

A Brief Account of Student Investment and Reflection in Active Learning Projects Presented to Multicultural Audiences in the English Lounge: “Japanese Food Our Way!” and “This is Japanese Cooking!”

Shari Joy BERMAN* and Megumi TADA*

バーマン シャーリー ジョイ

多田 恵実

Abstract

Food is a powerful unifying and motivating topic. Twelve groups of students, one low-intermediate first-year group and one high-intermediate second year class embarked on a multi-faceted project that involved planning, researching, presenting, cooking and reflecting. The process was prescribed, but students were afforded a great deal of freedom in execution. The instructors reviewed and collated reflection forms and audience surveys to begin to evaluate to what degree students were invested and how satisfied they were with their results. The goal was for the learners to achieve a bit of autonomy, experience a healthy amount of teamwork and undergo significant self-reflection. End-of-class reflection forms confirmed a high level of investment and cooperation, throughout this active learning opportunity, which certainly exceeded the instructors' expectations.

Keywords: Experiential learning, active learning, reflection, self-efficacy, project-based learning

Introduction

Active learning is generally defined as methodology that engages students in the learning process. The instructors predicted that their students would be motivated by the use of food and the opportunity for actual, not simulated, communication in these projects. They created an experiential model that aimed to increase teamwork. They wanted to give students ample opportunity to work together, both inside and outside of class, to complete the various steps required.

Investment was the price of admission for two groups of learners. In the spring of 2017, students in two very different English classes were asked to participate in a major, multifaceted cooking project designed to improve their English and serve as a bridge between Liberal Arts courses and the university English-learning center, the English Lounge. The final execution of the project involved groups of three to five students making a 30-minute presentation to a multicultural audience outside of their regular class meeting time.

Students were not evaluated based on performance, but rather on their overall involvement in their project. As would be expected, some presentations were smoother than others. Nonetheless, the level of investment was impressive. The instructors anticipated that students would find the project motivating, but student reaction, based on comments from their reflection forms, far exceeded expectations.

Humanistic education advocates in the 1970s and 1980s were constantly looking for ways to empower students and then, as much as possible, stay out of the way. It stands to reason that students will never have the chance to invest to the point that they show initiative if the teacher is close by pulling the strings (Larsen-Freeman, 2000).

* Center for Liberal Arts Development and Practices, Institute for Promotion of Higher Education, Hirosaki University
弘前大学 教育推進機構 教養教育開発実践センター

To be truly student-centered the instructor needs to cut at least some of these ties.

Once the parameters are established, students operate in an environment that offers them “freedom within limits,” a construct, which in the language teaching world has been associated with Stevick (1976) and other practitioners’ interpretations of Community Language Learning (Curran, 1972). The notion of freedom within limits, however, is a core value in a variety of whole-person education models. The expression appears frequently in Montessori Education (American Montessori Society, 2017) writings, while the same concept is often rendered as “freedom within form” in Steiner Waldorf programs (Speirs, 2006). *Freedom within format* may be the best way to describe the situation the authors strived to achieve in their class projects.

Students were given a format for their assignment. They were asked to collaborate, take initiative and claim “ownership” of their work in a multifaceted presentation. The project name in Integrated-A (IA) class was “Japanese Food Our Way!” This was a sophomore English course with three different groups of students. For some it was an elective, for others it was required as part of the honor’s program, Hayabusa College, just prior to university-sponsored travel (one month) to New Zealand or Thailand, and for the third group it was an International Horticulture major requirement.

One of the stated objectives of the IA course was to introduce and examine world Englishes. Almost a century has passed since English was acknowledged as an international Lingua Franca. Jenkins (2015) used the term Englishes to refer to the varieties of English in different countries and how they were being used in terms of international communication. In addition to contrasting the various dialects of native speaker English and listening to non-native speakers of English from a variety of nations in class, the presentations gave the students real-life practice communicating with speakers of English from other countries. This was also relevant to the IE class, as their textbook included interviews with people, from different nations, working in Japan. They, too, were working on listening to a variety of accents in English.

The food presentations were attended by a cross-section of people from international students to faculty to fellow class members to random students who had heard about it through an all-school e-mail message. A good number of the people in these classes will have to present at professional conferences or business meetings in the future. The project provided a strong first step.

