

## CIS Special Lecture B: One Step Forward

— From Active Learning to Deep Active Learning —

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### I. Introduction

The academic year of 2016 marks three years since the Contemporary International Studies (CIS) Special Lecture B (hereafter, referred to as Special Lecture B) was launched and it seems meaningful for us the coordinators of this course to look back on the first two years and make a critical review of what we did in the first term of 2016 with the full cooperation of our 36 students and 6 citizens of Nagakute City who started taking part in the course in April of the same year.

The greatest effort we made in the first two years in which we invited staff members of 40 foreign embassies in Japan was to make each lecture as active as possible by encouraging good speakers of English among the participants, such as returnees or students whose parent or parents are speakers of other languages including those of English, to ask questions in the question and answer (Q&A) session following the 60-minute English lecture. Since those students lived up to our expectations, almost all lecture meetings of the first two years turned out to be “active learning” experiences for our students. That is why many ambassadors made such a comment as “I have been invited to other universities as well,

but you are the most ‘active’ group of students.”

A sense of dissatisfaction, however, began to grow in one of the coordinators (Kimura). The general impression of a lecture tends to be formed by a small number of students who can make many spontaneous questions, and this holds true with a large class. In the first term of 2014, this course had 62 participants, while it was participated by 87 students in that of 2015. Several students were active in responding to each lecture, but it was difficult to see what was happening to the rest of the class.

To know what was happening to all participants in each lecture meeting, we proposed that they should search by themselves the Internet for some Japanese information on the country whose embassy staff member was to be invited for a lecture, edit and submit a piece of paper of one or two pages of A4 so that all the others of the class can share that information, write as many questions as possible, hopefully in English, based on that information in addition to two kinds of handouts (English and Japanese) provided by one of the coordinators (Sato). Then students were strongly recommended to ask as many questions as possible in each class, based on those three kinds of information. What was the result of this proposal?

## **II. Special Lecture B as the 6 Outsiders Saw**

One of the most outstanding characteristics of the Special Lecture B which started in April, 2016, was that the course was open to the public and 6 citizens of Nagakute City, who can be regarded as “outsiders” in that they are not regular students of our university, were allowed to join our students in participating in each class. They were asked to respond to a questionnaire twice in the term: On May 19 and July 28, and five people responded to the first questionnaire and three to the second. Before May 19, all participants listened to four different countries: Former Yugoslav Republic of Macedonia, Maldives,

Mongolia, and Tunisia. The other seven countries had been introduced by July 28th: Pakistan, Uzbekistan, Armenia, Brazil, Zambia, Afghanistan and Slovenia. One woman and one man responded to both, so their responses to the May 19 questionnaire written in Japanese were first translated to show how they felt about this lecture meeting.

(Question) This course is aimed at helping our students know through an English lecture the present state of affairs in the world, but we wonder whether it has actually done so. Observing our students responding to each lecture, do you think our aim was achieved?

(Response 1) This 90-minute course was conducted almost 100% in English, and I think it gave the participants a good opportunity to learn a living English. I was impressed by the contents of all questions prepared for each class and the positive attitude of each student toward the lecture. I believe the coordinators' efforts are fully repaid. (ST)

(Response 2) I think this course is very helpful to know a new aspect of the world, resulting in the expansion of my knowledge. Unexpectedly, I learned a new aspect of Japan's strong points through each lecture for which I am grateful. Through this lecture, I have increased my interest in the history of many a country, and in this rapidly-changing world, I wonder what will ever happen, and I am all the more interested in where the world will go. (HKM)

Out of the 6 citizen participants, one did not submit her questionnaire answer sheet and one did not write anything in the first question. The other two wrote as follows:

(Response 3) I think this was a very meaningful course as it gave us an opportunity to know the latest situations of some countries whose ambassadors actually came to this university and talked about their countries. To all students, this must have been a very stimulating course. (HKF)

