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Students' interests in discussion topics in culture learning class

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Abstract

Culture study is highly interdisciplinary, and thus a culture learning class in an educational institution often deals with many different cultural aspects. Accordingly, on different cultural topics to discuss in the class, it cannot be helped that students exhibit different degrees of interest on each topic. The current paper reports research on what kind of topics interest students based on gender and country of origin. The survey results showed great variation among students. Asian and female students relatively prefer less serious topics while male and European students tend to prefer serious and controversial topics to discuss with peers.

Keywords: culture, interest, discussion topic, international student, intercultural collaborative learning

Introduction

It is often challenging to teach culture in a classroom setting. The challenge for instructors comes from the fact that “culture” is highly interdisciplinary, because of which the instructor of the class is required to have expertise in multiple fields including philosophy, geography, history, anthropology, and so forth (Hughes, 1986; Juarez, et al, 2006; Nesmeyanov & Petrova, 2019). In the current paper, the author reports an observation from a culture learning class in a university in Japan. The class aimed to teach world culture and was registered in by Japanese students and international students in Japan who had different backgrounds in nationalities, races, and genders. In this situation, it was almost impossible for the author/instructor, having insufficient knowledge about a wide range of regions in the world (because he is essentially a language instructor), to teach contents that are satisfactorily informative to all the students. The instructor chose to utilize student-oriented learning; In each class meeting, a few cultural topics were introduced, and then students discussed the topics in small groups (with 4-6 people), which consisted of students from different countries. In the student group discussions, each member introduced the situation in their countries regarding the given topics, and other members asked questions, through which students were expected to become aware of, compare, and learn about different cultures in the world.

Castells (2009) defines culture as “the set of values and benefits that inform, guide, and motivate people’s behavior” (p. 36). This definition could rephrase culture into “frames of expectations” (Kramsch, 2014). With students each having a different “set of values” or “frames of expectations”, the class reported on in this paper attempted to initiate student learning from the differences offered by students themselves. Kramsch (1993) and Seelye (1984) maintain that the study of culture is reflected in three processes, which are (i) *student research and “their own culture”*, (ii) *the discovery of the interaction between language and culture*, and (iii) *the study of heuristics for analyzing and comparing cultures* (as cited in Nesmeyanov & Petrova, 2019). Also, Rachmadtullah and Kusmaharti (2018) state that the process of enculturation goes through the four pillars, which are (i) *learning to know*, (ii) *learning to do*, (iii) *learning to live together*, and (iv) *learning to be*. Among the processes listed above, the class reported on in this paper put emphases on Kramsch and Seelye’s (iii) *the study of heuristics for analyzing and comparing cultures* and Rachmadtullah and Kusmaharti’s (iii) *learning to live together* by creating relationships through communicating with people with different backgrounds, and away from stereotypical biases or conflicts.

The planning of this student-oriented class was inspired by several activities reported on by earlier studies. For example, several universities including Ritsumeikan University, Hokkaido University, and Tohoku University offer intercultural collaborative learning classes, in which the students suggest discussion topics, followed by students’ group discussions. A semester-end survey with the students of Hokkaido University found that, through the discussions, students were able to objectively look at themselves and respect other people from different cultures (Takahashi, 2019). These positive effects from intercultural communication are probably not limited to college settings. Juarez et al. (2016) report their learning activities for family medicine residents. In the activities, a few panel groups such as Muslims or LGBT people described their belief systems, etc., which were followed by learners’

questions. Also, learners discussed a book that described cultural conflicts surrounding a Hmong child and her medical care-takers. Juarez et al. reported that family medicine residents who experienced the activities become more aware of their own biases and more likely to seek out patients' perceptions of problems.

By applying these methods mentioned above, the author expected that the students in his culture class would be aware of their unconscious biases and try to understand different cultures. The next section describes the class format and discussion topics more in detail.