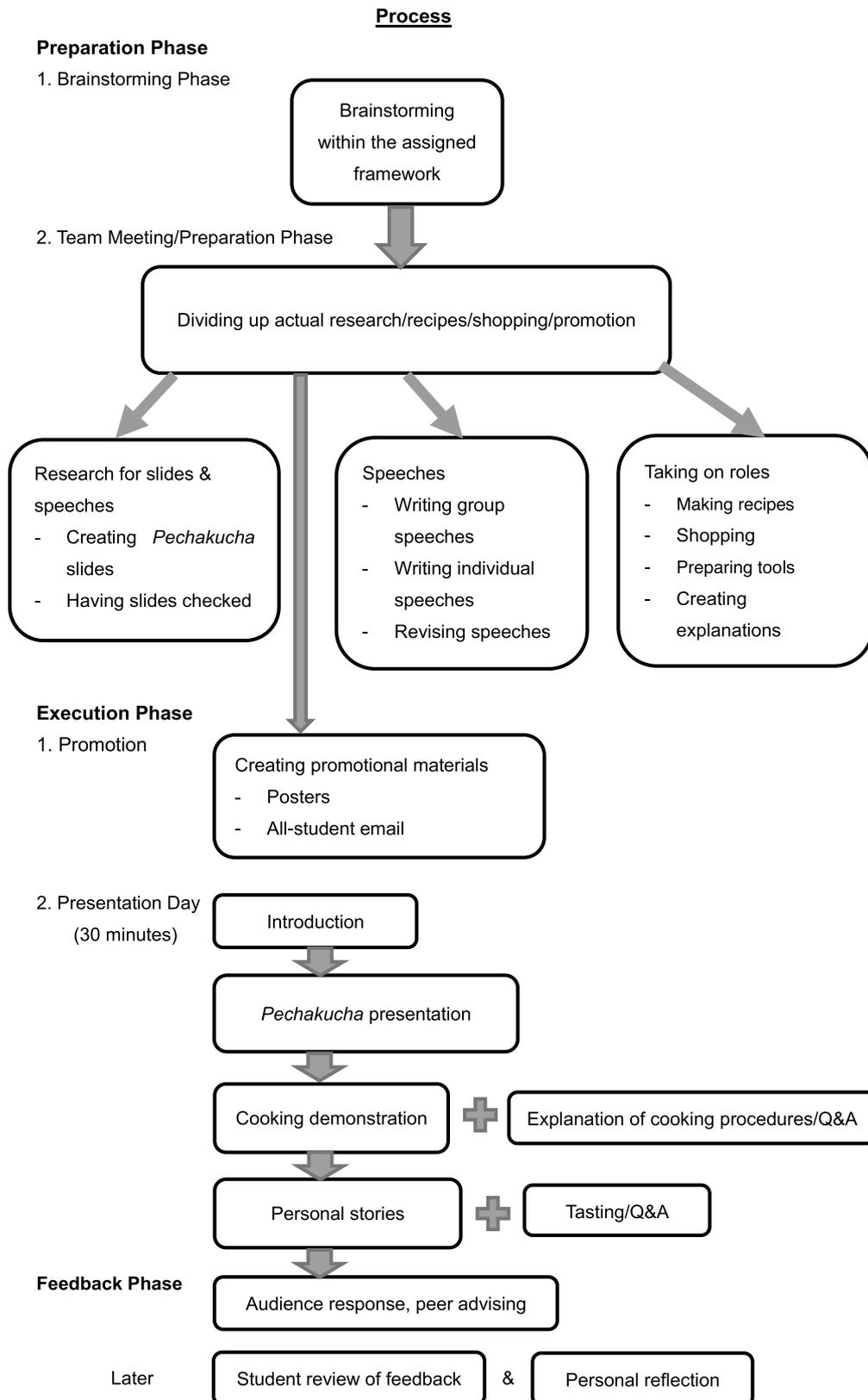
The Intermediate English (IE) class was ostensibly freshman English, but this particular group had seven students repeating the course (20%). Accordingly, investment, motivation and interest levels varied among students. For the so-called “repeaters” from the Health Sciences department, attending class itself, meeting with group members and having work checked all proved challenging, as most of their second-year classes are held on another campus located about 20 minutes away, on foot. Consequently, their attitudes were a marked contrast to the majority of the group, i.e., eager freshmen for whom it was their first university aural English class.