(Response 4) As for the lectures I listened to, they were given by the staff members of the countries which are all developing countries, so in terms of the present state of affairs in the world, those lectures were not quite satisfactory, but interesting enough. (KN)

The same two persons responded to the first question on July 28, that is, after listening to all the 11 lectures we had in the first term of 2016. ST expressed her impression of the course slightly in a different manner as follows:

(Response 1) Both the lecture and the subsequent Q & A session were conducted totally in English, so I believe the students were highly motivated to study English. They were also instructed to think of questions before each lecture, so that they could prepare themselves for the lecture as they were fully aware of the latest situation of the country to be talked on. The questions were concerned not only with the content of the lecture but with what they had been thinking about by themselves. With a variety of questions, I enjoyed myself in each class. (ST)

HKM seems to have been impressed by the positive attitudes of our students, and expressed himself like this:

(Response 2) The questions given by the students were various and appropriate. I was impressed by the content of each question and the way the

students spoke English when they asked a question. Each lecturer talked so enthusiastically about his or her country that I learned the latest situations of their countries. I believe the purpose of this course was fully achieved. (HKM)

One man only responded to the July 28th questionnaire. NA expressed his gratitude for this course being open to the public and pointed out one important aspect of this course like this:

(Response 3) Now we can get some information of the world affairs through newspapers and TV, but what a blessing it is to invite a staff member, often an ambassador, of a foreign embassy for a talk! (NA)

As NA suggests, we do believe it is a great benefit to all participants in this lecture meeting to invite a staff member of a foreign embassy, and the very fact of inviting such a person is stimulating enough, and as far as the responses to the questionnaires are concerned, all the citizen participants seem to have been impressed by an international atmosphere created in combination of the embassy staff members' enthusiastic talks and the positive responses of a small number of students who were fully engaged in asking questions and listening to answers in the Q & A session.

These impressionistic comments on our special lecture, however, do not necessarily indicate anything as to whether all or many of our students were really active in preparing for each lecture, listening to and reviewing it. So let us go on to see what our students wrote by themselves in their responses to the final questionnaire.

### III. Special Lecture B as NUFS Students Saw

On the 28th of July, the last day of the 1st term of 2016, all students of this course at Nagoya University of Foreign Studies (NUFS) were asked whether they were very satisfied, more or less satisfied or unsatisfied. Not all participants responded to this questionnaire, but 26 out of 36 responded with 20 saying they were very satisfied. Since each student chose one reason as the biggest, all the reasons are shown as follows:

- (1) I submitted a study report before each lecture, which made it easier to understand the lecture, for I learned a lot by myself about a country to be talked on. (MM)
- (2) I got such real information from embassy staff members as I could not in the Internet. (IH)
- (3) Different lectures showed us different ways of speaking and different national characteristics. (MK)
- (4) This is the only class that gave us an opportunity to listen to a staff member of a foreign embassy. (TK)
- (5) I was in a class where English was always used as a means of communication. (KH)
- (6) I listened to talks on many different countries. (AS)
- (7) The talks I listened to in this class ranged from cultural to political issues. (MS)
- (8) I got much information on many different countries firsthand. (SR)
- (9) We were free to give our own questions. (KA)
- (10) This is a class in which I listened to a variety of English, like no other English classes. (OM)
- (11) I learned a lot about many countries, but I also learned there were many countries I did not know. (HM)

- (12) Each class was very interesting, for it was full of intellectual contents. I learned much about many countries, which I did not know, and wished I could take this class once again in the future. I really enjoyed an English lecture characteristic of a foreign language university. (BM)
- (13) I listened to many different accents of English in this class. The impression of a country totally changed after I listened to its ambassador in his lecture. (FK)
- (14) I met a staff member of the embassy whose country I could not know in my ordinary life. (NK)
- (15) I learned a lot about cultures. (SR)
- (16) This class strengthened my listening ability. (KJ)
- (17) I broadened my horizon, for I learned a lot about countries whose names were totally unfamiliar to me. (NK)
- (18) I was given many opportunities to learn about many different countries, so I increased my interest in many parts of the world. I also had an opportunity to ask an ambassador in person and she was kind enough to answer my question, which was quite personal. (MN)
- (19) Even when there was a class without any lecturer, the coordinators gave us a pre-lecture session in which we prepared ourselves for the next class. (MY)
- (20) Each lecturer was good at talking about his or her country so that we university students could follow the lecturers about the national characteristics and latest situations of their countries. (SK)

