Utilizing ICT Videoconferencing for Pre-service English Teacher Training and Cultural Learning

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As Information Communication Technology (ICT) has evolved, it has become essential for our lives and for various disciplines. ICT videoconferencing has shed light onto foreign language teaching and teacher education. This case study explores the effect of videoconferencing in English education and teacher training, and how it can be implemented to strengthen language proficiency, cultural knowledge, and teaching techniques. The findings indicate that the participants considered this interactive experience extremely rewarding and motivating, owing to the authentic environment: the opportunity to present in front of a live overseas audience and obtain valuable feedback. They view this synchronous interaction as beneficial for improving their language, communication skills, teaching and presentation techniques, content materials, and cultural awareness. Consequently, the implementation of this innovative approach in English language and teacher training programs may have the potential to facilitate unique learning opportunities, and heighten academic and professional growth, which may lead to producing competent individuals for this global era.

INTRODUCTION

The advancement of ICT has opened up various arenas for language learning and teaching. Videoconferencing, in particular, offers opportunities for authentic interaction with people from various cultures that can be incorporated into the classroom environment (Wu & Marek, 2010). A number of studies have explored the benefits and challenges of integrating this technology into foreign language and teacher education programs (Can, 2009; Cziko, 2004; Frey, 2008; Helm, 2005; Hixton & So, 2009; Holstrom & Weller, 2007; Lafford & Lafford, 2005; Lin, 2007; O'Dowd, 2000; Passmore, van Barneveld, & Laing (2005); Wu & Lee, 2004; Wu & Marek, 2010). For instance, O'Dowd (2000) attempted to adopt videoconference-enhanced learning models for effective intercultural exchanges in foreign language classrooms to build global cultural awareness and improve linguistic ability. Lafford and Lafford (2005) showed the importance of students acquiring language in meaningful contexts and actually experiencing the process of negotiation of meaning through crosscultural exchanges utilizing videoconferences. Passmore et al. (2005) employed the device to provide authentic, multiple, and virtual teacher training lessons, so that student teachers acquire effective pedagogical and content knowledge.

With this technology progressively expanding, language and teacher education continue to persevere with exploring the feasibility of virtual environments to

facilitate authentic learning experiences. In the context of the wider research mentioned above, the present pilot study endeavors to expand and enrich English language learning and teaching, to enhance pre-service teachers' professional knowledge and growth through authentic videoconferencing and collaborative material development project work.

RESEARCH BACKGROUND

Passmore et al. (2005) indicate that "authenticity is ideal to accommodate in the practicum experience" (p. 81). Through their research they found that a virtual practicum experience, utilizing videoconferences, provides various training opportunities for pre-service teachers and assists with the application of learning theories into practice.

Simonson, Smaldino, Albright, and Zvacek (2003, p. 89) interpret Dale's (1946) cone of experience as "media permit the educator to bring sights and sounds of the real world into the learning environment" (p. 88), and further state that "this approach to learning would be very realistic, effective, and authentic" (p. 90). As illustrated in Figure 1 below, stage I is represented as direct, purposeful experience, which is multisensory and highly concrete. Videoconferencing can be categorized into this stage since it provides authenticity and reality.
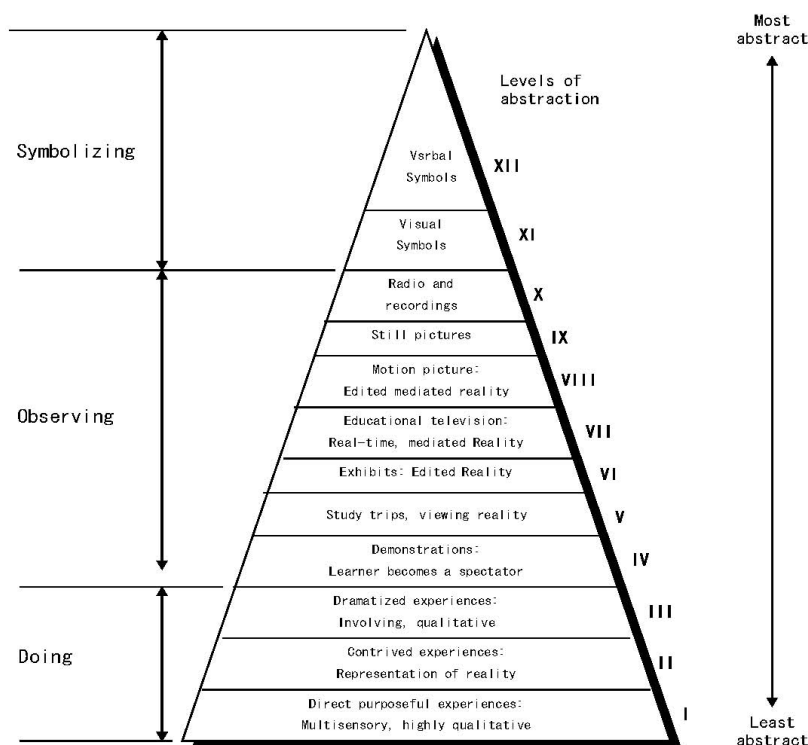