The IE classes focus on receptive skills in the first term and productive skills in the second semester, so the class was supposed to include a heavy listening accent. The presentations fit perfectly into this scheme because students were told straightaway that they were required to attend three or more presentations made by other groups. Compliance was quite high, especially with the groups that presented later, as it helped them observe and use what they had seen to organize themselves.

The experiential nature of this project fits with the paradigm of “education,” “personal development,” and “work” as a continuous connected cycle (Kolb, 2014). The instructors realized as they went along that preparing for the presentation put the students in “Active Learning” mode. Not one student complained about having to make a major presentation outside of their usual class period. Students were meant to be enriched by the process, the research and the execution of the project. The process was a bit complex, but both instructors were impressed with how well the students embraced the assignment.

Methods

The format for the presentation and the feedback mechanisms were the same in both groups. "Japanese Food Our Way!" and "This is Japanese Cooking!" involved:



Preparation

1. Brainstorming Phase—Students received a slip of paper with a food written on it such as tofu, root vegetables, seaweed, cucumbers, eggs, apples, cooked rice or *konyaku* yam. The piece of paper from the instructor provided the “format.” Next came the “freedom.” Students were first asked to brainstorm a Japanese dish with the ingredient they received. There was some room for negotiation and some groups changed ingredients. They needed to settle on a dish that represented the ingredient from the perspective of Japanese culture and would be feasible to cook in the short amount of time allotted. After that, they were required to turn in a proposal with the actual recipe for their ingredient, which they uploaded to their group learning management system, Moodle, to share with the class and the instructor.

2. Team Meeting/Preparation Phase—Students were given time inside and outside of class to organize their research for a PowerPoint (PechaKucha) presentation. PechaKucha is the term used for automatically timed PowerPoint presentations. The traditional PechaKucha is six minutes and 40 seconds long and includes 20 slides that automatically advance every 20 seconds (Klein & Dytham, 2017). This assignment was not a typical PechaKucha, but rather a hybrid format whereby students alternated speaking for 18 seconds. Each student presented information three times, but in most cases, the student was the actual author of one of the slides presented and was delivering information from other students for the other two slides. Students needed to learn as much as possible about the history and background of the food they would be presenting and create three slides worth of input. This was the research portion of the project that required looking into the background of the item and deciding what to share with the audience. They needed to determine who would research which aspect of the food. Next, they needed to designate who would be doing what during the cooking demonstration, what needed to be prepared ahead of time, what kind of shopping was required, etc. The ingredients chosen were mostly quite modest, so it was up to the groups to divide the nominal expense among the group members. They also had to be ready for the personal storytelling, and Q&A parts of presentation day. They were encouraged to have their scripts and speeches checked in the English Lounge or by special appointment with the instructor. In addition, each group needed to create a bilingual poster and a bilingual press release for the weekly all-school e-mail that bears the header: “The English Lounge Newsletter.”

Execution

Students were given a format for a pre-presentation introduction of their group. All presentations were made during the lunch hour in the English Lounge. IA gave their presentations from 12:00-12:30 on Mondays, during their instructor’s lounge shift. IE gave theirs on Thursdays from 12:00-12:30 when their instructor was on duty in the English Lounge. On average, approximately 30 people attended each presentation. Some of the earlier ones garnered more than 40 people. As mentioned above, the audience was made up of students from these classes, other students, international students and instructors.

1. Promotion

Students prepared promotional material a week in advance of their presentations. Some students took this very seriously and tried to be creative, while others remained very true to the formula established by earlier groups. Posters were put up in the various departments, and the event was advertised one or two times by e-mail.

2. Pechakucha Presentation

Students began their lunchtime presentations by first giving a PechaKucha PowerPoint, in which the slides

automatically advanced every 18 seconds. For the slide presentation, they were not allowed to speak consecutively; they had to alternate speakers every 18 seconds. In most cases, one student had written the text for three consecutive slides and had other students deliver the information for two of their three slides. This portion took between three and four minutes depending upon the group size. Speakers were occasionally cut off, but the groups that practiced ahead of time were quite smooth. They were encouraged to overlap if necessary, i.e., start to talk while the person before quickly finished the thought.