The other 6 students said they were more or less satisfied, and these are their reasons:

- (21) An examination could help us understand more deeply the countries we

- listened to. (KT)
- (22) Honestly speaking, I could not understand much in each lecture because of my poor proficiency in English. (KK)
- (23) Most lecturers gave us general outlines of their countries, but I was not happy about the Brazilian ambassador, who talked too specifically about his hobby, the architecture of Brazil. (IM)
- (24) I had a little difficulty in understanding the English of several lecturers. The content should have been limited to a certain area of knowledge. (WS)
- (25) I wished there were more European countries to be talked on. (MY)
- (26) Most countries we listened to are from the same area. The invited lecturers should be from many different areas. If they were familiar to Japanese, we would be more interested and more excited if our impression of such a country changed totally after the lecture. (MR)

#### **IV. From Active Learning to Deep Active Learning**

Honestly speaking, we did not think we were engaged in “active learning” in the first two years, for we were too busy making each class enjoyed both by the lecturers and the students who took this course, but now that we have learned through Bonwell what it means, we do begin to recognize what we have been trying to do is exactly the main characteristics of active learning<sup>1</sup>, some of which are shown below:

##### **1. Students are involved in more than passive listening.**

Most student participants submitted their reports after each lecture, many of them turned in at least a few questions before each lecture, about one third of the students showed their study reports and two to nine students raised their hands during the class to ask questions.

## **2. Students are engaged in activities (e.g. reading, discussing, writing)**

Most students read at least two handouts provided by one coordinator of this lecture, wrote questions of their own, and some students started one of those questions, adding one or more and even discussed with the lecturers.

## **3. There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.**

Some students learned through this class what “listening skills” actually means. Before listening to different lectures spoken with different accents on different topics, they had apparently understood “listening skills” could be developed only by training themselves to distinguish subtle differences in sounds and intonations, but they did begin to understand the fact that listening skills could not be developed until they applied the listening skills they had acquired in a language class to real listening activities. In this class, all participants faced real listening challenges, for the English the lecturers used in their presentations was not the same as they heard in their language classes but always different as different lecturers spoke English with different accents.

## **4. There is greater emphasis placed on the exploration of attitudes and values.**

Almost all participants, including us coordinators, had a negative impression of Pakistan, but Ambassador Farukh Amil changed such an image totally with his presentation and answers to our students’ questions. Through this experience, many of us learned the importance of thinking on our own, not too much influenced by the mass media, and it is certain that it has helped our participants to take a more positive and independent attitude toward each lecture. Also, the frequent news of terrorist attacks in Pakistan had prevented us from taking many other and praiseworthy aspects of the country, but its ambassador’s presentation helped us change our sense of value for the country.

## **5. Student motivation is increased (especially for adult learners).**

The number of students who continued to take part in this course was large (more than 33 out of 36) and the six citizen participants were always present unless they had a previous engagement. As shown above in the questionnaire in II, they had a favorable impression of our students, many of whom enjoyed listening to each lecture. One participant (ST) wrote: “I was always very much looking forward to next lecture, for I could not imagine at all what I would see, hear and listen to.”

## **6. Students can receive immediate feedback from their instructor.**

In the second year (2015), commenting on all student reports were outsourced, so the coordinators (Kimura and Sato) could not grasp all of what our students learned in each lecture, but in the first term of the third year (April to July in 2016), we changed this practice. No matter how tight our class schedule was, we tried to comment on all student reports, so that we began to see more clearly and more vividly how our students felt about each lecture.