FIGURE 1. Dale's Cone of Experience. Adapted from Simonson, Smaldino, Albright, & Zvacek (2003, p. 89).

Another theory that needs to be highlighted is the constructivist notion that emphasizes the creation of knowledge through experience (Slavin, 2003). Learning in a "constructivists' setting is characterized by active engagement, problem solving, and collaboration with others" (Johnson et al., 2006, p. 60). Through discussion, clarification, and evaluation with peers, students collaboratively develop critical thinking skills and construct new knowledge (Pulkkinen & Ruotsalainen, 2001).

Specifically focusing on supplementing technology to language teaching, Butler-Pascoe and Wiburg (2003, pp. 15-19) compiled the following guidelines as "attributes of successful technology-enhanced language learning environment (TELLE)":

Attributes of a Successful Technology-Enhanced Language Learning Environment (TELLE)
1. Provide interaction, communicative activities, and real audiences.
2. Supply comprehensible input.
3. Support development of cognitive activities.
4. Utilize task-based and problem-solving activities.
5. Conduct student-centered class to promote autonomy.
6. Provide technology to support language and academic development.
7. Facilitate the development of English language skills.
8. Use multiple modalities to support various learning styles and strategies.
9. Support collaborative learning.
10. Meet the affective needs of students.
11. Foster understanding and appreciation of the target and native language.
12. Provide appropriate/encouraging feedback and assessment.

In Yogi (2009), the author described the primary implementation of the videoconference, connecting elementary classrooms in Okinawa and Hawaii. The pupils' reflections from both sides indicate that the collaboration was a success. Students were fascinated by sharing information at the same moment in a different time zone being exposed to a cross-cultural exchange and learning about their counterparts' language, culture, customs, schools, and living environments and they enjoyed expressing themselves, and finding similarities and differences in their respective contexts. The collaboration became a memorable event that made a great impact on the students.

In addition, evidence of the following perspectives of the goals of international understanding advocated by the Japanese Central Council for Education (1997) were observable in the students' reflection and growth.

The Goals of International Understanding
1. Open-mindedness and understanding regarding other cultures, as well as the development of an attitude that is respectful of these cultures and qualities, and the development of the abilities necessary for living together with people from different cultures.
2. Establishment of a strong sense of self and sense of being Japanese to better appreciate the concept of international understanding.
3. Development of basic foreign language skills: the ability of self-expression

and other communication skills for the purpose of expressing one's own thoughts and intentions, while respecting the positions of others in an international society.
(Translated and adapted from the Report of the 15th Japanese Central Council for Education, July 19, 1996.)

Blending the various theories discussed above, and on the basis of the first experience with videoconferencing (Yogi, 2009), the present study explores a videoconference-enhanced micro-teaching project that offers pre-service teachers opportunities to develop and present their original teaching materials in a realistic context, to interact and gain feedback from their counterpart participants, and to stimulate their pedagogical skills and cultural knowledge, improve their language and teaching ability, and an opportunity for professional growth.

THE STUDY

The purpose of this study was to implement videoconferencing in a teacher training course, to provide student teachers with an authentic environment, and to deepen professional pedagogical understandings. Specifically, it aimed to cultivate language and communication skills, improve teaching and presentation techniques, collaboratively create teaching materials, and focus cultural awareness.

The author explored ways to elaborate on micro-teaching in methodology classes, to provide an authentic learning environment, and to test the effects and outcomes of videoconference-enhanced collaborations. Based on the constructivist viewpoint, the TELLE model, the cone of experience, and the primary empirical study referred to above, the author organized a pilot program in a teaching methodology class, with the aim of producing an effective and motivating event to provide a genuine context for student teachers to introduce teaching materials related to their regional culture.