3. Cooking Demonstration

Next, they cooked the food. They explained what they were doing as they cooked. It was quickly determined that there was some extra time in this phase, so some of the groups elicited initial questions from the audience, and others actually asked the audience about their experience with the food in question. When the food was ready, the group worked together to divide it up and distribute samples. Of the twelve groups, only one miscalculated the portions, giving too much at the beginning and running short at the end.

4. Personal Stories

While the food was being distributed and tasted, each person in the group was to give a one-minute speech about their own experience with the food. Some talked about not liking something as a child but growing to appreciate the ingredient; others talked about memories of family members, hometown customs, etc.

5. Q&A

The international students stepped up in this phase of the project. They asked real questions. They wanted to know if there were variations in the recipes, how often the particular food was eaten, if one ingredient was recommended over another, etc. In most cases, students were able to respond spontaneously and communicate in a real situation in real time.

6. Audience Response, Peer Advising

Each time, feedback was elicited from the audience, using a quick survey form, scanned, and posted to Moodle. In the IA class, after discussing their performance amongst themselves, the members of the groups that had already finished their presentations took on the role of advising other groups by sitting in on short team meetings and offering advice.

7. Personal Reflection/Class Feedback

Student feedback indicated by and large that they saw the project as a challenge but were able to meet certain goals and expectations. In class presentations after the food projects, their improved confidence in speaking was apparent. As would be expected, after the pressure of the big project, other speaking assignments seemed much less daunting to them.

Results

As predicted, students appeared highly motivated during the execution of the project and recognized their own efforts. Students in IA gave themselves 3.75 out of 5 in their self-evaluation of their individual performance. In the IE group, the class average was 3.87. In terms of rating their group performance, the IA group gave themselves a 4.0 and the IE group gave themselves a rating of 3.87. The instructors thought that these scores were unusually high in terms of how Japanese liberal arts students generally view their presentation work. This led the instructors

to the conclusion that the food projects left the students with a strong sense of self-satisfaction. Considering that the students were required to spend a number of hours outside of class and purchase some inexpensive materials themselves, the instructors were very encouraged by the fact that they had 100% compliance for this project.

Food is intrinsically motivating. It is, hands down, one of the easiest topics to get people talking and to pique interest. The instructors assumed that students would be somewhat inspired by this. The Japanese food topics were assigned by the instructors, while the actual dish to be prepared was chosen by the groups. The Reflection survey asked students how happy they were with the choice of food. In the IE group, they gave the food they were assigned an average of 4.5 out of 5. The IA group, was not far behind with an average of 4.35. The compelling nature of the subject matter notwithstanding, the instructors still found it heartwarming to read comments about student interest, investment, and satisfaction level in their own words.

The majority of the reflection was conducted through a series of questions asking students to think back to their work on the project. In the IA group, the questions were one section of a seven-page document called the Reflection Form (c.f. Appendix 1). IE students were inputting class by class reflection and then asked to complete a survey form similar to Appendix 1 to assess their performance on the food projects.

The samples in Appendix 2 are taken from actual student work. Some cases of misuse and misspelling have been marked with “[*sic*].” In general, there were far more positive comments than negative. For this reason, the instructors have provided mostly positive feedback, with the exception of the entries with positive caveats and the section on “The challenges of group work.” Nonetheless, there were lessons to be learned and discernable patterns to the negative comments. Lack of preparation was an ongoing theme, especially in the IA group. Also, some students found the PechaKucha time limits quite constraining and a handful of them said as much.

Despite some objections from students, the instructors were invested in the value of the time constraint. It made sure that no speaker droned on, especially before they actually cooked the dish, and that the whole timing of the presentation stayed on track. For this reason, that particular feedback is not featured in Appendix 2. A considerable number of students made positive comments about the food they were working with, but there were too many comments to include them all.