## **7. Students are involved in higher order thinking (analysis, synthesis).**

When one of the coordinators (Kimura) applied for a grant-in-aid<sup>2</sup> from NUFFS, he said in his proposal that he would take a group of students to one of the embassies chosen by our students as an extension of classroom learning, but some of the committee members for the grant-in-aid program wondered how a visit to an embassy could have to do with active learning. On August 9, Kimura did take a group of 5 students who took Special Lecture B to the Embassy of Pakistan, and realized a close relationship between the two. One of the most surprising facts we learned from this visit was that not all people in an embassy could represent the characteristics of their country. The Pakistani ambassador, for example, was born in Pakistan, but educated in the U.K. That is why we could not hear any particular accent in his English when he gave us a lecture at

our university.

It was not until we visited his embassy in Tokyo that we knew this fact, which also helped Kimura understand the true meaning of the following statement in an article of *The Economist* (April 19, 2016): “That openness is evident across British life. The country’s car industry is almost totally foreign owned (Tata has made a great success of Jaguar Land Rover); many of its biggest airports are in Spanish hands; chunks of its energy industry belong to French and Chinese investors; its football clubs make the United Nations look monocultural (underlined by the present writer). Actually, the incumbent ambassador was a former ambassador to the United Nations. The United Nations, consisting of 194 countries and territories, does not necessarily mean that there is a great variety among the representatives of those countries and territories. They are diplomats, so they are more or less the same in their characteristics. That is why the representatives for this international body can be those of a monoculture.

This discovery may be one result of our efforts to know more about one fact, and it has to do with what Matsushita said emphatically in her book (2016:1)<sup>3</sup>: “Learning at university should be not only active but deep.” Our efforts from now on are, therefore, to explore our project called “Special Lecture B” as a good example of deep active learning and in the next section, we are going to reflect on each activity we have done so far and try to find more effective ways of developing it from a view point of deep active learning.

## **V. Activities for and in the Special Lecture B**

In the first two years, what we did was to make each lecture as impressive an event as possible, not an important opportunity of active learning on the part of the participants. Now in the third year, our focus is being shifted to opportunities that can help each participant get involved in as many aspects of active learning as possible.

## **A. Preparations**

One such effort starts with our preparation of a handout with one side for carefully selected Japanese information on a country to be lectured on and the other for English information of the same kind. In the past, including the first term of 2016, one of us coordinators (Sato) prepared this handout, but from the second term on, we hope as many students as possible will join him in making their own version both in Japanese and English on a voluntary basis. This activity is aimed at creating a cooperative atmosphere among all participants in this lecture meeting.

## **B. Contacts**

Before we decide on the lecturer for each class, there is a time-consuming activity and this activity has been done mainly by another coordinator (Asai) and finalized by the other (Kimura). Usually at the beginning of each term, only a few countries are decided, and strenuous efforts are continued to finalize as many countries as possible during the term. Only in the first term of 2014, there were 8 countries, but in the other terms, an average of 11 countries have been invited, although one lecturer (Saudi Arabia) cancelled his visit before his lecture day.

## **C. Negotiations**

Usually, negotiations with embassies start with requests by email, but in the last phase, a formal letter of request is sought, so Kimura writes such a formal letter and Asai sends it to each embassy. No response is made when we send our first request, so on such an occasion, we make repeated requests, including a formal letter. Following such an effort, we receive a positive response from many an embassy, but those responses turned out to be those of the so-called developing countries, so one of the students said in her response to the final questionnaire, “Most countries we listened to are from the same area. The invited lecturers should be from many different areas” (MR) in (26) of III.