METHODS

Procedure

Table 1 shows information on schools, classes, schedule, and devices of the videoconference for the pre-service student teachers. A total of twelve collaborations were realized with four institutions. The synchronous interactive teleconference, using audio and video communication via desk-top computer and freeware (Skype), and a video conference system (Sony) made interactive communication possible in different physical locations, echoing Johnson et al. (2006, p. 59): "with audio and visual clarity, it allows the creation of partnerships between distant locations while maintaining various facets of face-to-face communication crucial for quality educational experiences."

TABLE 1. Secondary Engagement-Videoconference Project in Pre-service Teacher Training Class

	Videoconference collaboration
Schools	*Univ. of the Ryukyus (English majors) *Univ. of Hawaii (Telecommunications faculty and staff) *Wien & Budapest Japanese Schools (Junior High School) *Budapest Public High School (Japanese Class Students)
Classes / Subjects	*Junior High School English *International Understanding *University English Language Teaching Methodology *Hungary Senior High School Japanese Language Course
Schedule	Dec. 8, 15, 22, Jan. 12,19, 26, Feb. 2, 9 (12 sessions)
Time	*Wien & Budapest: 10:00-10:50 am, *Hawaii: 3:30-4:30 pm *Okinawa: Morning Session: 10:30-11:30 am *Okinawa: Night Session: 6:00-6:50 pm
Technology / Device	*Desk-top computer, Logitec desktop web camera, Freeware (Skype), Screen, Digital video camera, Sony video conference system (SONY PCS-11)

The instructor provided specific tasks and clear instructions on how to prepare content for the collaboration. Students gathered information on topics including life styles, culture, language, school life, nature, festivals, arts and crafts, music, food, animals, tourist attractions, traditions, dance, and stories. Then, in pairs, students created and prepared manuscripts of introduction to school and culture, a cultural quiz, a self-introduction show-and-tell, cultural reading materials, activity worksheets related to Okinawa, PowerPoint presentations slides, and Q-and-A quizzes. The due date for the student product was usually a week before the videoconference collaboration. That gave time for the instructor to check the materials for organization, content, expression, and grammar. The created materials and PowerPoint slides were sent to the counterpart a couple of days before the videoconference to allow time for preparation. After each teleconference session, students were asked to write in reflective journals their impressions and what they learned through the various interactions. The instructor exchanged emails with counterpart teachers to gain comments for improving the program. All the sessions were recorded for reflective learning. At the end of the semester, questionnaires were administered to obtain student feedback. The detailed information of the student project work's tasks and procedures is listed below:

TABLE 2. Contents of Videoconference-Enhanced Micro-teaching Project Work

Content	Introduction to school, cultural quiz, self-introduction show & tell, cultural reading material, activity worksheet, PowerPoint presentation, Q&A: topics on life styles, culture, language, school life, etc.
Tasks	University students created reading materials and questions on topics related to Okinawa, PowerPoint presentation slides, reflective journal, thank-you letters, university introduction slides.
Topics / Categories	Nature, festivals, arts & crafts, music, food, animals, tourist attractions, culture & tradition, dance, stories, etc.

Material Development Project Work Procedures
1. Brainstorm possible topics related to the regional culture.
2. Gather information on the content and collect supplementary materials.
3. Discuss and negotiate with partners to collaborate ideas of content materials.
4. Create teaching materials and questions related to the content of the manuscript (reading passages or dialogues), create original PowerPoint slides.
5. Organize the presentation procedure and content, practice and rehearse the English expressions, infer possible questions from the counterpart audience.
6. Experience the actual live presentation of the teleconference (an extension of microteaching).
7. Presentations are evaluated by the members of the whole class (peer evaluation).
8. Hand in reflective journals (comments, improvements, and future applications).
9. Write thank you letters to email at the end of the semester.
   Note. A sample of student-developed material (reading script) and PowerPoint slides are introduced in Appendix B.

PARTICIPANTS

The following were the participants involved in this pilot study: 29 University of the Ryukyus junior and senior English majors who were enrolled in the undergraduate English teaching methodology course (2010-11 Fall academic year), 10 University of Hawaii Telecommunications faculty, staff, and students 6 junior high school students and 2 English teachers in the Austria Wien Japanese School, 7 junior high school students and 1 English teacher in the Hungary Budapest Japanese School, 15 high school students and 1 Japanese language teacher in Budapest Public High School. Due to limited space, for the present article, the University of Ryukyus student data will be the main focus of discussion. Data from the counterpart participants may be referred to in future studies.