Discussion

When analyzing student self-reflection, particularly the final comments shown in the appendix, the instructors were looking at what type of learning had taken place, what sort of self-satisfaction was demonstrated, whether the student referenced gaining self-confidence, whether the learner was seeing it as a springboard for other cultural interaction, etc.

The instructors had a strong sense of building self-efficacy in these groups of learners. Self-efficacy is awareness/recognition of one’s own ability to achieve something. The more self-efficacy one feels, the greater the probability that it increases possibilities and changes in one’s actual behavior (Emoto, 2000). Although the IE group was comprised of low intermediate course students, the overall self-efficacy amazed the instructors because it was so prevalent in the reflection comments.

Usually, Japanese students are self-critical (Kitayama, et al., 1997). Throughout their primary and secondary education they tend to focus on what they cannot do over what they can. In the numerical self-assessment, however, the students gave themselves relatively high marks. It was clear that these classes were a departure from the lecture-style courses to which they were accustomed.

Although the IE group seemed in awe of some of the speakers in the IA class several of the IA learners were quite hard on themselves. One student, IA-S5 was lauded on reflection forms from several students. This person spoke with grace and impressed the instructors. He did not meet with his whole group enough, however, and he

gave himself and the presentation low scores, because he knew they could have performed better if he had been more of a team player. When reviewing the feedback, many of the students acknowledged that if they had met another time or practiced a little more the presentation would have been more polished. Nonetheless, most of the students that made such comments still felt that it went well and several of the IA students rated their group performance higher than their individual performance.

In some cases, a student in the group felt that they were doing more than the rest of the group. In IA, it had to do with the student having a higher language level, but in IE there were those, as seen in the feedback, who said their team put all the responsibility on them. In their paper, "Navigating the Bumpy Road to Student-Centered Instruction," (Felder & Brent, 1996) the authors suggest that "Some students will 'hitchhike,' getting credit for work in which they did not actively participate." This is certainly a concern when managing a project of this caliber. The students needed to share responsibility and there was a small cost associated with their dish that the students needed to share. When divided among the group members, the cost was nominal. Nonetheless, one group did not share responsibilities or costs as fairly as they could have. There was also a bit of a gender bias issue in IE, where the person chosen to cook for the team was, more often than not, female. This issue did not occur in the IA class.

The audience feedback was overwhelmingly positive. The instructors were pleasantly surprised that the seats were filled every week. While it may have contributed to a bit of their nervousness, the positive energy of the crowd had a soothing effect and kept the students grounded. According to their feedback some of them checked the scanned copies and wanted to use the advice for future reference. One IA student asked to read the sheets right away and stayed in the presentation room doing so. Some of the comments on their individual forms reflected what they had learned from the audience response.

Further Reflection

Reflection is not just an important tool for students; it is an essential step for educators. In a recent paper, "Keeping it Real: a Student-Centered Cooking Project" (Berman & Tada, 2018), the instructors reflected upon the myriad ways they might improve the project. They concluded that the instructions could be even clearer. They would like to emphasize the importance of originality and advertising appeal in the promotion of each presentation. The instructors are also considering introducing a dress rehearsal phase in the next academic year. If each group gave the presentation to their class first and then presented it to the multinational larger audience, chances are they would recognize their shortcomings and be able to produce a very smooth presentation.

References

- American Montessori Society. (2017). Introduction to Montessori Method. In *American Montessori Society*. Retrieved from <https://amshq.org/Montessori-Education/Introduction-toMontessori>
- Berman, S. J., & Tada, M. (2018). Keeping it real: a student-centered cooking project. *Hawaii International Conference on Education 2018 Proceedings*. Retrieved from <http://hiceducation.org/conference-proceedings/>
- Curran, C. A. (1972). *Counseling-learning: A whole-person model for education*. New York: Grune & Stratton.
- Emoto, R. (2000). Concept Analysis of "Self-Efficacy". *Journal of Japan Academy of Nursing Science*. 20(2), 39–45.
- Felder, R.M. & Brent, R. (1996). Navigating the bumpy road to student-centered instruction (Short version). *College Teaching*, 44, 43–47.
- Jenkins, J. (2015). *Global Englishes*. New York, NY: Routledge.