## **D. Welcome to NUFS**

Once each lecturer is decided, one of the coordinators (Kimura) goes to Nagoya Station for Shinkansen to welcome the lecturer on the platform. Since Kimura is informed of the car and seat numbers, he waits for the lecturer near the designated car exit. Kimura receives a taxi ticket from NUFS and takes the lecturer to the university by taxi. Chatting with the lecturer is a good opportunity for the escort, for Kimura could establish a rapport with the lecturer. At the request of the lecturer, Kimura makes arrangements for a meeting between the ambassador and the president of NUFS. Since this lecture meeting is a school-led event, the lecturer is always introduced to the dean of the school and given a gift from him. All of these activities are so made that our guest speaker for each lecture meeting may feel at home.

## **E. Lecture**

All speakers are asked to give us a lecture in English, although their native language is not English, for it is recognized as a means of international communication, so each speaker from a different embassy can play a role model for our students. It is true that our students can listen to an English lecture for about 60 minutes and that each lecturer speaks English with a different accent, but it should be remembered that many lecturers keep their characteristic accents, while some are born and raised, or educated in an English-speaking country. The Pakistani ambassador was born in Pakistan, but educated in the U.K., while the ambassador from Jamaica was educated and had some working experience in the United States.

Most lecturers are good speakers of English and cope with any childish question, which is usually elaborated on with interesting local episodes, but there was only one lecturer who spoke Japanese in his presentation: Ambassador of Mongol. This speaker, however, was persuasive enough to help many of our students become interested in Mongol, and some of them even said

they wanted to visit Mongol by themselves. In fact, when a small survey was made as to the embassy for our visit, Pakistan came first, followed by Mongol and Tunisia.

Only occasionally, some speakers are too enthusiastic about their talk to give enough time left for the question and answer session, and it is an important task of the coordinators to limit the length of time for a lecture and give sufficient time for the students to ask their questions.

## **F. Question & Answer**

In the first two years, we were not sure who and how many students would ask questions in English, so more often than not, we asked some returnees or sons and daughters of parents who are English native speakers or other languages, but as far as we depended on such students, we could not help our average students who were born, raised and have been educated in Japan to develop their listening and speaking abilities further in this course. In the first term of 2016, we began to ask all students to make as many questions as possible, hopefully in English, before each lecture, and we usually got about 60 questions, most of which were written in English. Some questions were written in Japanese, and those were translated into English.

In the second year, we urged all students to do the same, but only a few submitted their questions and even the students who did submit their questions did not use their questions to start with, so we made a change in a list of questions in the first term of 2016. We put the name of a question maker at the end of each question so that all participants could spot their questions immediately and start asking with one of these questions. As a result, many students began using one of the questions in that list and added one or more. This change had some positive effect on the coordinators, who are now waiting calmly for someone to start asking questions in English even though it takes a long time to break the ice, for they know many good questions have been prepared.

## G. Reflections

All students were supposed to write their reports in Japanese after each lecture, but what they wrote was more or less a piece of writing made from their impressionistic point of view, although some of them were written critically and logically. Some of the 6 citizen participants suggested that a certain topic should be given to our students so that they could write their report more critically, so for the newly registered students in the autumn term of 2016, a more specific suggestion was made on such a focused topic as “Diplomatic relations between Japan and Germany,” “How helpful today’s lecture was in terms of listening skills,” or “What you learned newly from today’s lecture.”

Teachers tend to categorize their students into a stereotype: Our students are not so smart that all assignments should be done in Japanese. When Kimura talked with the students on a train in a trip to the Embassy of Pakistan, however, some of them wondered why they were not asked to write their reports in English. According to them, it is natural that students majoring in studies of English and contemporary society should write an English report when they listen to an English lecture. So it was also suggested that from the second term of 2016 on, an English report should be submitted on a voluntary basis.

In addition to our students’ comments on our course, 6 citizen participants are asked to answer our questionnaire in the middle and at the end of each term. They can observe our students calmly and critically in each lecture meeting as they seem to have enjoyed participating in this course as they did in the first term of 2016. Their willingness to continue their participation in the second term indicates that they were satisfied with each lecture. The results of their responses to our questionnaire in the first term were presented partially earlier in II.