Class format and discussion topics

The class reported on in this paper was registered by students from different countries which included 10 Japanese students, 26 Chinese students (including 1 Taiwanese), 8 German students, 3 French students, 1 Austrian student, 4 Thai students, 3 Malaysian students, 2 Indonesian students, 2 Vietnamese students, 1 Korean student, 1 Sri Lanka student, and 1 British student. The students from 12 countries made 4 to 5 person groups after a discussion topic was introduced and made discussions in each class meeting.

The discussion topics were introduced by the instructor for the first half of the semester. The instructor made a short presentation to briefly explain each topic with some phenomena or incidents related to the topic. For example, when the instructor introduced a topic, "mask wearing", he also presented a few mask-related incidents that occurred in Japan, such as attacking the people who refused to wear masks in public spaces. Instructor's presentations always concluded with discussion questions such as "Do people still wear masks in your country?", "Why do you or do you not think you should wear a mask?", "What do you think about the mask-related incidents in Japan", and so forth. After the instructor's presentation, student groups made a discussion on the mask-wearing situations in their own countries and their opinions about it, in response to the instructor's discussion questions.

For the second half of the semester, discussion topics were introduced by student groups. Each group consisted of the students from the same countries (except one group). They presented the topics that were related to their home countries. All groups' presentations were instructed to end with some discussion questions to be discussed in groups. (For example, the Indonesian student group presented a topic, "Independence Day celebration in Indonesia", and their presentation ended with discussion questions such as "Does your country celebrate Independence Day?", "How do you celebrate it?", etc.) Due to the imbalance of the number of the students from the same countries, students from some countries were divided into different groups to present different topics. Namely, Chinese students were divided into five groups, and German students were divided into two groups. Also, one group was a combination of a British student and a Korean student because they wanted to pair themselves up. The discussion topics ranged from general everyday-life topics (e.g., College life in your country) to serious topics (e.g., Declining birthrate). Shown below are the discussion topics in the entire semester (in the order of being discussed).

1. Mask wearing

In the situation in which the restrictions on mask wearing for Covid-19 protection were eased, students discussed how the restrictions were in their countries and what they thought about the restrictions in Japan.

2. College life

Students discussed their college students' lives in their own countries, regarding tuition, room sharing, etc.

3. Recycling

Japan seems relatively strict on recycling trash. For example, people need to sort different types of trash. Students discussed how the recycling situation was in their countries.

4. "My boom"

This is a Japanese word indicating what one is particularly interested in. Students discussed what they are interested in and what make up popular culture in their countries.

5. Food culture

Students discussed the food culture in their countries, e.g., what a typical breakfast is, what fast food chains they have in their countries, etc.

6. Where to go travelling in Japan and/or in your country

Students discussed where they want to go traveling in Japan and introduced to each other famous sightseeing places in their countries.

7. Free wifi environment

Japan seems to have comparatively fewer free wifi spots than other countries. Students discussed the situation in their own countries and problems with living in Japan.

8. “Cool Japan”

This is a Japanese word indicating popular made-in-Japan products (e.g., Anime, J-pop music), which are often the reason for non-Japanese people to start studying the Japanese language. Students discussed what made-in-Japan products are popular in their countries.

9. Sports

This topic was offered when the World Cup 2022 had just begun. Students discussed what sports are popular in their countries.

10. Annual/Seasonal events

Students discussed and introduced to each other the seasonal or annual events in their countries.

11. Declining birthrate

Japan is currently suffering from a declining birthrate. Students discussed the situation in their countries.

12. Your study and future career

Students discussed their major fields of study and their future career plans.

13. Elderly drivers

It is a big topic in Japan whether elderly people should stop driving or not as old drivers' accidents are focused upon. Students discussed the situation in their own countries and whether elderly people should or should not drive.

14. Japanese Taiwan Food [Presented by a Taiwanese student]

The Chinese-Taiwanese-student presenter talked about Taiwan-like food sold in Japan. Students discussed the foods sold in Japan, particularly the non-Japanese foods that are authentic or not.