- Kitayama, S., Markus, H.R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and Collective Processes in the Construction of the Self: Self-Enhancement in the United States and Self-Criticism in Japan. *Journal of Personality and Social Psychology*, 72 (6), 1245–1267. American Psychological Association, Inc.
- Klein, A., & Dytham, M. (2017). About FAQ. In PechaKucha 20 seconds x 20 images. Retrieved from www.PechaKucha.org/faq
- Kolb, D. A. (2014). *Experiential Learning*. Upper Saddle River, NJ: Pearson Education.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.
- Speirs, P. (2006). A Very Alternative Education. In *La Chispa*. Retrieved from <http://www.lachispa.net/2006/a-very-alternative-education/>
- Stevick, E.W. (1976). *Memory, meaning and method* (1976 & 1996 editions). Boston, MA: Thomson Heinle Newbury House ELT.

Appendices

Appendix 1

Japanese Food Our Way Food Projects

What food did your group demonstrate?

How happy were you with the choice for your team's food? 1 2 3 4 5

Comments:

A one-sentence summary of my individual speech:

How many group meetings did you have outside of class? ___ **times.**

What was the most challenging aspect of the project for you?

In terms of time management...

How much time did you work alone on the project? ___ **hrs.**

How much time did you spend out of class with the others in your group? ___ **hrs.**

Comments:

In terms of my presentation skills...

The part of the project that I did the best on was:

The part of the project that I needed improvement on was:

An example of one or two words I learned from this experience:

Of the other Monday and Thursday groups I attended, the food project I found the best was:

In terms of feedback...

Did you check out the feedback in the special file on Moodle? Y N

Did you look at the pictures or video from the presentations on Moodle? Y N

Comments:

To give myself an overall grade on the food project...

My individual performance on this task was: 1 2 3 4 5

Our group performance on this task was: 1 2 3 4 5

Additional comments on the food projects:

Appendix 2

Overall positive comments:

IA-S1 "When the project started, I worried about it. We can complete it? But, our team members was very kind and friendly, so I enjoyed the project. I was grateful..."

IA-S4 "We could succeed to make this dish because one of audience said to me 'Oishii!'."

IA-S7 "This time, I gave a presentation in English for the first time. Our group was prepared in cooperation. And it was good that I made it without major mistake on the day."

IA-S8 "Our group practiced very much for this presentation. I got very nervous in the actual performance, but I did my best [sic]."

IA-S10 "I didn't have tamagoyaki-pan before the food presentation. I got a chance to buy it and expanded my cooking repertoire! I was happy with tamagoyaki. It was delicious!"

IA-S19 "I was very happy with the choice of the rice because this food item is our 主食 (staple) and we could tell the audiences a lot of things about rice."

IE-S2 "The choice of my group was good." (miso soup.)

IE-S4 "I could have an opportunity to make an English presentation and speech in English."

IE-S6 (Repeater) "Although it was an English course, I enjoyed cooking and presentations, because its content will help students develop their ability more."

IE-S7 "I think we could succeed in our presentation. I was glad to have enjoyed eating a grilled rice ball."

IE-S9 "It was a good experience."

IE-S11 "It was a great experience. I think that I will practice to speak English."

IE-S22 "It was fun for me to prepare for the project."

Positive comments with caveats:

IA-S3 "Our group was bad at managing the time to talk. However, we could cook well. The audience also said that the dishes are delicious."

IA-S11 "It was difficult for me to much the time with team member. However, we had the presentation and attendances were glad for our cooking. I was glad too."

IA-S20 "It was a happening, but presentation is good!" (referring to omelet equipment issue described below.)

IE-S13 (Repeater) "Presentation was difficult, but I enjoyed it."

IE-S15 "This project was so difficult, but I was enjoying all through this project."

IE-S23 "Presentation's preparation was hard, but presentation was interesting."

Vocabulary Building

When asked for examples of one or two words that students learned through this experience, many of the IE students mentioned teamwork-related expressions.

IE-S1 "collaboration"

IE-S2/IE-S8 "cooperation"

IE-S6 (Repeater) "cooperation with my group members"

The IA group, on the other hand, picked up words related to food and the health benefits of Japanese cuisine, so they mentioned:

IA-S3 "diabetes"

IA-S7 "algae"

IA-S16 "dried out"

Peer learning and teamwork

IA-S9 "This project made us contact each other and make friend with them. It was the most important project in this term for me."