## **VI. Cooperative Arrangements and Cooperative Learning**

As was mentioned earlier, all coordinators had to cooperate with each other to make each lecture as meaningful as possible. Sato prepared two kinds of handouts, Asai contacted the secretary of each embassy, Kimura sometimes negotiated with a particular lecturer to finalize the date of his or her visit and went to the railway station to welcome the lecturer on its platform to take him or her to our university. When each lecture began, Kimura moderated it and encouraged the students to speak out in English. The students submitted their questions, some of which were so revised by Kimura that they could be more easily understood. All these cooperative arrangements led to many cases of cooperative learning.

When commenting on the students' reports was outsourced, some of the reports turned out to be the products of efforts of those report writers to find on the Internet some information on a country to be lectured on, and also some of the students were caught sleeping during a lecture. These disappointing cases of student behavior, however, were never observed after all students were encouraged to get involved in as many activities as possible, although their attendance and submission of post-lecture reports were required for each student to get a B for the assessment of their class performance.

Now in each lecture, every student is fully engaged: listening attentively, taking notes, asking questions and listening to answers to those questions. Our reports are not the same as those suggested by Uda (2006) – Brief Report of the Day (BRD) – in that they are not submitted to the coordinators at the end of each class, but a few days later, although they have many similar effects on students: All students know the purpose of each lecture (clarification of the assignments); they can focus on their own questions although they listen to a lecture in a large room (individualized learning); they can exchange opinions with each lecturer (interaction between speaker and listener); they cannot chat

because they are too busy listening (avoidance of chatting); they are happy to attend each class (excitement about what comes in next lecture meeting); and they can apply various kinds of skills obtained from this course to other areas of learning, especially to lectures given in a university overseas they go to for further study (applicability). That is why all students are now seen to focus their attention in each lecture, to show their readiness to join in an open discussion once a driving question<sup>4</sup> is given by a student, and to express their appreciation to each lecturer as they recognize each lecture meeting as a precious learning opportunity for all. In other words, what we have been doing in the Special Lecture B is similar to what is described as cooperative learning by Yasunaga (2016: 115)<sup>5</sup>: With the spirit of cooperation, all students are deeply involved in the process of learning together, in which they play an independent and active role in teaching each other and learning with one another to achieve their shared purpose of learning.

## **VII. Deeper Active Learning – A Visit to An Embassy**

On August 9, 2016, 5 students<sup>6</sup> and Kimura visited the Embassy of Pakistan. Before this visit, Kimura suggested to these students that they should review the list of questions provided in class and make 10 more questions, and the students did prepare in their own way. The visit was meaningful in two ways. One thing was what we learned about the stance of Pakistan over nuclear tests<sup>7</sup>, and the other was an unexpected suggestion made by the students after the visit.

Two students asked the Ambassador why Pakistan had carried out nuclear tests after he said the country wanted to maintain peaceful relationships with all neighboring countries. According to the Ambassador, since early 1970's, when the so-called 'peaceful' nuclear test was conducted by India, Pakistan had continued to make positive proposals and called for South Asian Nuclear

Free Zone in 1974. This was rejected by India. Pakistan's proposal in 1978 for a joint Pakistan-India Declaration renouncing the acquisition and manufacturing of nuclear weapons was again rejected by India. Major powers of the world and developed countries ignored Pakistan's repeated and positive proposals. The invasion of Iraq on the pretext of eliminating weapons of mass destruction (WMDs), (which in fact did not exist) may have encouraged some countries within the NPT to draw various conclusions about the relevance of the WMDs and their perceptions of national security. This statement was not made in our lecture meeting, but revealed when we visited the embassy and we had casual conversation over lunch.

As a teacher, Kimura thought it too much to ask his students to prepare a presentation which can be made in the embassy. All the students, however, did not think so. They surprised him by expressing their readiness to make a presentation at an embassy we may make, for that is how we could learn more (deeper active learning) if we made a presentation before embassy staff members and those members commented on our presentation. On such an occasion, the students would put themselves in a more challenging situation in which they have to exchange opinions with experts on a country to be talked on.