15. Gender inequality in China [presented by Chinese students]

The Chinese-student presenters introduced the gender inequality in China. Students discussed the situation in their own countries.

16. Vietnamese Traditional Ao Dai and innovative Ao Dai [presented by Vietnamese students]

The Vietnamese-student presenters talked about the Vietnamese clothes in the traditional style and new styles. Students discussed traditional clothes in their countries and innovations to them.

17. LVMH, a French holding multinational corporation [presented by French students]

The French-student presenters introduced giant multi-national fashion companies in France. Students discussed similar companies in their countries.

18. Panda, China's representative animal [presented by Chinese students]

The Chinese-student presenters talked about Panda, the most representative animal of China. Students discussed representative animals of their own countries.

19. Songkran Day, New Year in Thailand [presented by Thai students]

The Thai-student presenters introduced New Year day in Thailand. Students discussed the celebrations for the new year in their countries.

20. Austria vs. Australia [presented by an Austrian student]

The Austrian-student presenter introduced the difference between her country, Austria, and Australia. Students discussed whether they had known and understood the difference.

21. Independence Day celebration in Indonesia [presented by Indonesian students]

The Indonesian-student presenters introduced the Independence Day in Indonesia. Students discussed the celebration of independence days in their own countries.

22. Pollution and Global Warming: Impact on Island nations [presented by Sri Lankan student]

The Sri Lankan-student presenter talked about the impact on pollution and global warming on Sri Lanka. Students discussed the situation in their respective countries.

23. Civil servants [presented by Chinese students]

The Chinese-student presenters introduced how the civil servant occupations are the most popular future career for Chinese college students. Students discussed the occupation that is most popular for the college students in their countries.

24. Xenophobia toward foreigners [presented by British and Korean students]

The British- and Korean-student presenters talked about xenophobia in England and Korea. Students discussed the situation in their countries.

25. Local food in China [presented by Chinese students]

The Chinese-student presenters talked about local foods in China. Students discussed the local foods in their countries.

26. *Gap year [presented by Chinese students]*

The Chinese-student presenters talked about gap year, meaning a sabbatical year that students take before they move on to full-time jobs. Students discussed whether it is normal for college students to take a gap year.

27. *Multiracial society in Malaysia [presented by Malaysian students]*

The Malaysian-student presenters talked about multiple races in Malaysia. Students discussed the races in their respective countries.

28. *National identity: What does being German mean? [presented by German students]*

The German-student presenters, who included a 2nd generation Turkish German and a Paraguayan-German, talked about national identities for immigrants. Students discussed it and immigration situations in their countries.

29. *Germany and the waste of money in the construction industry [presented by German students]*

The German-student presenters introduced expensive constructions plans in Germany, many of which are incomplete. Students discussed similar cases in their own countries.

A possible problem in offering the above topics was that it was not clear what topics would interest the students and let them get into active and deep discussions to learn about cultures. According to early studies, the relationship between interest and learning has focused on “individual interest”, “situational interest” and “topic interest” (Ainley, Hidi & Berndorff, 2002; Hidi & Baird, 1988; Silvia, 2005; Schiefele, 1996, 2009). Individual interest is one’s personal interest, e.g., a person with an interest in ecology would be actively engaged in learning on the associated topics. Also, social categories such as gender can inform a set of individual interests (Bergin, 1999). Situational interest comes from specific environmental stimuli. This interest is a short-term psychological state and conceptualized as an emotion (Silvia, 2005). Topic interest is an outcome of the other two kinds of interests. Topic interest is elicited by a topic presented to learners; a topic that correlates with a student’s individual interest or with a student’s particular situation.

The list of the discussion topics offered in the author’s class may elicit the above interests. The topic *College life* could elicit all the students’ individual interest because they all are college students. Also, the topic of *Gender inequality in China* could elicit the individual interest of female students (because the presentation dealt with the inequality against women). The topic *Xenophobia toward foreigners* might elicit some students’ situational interest if they recently experienced xenophobia while residing in Japan. However, it was extremely difficult to anticipate which topic could interest which student (or certain groups of students). After all the discussions were completed at the end of the semester, the author researched which topic the students liked and led them into active learning through discussions. The next section reports the research and its results.