IE-S4 "I cooperated with my team members. We could introduce miso soup and tofu. We could cooperate."

IA-S11 "I learned these projects was important to team work. We needed corporation."

IE-S11 "I was able to cooperate."

IE-S13 "When we cooked it, we explained it while talking."

IE-S22 "I think our group was successful. I had a good time and nice experience,"

IE-S24 "It was easy to work on it in a good time."

IE-S26 "We were able to cooperate and got closer."

Observation of other groups as role models

IA-S3 "Of the other Monday and Thursday groups I attended, the food project I found the best was: I forgot the group name, but the group that made seaweed announcements was wonderful."

IA-S7 "I enjoyed other food presentation. And, I could learn good points of other groups."

IA-S9 "Team Shalyapin in this class is my favorite. They, especially IA-S5, respond good answer to attendances' question. They made me willing to study more."

The challenges of group work

IA-S9 "Contacting and meet [*sic*] with my group members out of class is the most challenging task. They always

so busy that we could have meeting only one time.”

IE-S3 “I made almost all the content of the PowerPoint, wrote English scripts, and bought food all by myself.”

Cultural Competency

IA-S3 “I was worried about the first experience of presenting to overseas people. But I worked hard.”

IA-S5 “We didn’t have chance to explain about Japanese food culture, so it was good opportunity.”

IA-S9 “I couldn’t answer the international students’ question well. I thought I should training more.”

Self-evaluation, notable learning, additional comments

IA-S2 “It was very valuable experience for me and it gives some hints for improving my skill.”

IA-S6 “It’s first time when we cooked *omurice* in presentation. However, we could cook it very well. It’s so tasty.”

IA-S8 “I enjoyed this project because I could discover new aspects of burdock in this presentation.”

IA-S10 “I’m scared to check out feedback, but I have to check it to improve my own skill. I want to be positive for feedback for me.”

IA-S12 “Although I did cooking presentation for the first time, it was really challenging. We have to practice not only presentation but also cooking. However, this project was great success. I want to try cooking dishes introduced by other groups someday.

IA-S14 “Most audiences praised us, but I found that our improvement point is speaking skill.” (Additional comment) “Our presentation was held first, so I didn’t image the situation. I didn’t know how to prepare for the presentation. But, I think our group can finish successfully this project.”

IA-S15 “I think that this project is good opportunity to speak in English and learn these foods. Besides, I feel that I improved my presentation skills. I want to improve my English to use everyday conversation.”

IA-S16 “I thought from video, I should watched audience’ [*sic*] face. I watched ahead. But it is not enough.”

IA-S17 “I should practice cooking Japanese rolled omelet, and prepare the flying [*sic*] pan that correspond to IH.” (Student borrowed a rectangular Japanese omelet pan from another student, who assured him the pan was IH-friendly, but it wasn’t. He had to improvise in a regular frying pan, which shook his confidence. He recovered well but was angry at himself and mentioned this several times in his reflection.)

IA-S18 “Our team atomosphere [*sic*] was formal rather than I thought [*sic*], so we should have given a presentation more brightly.”

IE-S7 “I enjoyed this project very much.”

IE-S5 (Repeater) “It was fun for me to look at other groups’ presentations and try eat food samples.”

IE-S16 (Repeater) “I want to watch this project in English Lounge next year.”

IE-S24 “I want you to continue this project.”

IE-S8 “This project was very interesting and fun. I could hear food story of many countries and know about food cultures.”

Appendix 3

Audience Reviews

- ☆ It was so delicious!
- ☆ Is it still called “Omurice” when we begin to add a lot of different ingredients? (German student) Maybe add some spice (like thyme) would be great ☺
- ☆ Students who announced Japanese cooking project speak English fluently.
- ☆ Their story about rice (rice balls, etc.) was so good.

