити свої мовні навички, глибше зрозуміти культурний контекст мовлення. Отже, інтеркультурний підхід є не лише інструментом наукових розвідок, але й комплексного і системного навчання англійської мови, що посприяє усвідомленню студентами культурного розмаїття та забезпечить їм успіх у професії і науковому зростанні.

Ключові слова: інтеркультурний підхід, стратегії контрасту і порівняння, соціокультурна компетентність, студенти-японісти.

BIOS

Tetiana Druzhchenko, PhD, Associate Professor, Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Taras Shevchenko National University of Kyiv, UALTA member. Her research interests include teaching ESP, teaching language skills based on differentiated instruction.

E-mail: druzhchenko.tetiana@knu.ua

Nataliia Semian, PhD, Associate Professor, Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Ukraine. Her areas of research interests include English Language Teaching Methodology and Learning Strategies, Communicative Grammar.

E-mail: semian.nv@gmail.com

Автори заявляють про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

The authors declare no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript; in the decision to publish the results.