Method and results: Topics students liked and disliked

A simple survey was assigned to the students at the end of the semester. The survey asked the students to choose five discussion topics they liked. Also, the students listed topics that they disliked (as many topics as they want). In addition, the students optionally wrote the reason why they liked and disliked the topics. The survey was given to all the students as online homework, and 44 students answered the questions. Specifically, 4 Japanese students, 24 Chinese students (including 1 Taiwanese student), 7 German students, 3 French students, 2 Indonesian students, 2 Thai students, 1 Vietnamese student, and 1 Sri Lankan student submitted their answers.

The overall results of the topics that the students liked and disliked are summarized in the table below. The most liked topic was *Food culture* (15 liked), and the second was *Xenophobia toward foreigners* (13 liked), followed by *Where to go traveling*, *Gap year*, and *National identity* (10 liked each). The most disliked topic was *Austria vs. Australia* (4 disliked), and the second most disliked topics were *Xenophobia toward foreigners*, *Japanese Taiwan food*, and *Sports* (3 disliked each). For detailed results, consult Table 1.

In order to find the gender effect, the students’ responses were divided into those from male and female students. The survey was answered by 9 male students and 35 female students. The results are summarized in the table below.

Observing the results of liked topics by male and female students, the gender differences appeared in several topics. The most liked topics by male students were *Austria vs. Australia* and *Xenophobia toward foreigners* (4 liked each), and that by female students was *Food culture* (14 liked). Interestingly, the most disliked topics for female students were *Austria vs. Australia* and *Xenophobia toward foreigners* (3 disliked each), which overlapped with the most liked topics by male students. Male students’ disliked topics did not seem to follow a particular trend. For detailed results, consult Table 2.

There could be a possibility that preferences for topics might be also different depending on the students’ nationalities or home regions. As the number of students from each country shows big differences, the author

divided the students into (i) Chinese (including Taiwanese) students (n=24), (ii) Japanese students (n=4), (iii) Southeast Asian students (n=5), and (iv) European students (n=12). As there was only one Sri Lankan student, his response was excluded from this analysis. The results are shown in the table below.

The responses from Chinese students show that the most liked topics were *Food culture* (9 liked), followed by *"Cool Japan"* (8 liked), and then *Where to go traveling in Japan, Austria vs. Australia* and *Gap year* (7 liked each). The most liked topic by Japanese students was *Local food in China* (3 liked). The most liked topic by Southeast Asian students was *Food culture* (4 liked). The most liked topics by European students were *Pollution and Global Warming* and *National identity* (7 liked each), followed by *Xenophobia toward foreigners* (5 liked). For detailed results, consult Table 3.

Also, the below table shows disliked topics depending on the countries and regions of students. The results do not seem to show a significant trend in the student dis-preferences of topics. For detailed results, consult Table 4.

Discussion

As described earlier, the discussion topics offered in this class included a wide range of topics from serious ones such as *Xenophobia on foreigners*, *National identity*, and *Pollution and Global warming* to more general and less-serious everyday-life topics such as *College life* and *Food culture*. As the overall results from Table 1 show, the topics that many students liked were *Food culture*, *Xenophobia toward foreigners*, *Where to go traveling*, *Gap year*, and *National identity*. In other words, these topics incurred the students' topic interests (Ainley, Hidi & Berndorff, 2002; Silvia, 2005; Schiefele, 2009), some of which may have been some students' individual interests or their situational interests. In contrast, the topics many students disliked were *Austria vs. Australia*, *Xenophobia toward foreigners*, *Japanese Taiwan food*, and *Sports*.