FINDINGS AND DISCUSSION

A questionnaire was developed by the author to obtain the overall evaluation of the videoconference, pre-service teachers' self-assessment of their presentations and teaching materials, and how the videoconference influenced their learning, knowledge, and perspectives. Specifically, it was designed to obtain insight into: videoconference evaluation, global and cultural awareness, process and outcome of the collaborative material development project work, effects of interaction with the counterpart (e.g., positive mentoring), issues on language and teaching skills, change in attitude and notion (e.g., raising a sense of consciousness, motivation, commitment, etc.), and a career model and paths.

The questionnaire consisted of 30 questions and the items were formatted in a four-point response scale (1 = strongly disagree to 4 = strongly agree). Complete

results of the university students' reflection are listed in Appendix A. The percentage under each question shows the sum of the students who responded with *agree* or *strongly agree* to each item.

Table 3 gives an outline of the positive effects found in the present study, including the elements of A to G with examples from the questionnaire results.

TABLE 3. Effects of Videoconference-Enhanced Micro-teaching and Project Work

A) Promote autonomy, reflection, interpretation, and application through implementing student-centered collaborative project work:
Q28) The collaborative pair work was challenging and stimulating that built reflective skills and autonomy. 90%
B) Foster awareness and appreciation of language, culture, and global issues and broaden perspectives:
Q3) I strongly realized the importance of introducing one's own culture as well as absorbing others.100%
Q5) The teleconference exchange broadened my perspective globally. 97%
C) Provide an authentic context with real audiences that raise consciousness and gain professional content knowledge, and enhance understanding and growth:
Q9) It was a wonderful opportunity to develop my knowledge and teaching skills through this practical and authentic experience. 93%
D) Cultivate language, communication, presentation, and teaching skills:
Q17) I think the multiple interactions with the counterpart enhanced my pedagogical knowledge and skills. 100%
E) Obtain appropriate and encouraging feedback, positive mentoring from the counterpart participants:
Q14) Having direct feedback from the audience, stimulated my mind and raised consciousness to look at my material in multiple angles. 90%
F) Transformation of attitude and notions motivation, confidence, stimulation, satisfaction, accomplishment, responsibility, commitment:
Q20) A sense of mission and responsibility toward a future teaching career was reinforced through this event. 96%
G) Expand models, goals, ideas of future teaching profession:
Q8) It gave me a chance to look into my potential talent for a teaching career. 96%

The students' remarks shown below are some extracts gathered from reflective journals and are representative of the positive reflections that the participants has about the videoconferencing project.

Students' Written Reflection on the Videoconference

- It was so exciting to interact with a live enthusiastic audience. I am glad that my presentation went well and the students seemed interested in my topic. I am thankful for their thoughtful comments and questions.
- It was inspiring to see the junior high school students exposed in another culture and can communicate in English much better than us. I was embarrassed by my poor vocabulary and expressions. I must brush up my English skills to become a better speaker and a teacher. Also, I really appreciate the English teacher's valuable advice on our teaching materials. *(sic)*

- The counterpart was very considerate and warm. It felt like we were communicating next to each other. It's really fascinating to think that we actually shared the same time and space together. A strong determination arouse for wanting to learn English to become a better communicator for my future profession as a teacher. *(sic)*
- I was astonished and fascinated by the technology and was thrilled to have the spontaneous exchange. It felt like a dream to be able to speak to people in far away locations and share the same moment with them. It was such a motivating experience for me. I would like to try this kind of teleconference when I become a teacher in the future to contribute to global education.
- The cultural exchange was very beneficial. I enjoyed preparing for my presentation since the audience was live and eager to learn from us. I appreciate their valuable comments and questions. I must work hard to improve my English language skills so that I can communicate better next time.
- It was very educational to do research about our own culture and create a teaching material in English. It was a wonderful opportunity to send our important cultural message to the counterpart. My motivation to learn and become a teacher strengthened. *(sic)*

TABLE 4. Excerpt of Partial Questionnaire Results of the Videoconference Counterpart

Counterpart: Wien (n = 6), Budapest (n = 6), and Hawaii (n = 10). Total N = 22 (percentage of *agree* and *strongly agree*).
1) Did you enjoy participating in the interactive videoconference with Univ. of Ryukyus students? Agree (18%, n = 4) Strongly agree (82%, n = 18).
2) Did you become interested in Okinawan culture after hearing the university students' presentation? Agree (32%, n = 7) Strongly Agree (68%, n = 15).