### **VIII. Conclusion**

Today (September 29) was the day for the very first lecture meeting of the second term of 2016. We invited Dr. Stephan Grabherr, minister and deputy head of mission from the Embassy of Germany. He brought one of his sons with him. With 44 students from many different departments of our university and 6 citizens of Nagakute participating in our lecture meeting, the first meeting started. After a short speech in Japanese, he went on to speak in English on 4 major issues of economic relations with Japan, different policies of energy between Japan and Germany, refugees, and security. The lecture lasted for about half an

hour, but the rest of the class was used for the question and answer session in which nine people asked questions and each question was answered honestly and in detail. So all participants seemed to be satisfied with the first lecture meeting, especially those from the Department of Liberal Arts (14 students).

It may take some more time for all participants to know what they are supposed to do before, in and after the lecture, but the way the participants listened to a lecture today suggests this lecture meeting has a high possibility of being a good opportunity of active learning and deep active learning.

It is expected, therefore, that what results from the Special Lecture B will be continually reported, analyzed and explored for a better model of a lecture-type class.

### Notes:

1. In *A Companion to the Cognitive Science of Learning*, Yamauchi (2013: 241) defines active learning as follows: 読解、作文、討論、問題解決などの活動において分析、統合、評価のような高次思考課題を行う学習であり、学習者が能動的に授業に関与するので、「アクティブ」ラーニングと呼ばれている。アクティブ・ラーニングを実現するためには、単純に知識を記憶するだけではなく、深い思考を伴う活動を授業の中に組み込む必要がある。(In such activities as reading comprehension, composition, discussion and problem-solving, students are expected to be engaged in higher order thinking requiring analysis, synthesis and assessment. That is, learners will actively participate in their class, and this kind of active participation is called “active learning.” To realize this kind of learning, not only the mere action of acquiring some knowledge but also various activities requiring deep thinking must be built into each classroom learning.)
2. Nagoya University of Foreign Studies offers a grant-in-aid on a regular basis, and this project received a certain amount of money for the 2016 academic year, most of which was used for a visit to the Embassy of Pakistan.
3. In *Deep Active Learning*, Matsushita places importance on deep active learning at university in the Introduction as follows: 「大学での学習は単にアクティブであるだけでなく、ディープであるべきだ」
4. “Driving questions” may drive many other participants to ask a question. When we

invited the ambassador of Former Yugoslav Republic of Macedonia, one student asked this: What impact did Mother Teresa have on the education of Macedonia? Looked surprised, the ambassador responded to it like this: It was Mother Teresa that was much influenced by the education of Macedonia, not vice versa. Listening to this reply, many other students joined her in asking a question and this particular lecture turned out to be one of the most exciting.

5. In Chapter 4 of *Deep Active Learning* by Matsushita, Yasunaga defines cooperative learning as follows: 「すべての学生が、共有した学習目標の達成に向け、協同の精神に則り、自分と仲間の学習過程に深く関与し、主体的かつ能動的に教え合い、学び合う授業である」
6. The five students are all from the Department of English and Contemporary Society: Ishii Haruna, Takagi Kaito, Maeda Kotone, Mizoguchi Reina and Mori Misako.
7. What we learned at the Embassy of Pakistan was scrutinized and approved by Ambassador Farukh Amil.

### **Acknowledgements:**

1. Thanks to the grant-in-aid from Nagoya University of Foreign Studies, five students paid a visit to the Embassy of Pakistan on August 9, 2016. Let us express our gratitude for the generosity of the university.
2. We were not sure if our notes about what we learned at the Embassy of Pakistan were accurate, but Ambassador Farukh Amil kindly examined our notes, corrected some wrong parts and approved the final passage despite his tight schedule. Let us express our heart-felt gratitude for his kind offer of help.

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