An implication is that a controversial topic, *Xenophobia toward foreigners*, was both liked and disliked by many students. As mentioned, the survey optionally tasked the students to write the reasons of liking and disliking. Some students who liked this topic wrote, "this is a very important issue", "it is also related to my country", and "it was brave for the presenters to have chosen this topic in this kind of international class, and every country would have different dimensions on this issue". On the other hand, a student who disliked this topic wrote, "it is embarrassing to talk about past hatred between countries". The student's comment implies that some students do not like talking about it due to some kind of negative emotions reflecting historical backgrounds. In other words, the topic could have both positively and negatively activated students' interest.

Other liked topics included serious topics such as *Gap year*, and *National identity*. *Gap year* should not be controversial since all the students are in the same position in that they all think about their future career, not dividing them into oppressors and oppressed (as from *Xenophobia*). A student who liked *Gap year* wrote, "This topic has helped me understand how different my country is from other countries". As reflected in this comment, the topic should have incurred no emotional reactions. Regarding *National identity*, it could be controversial because, as the presenters mentioned, immigrants could suffer from identifying with their own nationalities. Different from *Xenophobia*, however, most students in the class were not immigrants. A student who liked this topic commented, "Of course not everyone is affected by this topic, but I think everyone can say something about it. I felt like we were sharing deep thoughts in the group discussion and I really enjoyed that". Probably, many non-immigrant students objectively learned and discussed this issue with no personal emotion included.

Regarding the gender gap, a finding was that, as mentioned, *Austria vs. Australia* and *Xenophobia on foreigners* were the topics which many male students liked but many female students disliked. Regarding *Austria vs. Australia*, a student who liked this topic mentioned, "I heard many interesting pieces of information from other students", but most students did not write the reason for liking it. In contrast, many students who disliked this topic wrote the reason as, "this topic felt a bit nonsensical to me", and "I know some people mistake them as the same country a lot, but I simply know it's a different country". Indeed, this topic was slightly different from the other topics; it could be catchy and somewhat humorous when the Austrian presenter ironically complained how her country was often misinterpreted as Australia, but it might have not offered much meaningful cultural content to discuss. Many male students could have just taken it as fun, but many female students negatively took it to be just meaningless to discuss.

Students' comments about *Xenophobia toward foreigners* were described earlier in this section. Students who liked and took this topic as important were mostly male, and students who disliked and showed some kind of negative emotion were mostly female. This outcome might indicate that male students are interested in talking about controversial topics, while female students tend to avoid them. However, as mentioned in the last paragraph, male students also liked probably the least controversial topic *Austria vs Australia*, which was disliked by female students. The outcome might imply that female students dislike either controversial or nonsensical topics, and male students like both of them.

When observing the results depending on the students' home countries and regions, Chinese, Japanese and southeast Asian students indicated that they appear to have liked relatively less serious topics such as *Food culture*, *"Cool Japan"*, *Where to go traveling in Japan*, *Austria vs. Australia*, and *Local food in China*. In contrast, European students preferred more serious topics including *Pollution and Global Warming*, *National identity*, and *Xenophobia on foreigners*. The difference may indicate that Asian students liked less serious and general everyday-life topics, which may not incur conflicting opinions. One Southeast Asian student stated that he disliked a topic *Gender inequality in China* because "people in my group got angry when they had different points of view". As reflected in this comment, there is a possibility that Asians generally want to be collective and tend to avoid arguments. On the other hand, Europeans may not be afraid of discussing serious and controversial topics. These topics may have satisfied their academic interests, i.e., individual interest, and encouraged more deep learning.

Conclusion

This paper reported on research into what kind of discussion topics in a culture class students from different countries were interested in. As the survey showed, the preferences for topics differed greatly between students, and thus it would be difficult for a culture-class instructor to satisfy all students' different interests. Rather, the instructor should prepare different types of topics, each of which would satisfy at least a certain number of students, not leaving anyone without interest in any topic.

An obvious limitation of this research is that the survey was conducted with only 44 students, and the great majority of them were Chinese students. Continuous research will be needed to find more specific indications that can be more generally convincing and applicable to more students.