As is evident from Table 4, the results of the questionnaire and comments of the university students and the counterpart participants reveal that the majority of the participants were satisfied with the content, task, and outcome of the videoconference collaboration. Through the positive reflection of a large proportion of the respondents, we can also infer that videoconferencing is an effective and motivating event that increases learning opportunities, and thus may be ideal to implement in language teacher education programs.

Traditional micro-teaching is beneficial as a preparation stage, to build foundations to connect theory and practice. However, in addition to the traditional approach, videoconferencing may serve as a means for bridging the various theories to practice and extending traditional micro-teaching practices. It familiarizes student teachers with teaching, deepens cultural knowledge of multiple cultures, aids them in obtaining mentoring support, insures guidance for reflective practice, helps student teachers develop creative presentations, builds communication skills, and helps student teachers improve teaching techniques. It could be considered one of the supplementary approaches that may stimulate students' learning and reinforce their professional knowledge and potential.

As student teachers proceed through the multiple phases of the present project, they made progress through layers of positive affect provided by the

videoconferencing interaction and materials development experience, and accumulated knowledge and skills crucial for their future teaching career. The following describes the activities, processes, and outcomes of the videoconference-enhanced micro-teaching model:

- Authentic contexts and tasks
- Research and materials development (of home culture)
- Presentation (served as extended micro-teaching)
- Feedback and mentoring
- Reflection, interpretation, application
- Acquisition of professional knowledge
- Transformation of attitude and notions (awareness, motivation, commitment, etc.)
- Models and goals for a future teaching profession

Through the videoconference-enhanced micro-teaching opportunity, student teachers experienced various rewarding cycles and expanded their potential toward a teaching profession. In the words of Wallace (1991): "it provides a safe, progressive, and experimental opportunity before student teachers go into the real teaching environment" (p. 88). It also gives teachers a chance to "examine the student teachers' ability, values, relations with students, and their successes and failures in a realistic context and aid the path toward becoming an expert teacher" (Lange, 1990, p. 248).

Furthermore, Beattie (2006) illustrates the teacher training procedure as: "(a) experience, (b) reflection, (c) interpretation, and (d) application" (p. 17). We could see evidence of student teachers going through this productive cycle throughout the whole project.

With appropriate implementation, videoconferencing can "facilitate knowledge transfer and foster the enactment of newly acquired knowledge" (Dal Bello, Knowlton & Chaffin 2007, p. 40). Through this experience, student teachers can build "the foundation of professional identity, goals, responsibilities, teaching styles, effectiveness, level of satisfaction, and career paths" (Kosnik & Beck, 2009, p. 130). Accordingly, as Kent (2007) emphasizes, "Interactive videoconferencing is a powerful tool that teacher education programs can utilize to help prepare new teachers to meet the many challenges inherent with educating students today" (p. 51).

From the findings of the present pilot study the advantages of videoconferences can be summarized as follows:

- Videoconferences provide presentation opportunities in an authentic environment.
- They give a specific purpose for the task; to develop effective and creative teaching materials.
- Students will be committed to the task and the project throughout the whole process and make progress in becoming capable, reliable, responsible individuals. They increase their enthusiasm toward teaching.
- Students can improve their communication and presentation skills, and test out their teaching materials through actual classroom simulation.

- Students consciousness of the teaching profession is raised and cultural and professional awareness is also raised.
- Students gain effective teaching skills and pedagogical knowledge.
- Students can obtain valuable feedback, encouragement, and advice from the enthusiastic live audience which may serve as a mentor.
- Interaction with the counterpart is beneficial for building effective communication skills, which will maximize their future teaching techniques.
- It can provide models or ideas for a future teaching career.
- It is a stimulating and motivating alternative to the traditional artificial micro-teaching environment.

CONCLUSION

An important objective of this study was to implement an authentic, interactive, and collaborative environment through videoconferencing and materials development project work, to improve the quality of the micro-teaching experience in the English teacher training program, and enhance student teachers' professional growth.

As shown in the students' reflections (Appendix A), the majority of the participants reacted extremely favorably and were satisfied with the activities and outcomes of the project. Owing to this precious experience, they seem to have made progress in building their language and cultural knowledge, communication, teaching, and presentation skills, which are all inevitable components for becoming a successful language teacher.