- ☆ I want you to speak more slowly.
- ☆ The presentation was very clear and easy to understand. I'll make omu-rice in my house!!
- ☆ Interesting presentation. Information was on point. Sometimes the intonation was a little strange, which made it a little harder to understand. (German student)
- ☆ Which kind of oil do you use? Maybe to talk more during cooking to explain what are they doing. (French student)
- ☆ Your presentation was very good. I know that you practiced a lot, because the slides were moving quickly. But I thought during the cooking you should have explained more to find how to cook. Thank you for wonderful presentation!
- ☆ Your pronunciation is good, so you should have confidence to speak English.
- ☆ To nikudofu team
- ☆ good! your group is best! I'll try to cook niku tofu.
- ☆ Dashi is good for me.
- ☆ Very nice. Very interesting presentation. Reading without looking at script to sound more natural. (NZ student)
- ☆ I think they should point the picture what they are speaking about.
- ☆ 豆腐に鏝← I didn't know this meaning! It is interesting. Nanako talks very long. She's excellent!
- ☆ I can understand your speech easily.
- ☆ Your English was easy to understand.
- ☆ Is there a regional difference in where kinu tofu and momen tofu are made? Your presentation was very good. (from a repeater student)
- ☆ What's the meaning of idiom? (Chinese student)
- ☆ The seasoning was just right!
- ☆ It was interesting to introduce an idiom.
- ☆ I never know idiom using "tofu".
- ☆ Is nikudofu eaten by all of Japan?
- ☆ Different from the one I tasted in some miso soup. There was more taste (maybe thanks to the meat.) What is the most common taste (sweet or salty) (German student)
- ☆ Personal speeches are very interesting.
- ☆ If possible, do more eye contact with audience. Don't read the sheets so frequent. Performed well in telling own story. (Korean student)
- ☆ Your presentation's slides were very cool and good! I'll refer to it.
- ☆ Some people spoke to audience but some people didn't. Good speech!
- ☆ Dashi's flavor was so good and little sweet. Voice volume was so good. If you could speak without paper, the presentation was more wonderful!
- ☆ It was very delicious! Thank you!
- ☆ It was delicious and little different from my country's one. Especially, the smell is very deep and good. I think because of "Dashi." Is Dashi also used in sweet tamagoyaki? (Chinese student)
- ☆ I can listen to your speech easily.
- ☆ It tasted very good. I could feel slightly Dashi flavor. I was surprised at the speed of Mizuki's response.
- ☆ Look at everyone a little more.
- ☆ Omelet with sugar, really strange for a French! What is dashi? (French student)
- ☆ They did a good job presenting and bringing premade tamagoyaki was a good idea. (NZ student)
- ☆ While cooking, I enjoyed question time. It's good.

- ☆ Very delicious! I was surprised. Why does burdock have a negative image? They did a very good job at answering questions and asking the audience. They can improve by speaking louder and confidently. (NZ student)
- ☆ I actually consider cooking it, so it was really delicious. Can I buy it the whole year long? There is no need to be nervous ☺ Sometimes the pronunciation was a little strange, but it was really interesting. (German student)
- ☆ Very nice! What else can you cook with burdock? I appreciated their attempt in cooking and providing explanation. (Thai professor)
- ☆ I like the bitter taste of burdock. May we find any burdock in the campus? Great presentation! Work harder. (Malaysian student)
- ☆ Delicious! I want to make it myself! Why do you steam the apple while baking? Presentation gave interesting facts in a simple and easy to understand way. (NZ student)
- ☆ Delicious, but maybe a little bit more cinnamon. It would be good if all the presentation were connected to the main topic (apple.) (German student)
- ☆ Today's group was very good because they helped each other."
- ☆ Thank you for your presentation. Baked apple was very delicious and I can enjoy lunch time today.
- ☆ Please have confidence in yourself Try to explain without reading the draft / I want them to use more English in their conversation. Try not to speak in Japanese more. Don't be afraid to make mistakes!
- ☆ Can we cook it with all kinds of rice? (French student)
- ☆ Very good. Actually, I want to learn this since I was in high school. Thank you.
- ☆ I'm surprised when I heard the origin of kappa maki. Explanation of cooking was very good.
- ☆ Their presentation will help us to cook kappa maki easily.
- ☆ The presentation what is talk style is good!! but only one person worked too much. The other members should speak more. However, I could understand cucumbers and I would like to eat it in this summer.