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*The author report there are no competing interests to declare.

Table 1. Liked and disliked discussion topics

Topics	Like	Dislike
1. Mask wearing	7	-
2. College life	6	-
3. Recycling	3	2
4. "My boom"	7	2
5. Food culture	15	2
6. Where to go traveling in Japan and/or in your country	10	-
7. Free wifi environment	2	1
8. "Cool Japan"	9	2
9. Sports	2	3
10. Annual/Seasonal events	9	-
11. Declining birthrate	8	-
12. Your study and future career	6	1
13. Elderly drivers	8	1
14. Japanese Taiwan Food	9	3
15. Gender inequality in China [presented by Chinese students]	8	1
16. Vietnamese Traditional Ao Dai and innovative Ao Dai [presented by Vietnamese students]	3	-
17. LVMH, a French holding multinational corporation [presented by French students]	2	2
18. Panda, China's representative animal [presented by Chinese students]	6	2
19. Songkran Day, New Year in Thailand [presented by Thai students]	3	-
20. Austria vs. Australia [presented by an Austrian student]	9	4
21. Independence Day celebration in Indonesia [presented by Indonesian students]	3	1
22. Pollution and Global Warming: Impact on Island nations [presented by Sri Lankan student]	9	1
23. Civil servants [presented by Chinese students]	5	-
24. Xenophobia toward foreigners [presented by British and Korean students]	13	3
25. Local food in China [presented by Chinese students]	8	2
26. Gap year [presented by Chinese students]	10	1
27. Multiracial society in Malaysia [presented by Malaysian students]	3	-
28. National identity: What does being German mean? [presented by German students]	10	1
29. Germany and the waste of money in the construction industry [presented by German students]	7	-

Note. Not all the students listed all 5 topics as 'liked'. Also, 13 students did not list any topic as 'disliked'.

Table 2. Male and female students' liked and disliked discussion topics

Topics	Like: Male	Like: Female	Dislike: Male	Dislike: Female
1. Mask wearing	1	6	-	1
2. College life	-	6	-	-
3. Recycling	2	2	-	1
4. "My boom"	3	4	-	2
5. Food culture	3	14	1	-
6. Where to go traveling in Japan and/or in your country	2	9	-	-
7. Free wifi environment	1	2	-	2
8. "Cool Japan"	2	9	1	1
9. Sports	1	2	1	2
10. Annual/Seasonal events	2	8	-	-
11. Declining birthrate	3	5	-	-
12. Your study and future career	1	5	1	-
13. Elderly drivers	2	7	-	-
14. Japanese Taiwan Food	1	9	1	1
15. Gender inequality in China [presented by Chinese students]	-	7	1	
16. Vietnamese Traditional Ao Dai and innovative Ao Dai [presented by Vietnamese students]	-	5	-	1
17. LVMH, a French holding multinational corporation [presented by French students]	-	2	-	2
18. Panda, China's representative animal [presented by Chinese students]	-	6	-	2
19. Songkran Day, New Year in Thailand [presented by Thai students]	-	4	-	-
20. Austria vs. Australia [presented by an Austrian student]	4	6	-	3
21. Independence Day celebration in Indonesia [presented by Indonesian students]	2	2	-	2
22. Pollution and Global Warming: Impact on Island nations [presented by Sri Lankan student]	2	8	-	1
23. Civil servants [presented by Chinese students]	1	4	-	-
24. Xenophobia toward foreigners [presented by British and Korean students]	4	9	-	3
25. Local food in China [presented by Chinese students]	2	9	1	-
26. Gap year [presented by Chinese students]	-	10	1	-
27. Multiracial society in Malaysia [presented by Malaysian students]	-	3	-	-
28. National identity: What does being German mean? [presented by German students]	3	7	-	1
29. Germany and the waste of money in the construction industry [presented by German students]	3	4	-	-

Table 3. Different-country/region students' liked discussion topics

Topics	Like: China	Like: Japan	Like: Southeast Asia	Like: Europe
1. Mask wearing	5	-	2	-
2. College life	3	-	1	2
3. Recycling	1	1	-	2
4. "My boom"	5		-	2
5. Food culture	9	2	4	1
6. Where to go traveling in Japan and/or in your country	7	1	1	1
7. Free wifi environment	1	1	-	1
8. "Cool Japan"	8	2	1	-
9. Sports	2	1	-	-
10. Annual/Seasonal events	3	1	2	4
11. Declining birthrate	5	-	-	3
12. Your study and future career	4	-	1	1
13. Elderly drivers	6	1	-	2
14. Japanese Taiwan Food	6	1	1	2
15. Gender inequality in China [presented by Chinese students]	3		3	2
16. Vietnamese Traditional Ao Dai and innovative Ao Dai [presented by Vietnamese students]	1	2	1	1
17. LVMH, a French holding multinational corporation [presented by French students]	2	-	-	-
18. Panda, China's representative animal [presented by Chinese students]	5	-	1	-
19. Songkran Day, New Year in Thailand [presented by Thai students]	2	1	1	-
20. Austria vs. Australia [presented by an Austrian student]	7	1	-	2
21. Independence Day celebration in Indonesia [presented by Indonesian students]	2	1	1	-
22. Pollution and Global Warming: Impact on Island nations [presented by Sri Lankan student]	-	1	1	7
23. Civil servants [presented by Chinese students]	4	-	1	-
24. Xenophobia toward foreigners [presented by British and Korean students]	6		1	5
25. Local food in China [presented by Chinese students]	6	3	-	2
26. Gap year [presented by Chinese students]	7	-	1	2
27. Multiracial society in Malaysia [presented by Malaysian students]	3	-	-	-
28. National identity: What does being German mean? [presented by German students]	2	-	1	7
29. Germany and the waste of money in the construction industry [presented by German students]	5	-	-	-

Table 4. Different-country/region students' disliked discussion topics

Topics	Dislike: China	Dislike: Japan	Dislike: Southeast Asia	Dislike: Europe
1. Mask wearing	-	1	-	-
2. College life	-	-	-	-
3. Recycling	1	1	-	-
4. "My boom"	1	-	1	-
5. Food culture	-	-	-	2
6. Where to go traveling in Japan and/or in your country	-	-	-	-
7. Free wifi environment	-	-	-	2
8. "Cool Japan"	1	-	-	-
9. Sports	2	-	-	1
10. Annual/Seasonal events	-	-	-	-
11. Declining birthrate	-	-	-	-
12. Your study and future career	-	-	-	1
13. Elderly drivers	-	-	1	-
14. Japanese Taiwan Food	-	-	-	3
15. Gender inequality in China [presented by Chinese students]	-	-	1	-
16. Vietnamese Traditional Ao Dai and innovative Ao Dai [presented by Vietnamese students]	-	1	-	-
17. LVMH, a French holding multinational corporation [presented by French students]	2	-	-	-
18. Panda, China's representative animal [presented by Chinese students]	-	-	-	1
19. Songkran Day, New Year in Thailand [presented by Thai students]	-	-	-	-
20. Austria vs. Australia [presented by an Austrian student]	2	-	1	-
21. Independence Day celebration in Indonesia [presented by Indonesian students]	-	-	-	1
22. Pollution and Global Warming: Impact on Island nations [presented by Sri Lankan student]	1	-	-	-
23. Civil servants [presented by Chinese students]	-	-	-	-
24. Xenophobia toward foreigners [presented by British and Korean students]	2	1	1	-
25. Local food in China [presented by Chinese students]	-	-	-	2
26. Gap year [presented by Chinese students]	1	1	-	-
27. Multiracial society in Malaysia [presented by Malaysian students]	-	-	-	-
28. National identity: What does being German mean? [presented by German students]	1	-	-	-
29. Germany and the waste of money in the construction industry [presented by German students]	-	1	-	-