However, in conjunction with the positive outcomes of the project, the author faced various challenges and limitations through the organization of this pilot study. Below are some considerations that are suggested to be reviewed before planning such an event.

Considerations for Organizing Videoconference-Enhanced Collaborations
- Finding a counterpart (inquiries and approaches)
- Scheduling (time difference)
- Setting the theme (common aims and goals)
- Negotiation and discussion (compromising beneficial content for both or multiple ends)
- Preparation and organization (thoroughly checking student product, the outline of the collaboration)
- Frequency of collaboration (single, multiple, or continuous)
- Technical issues (quality of visuals and sounds)

On the basis of the findings of the present study, it is possible to conclude that videoconferencing in a teacher training course may be highly effective and applicable to facilitate unique learning opportunities and enhance professional growth, which may lead to producing competent language teachers. Since the present study was a venture project, further studies are necessary to gather additional data applicable to teacher training programs in general. The findings suggest that since "improved teacher quality is directly linked to student success,

it is imperative that universities provide an immersion of optimal learning experiences for pre-service candidates" (Kent, 2007, p. 47). Moreover, the present study focused mainly on the results of the Japanese university students. Therefore, the reflections from the overseas institutions will be the focus of future discussion.

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APPENDIX A

Questionnaire Results of the Videoconference and Project

Pre-service Student Teachers' Reflection: (Percentage of agreed and strongly agreed**)** N = 29
(Translated from the original version)

1) Teleconference was a valuable experience that provided an authentic context. 100%
2) I felt the significance of English language in this global society. 100%
3) I strongly realized the importance of introducing one's own culture as well as absorbing others.100%
4) I became interested in the language and culture of the counterpart. 97%
5) The teleconference exchange broadened my perspective globally. 97%
6) My motivation heightened for learning English and other content knowledge essential for becoming an English teacher. 89%
7) My interests for a teaching profession arouse tremendously. 93%
8) It gave me a chance to look into my potential talent for a teaching career. 96%
9) It was a wonderful opportunity to develop my knowledge and teaching skills through this practical and authentic experience. 93%
10) I realized the necessity for thoroughly planning and creating teaching materials for effective teaching. 97%
11) I was able to utilize the English and the content knowledge that I learned to organize and conduct the presentation. 93%
12) I felt a sense of achievement having a chance to present my materials in front of a live native English speaking audience. 90%
13) I felt a sense of happiness, accomplishment, and commitment since I had a chance to present my original teaching material in front of the counterpart and was able to have direct responses. 90%
14) Having direct feedback from the audience, stimulated my mind and raised consciousness to look at my material in multiple angles. 90%
15) I was encouraged and motivated by the questions and comments from the counterpart. 100%
16) My motivation heightened during material preparation stage, just to imagine the native English speaking audience. 93%
17) I think the multiple interactions with the counterpart enhanced my pedagogical knowledge and skills. 100%
18) I felt a sense of joy though the various interaction and sending the cultural message across to the counterpart. 96%
19) Preparing for this event, organizing my presentation and performing, lead to improve my oral presentation skills and instructional knowledge. 97%
20) A sense of mission and responsibility toward a future teaching career was reinforced through this event. 96%
21) There were various discoveries during the preparation stage that broadened my professional knowledge. 86%
22) I can definitely utilize this experience in my future teaching career. 89%
23) The interaction with the native English speakers gave me a foundation for improving oral English expressions that can be applied to my future teaching career. 93%
24) I would like to organize and realize this type of teleconference in the future. 86%
25) The teleconference experience provided me to test my teaching materials and simulate effective teaching techniques. 93%
26) I felt the need to build my vocabulary and to develop the ability to respond spontaneously and skillfully in English. 96%
27) I was impressed by the advanced technology that made this authentic interactive learning experience possible. 100%
28) The collaborative pair work was challenging and stimulating that built reflective skills and autonomy. 90%
29) The process of collaborative project work was valuable to create original teaching materials with my partner and deepen my understandings. 93%
30) I am satisfied with the material we developed through collaborative project work that can be applied in future teaching situations. 89%

APPENDIX B

A sample of student-developed material (reading script) and power point slides

1) The First Birthday
     Look at the picture. Do you know what they are doing? This is the very first birthday of the baby boy, and his family is having a traditional party for celebration called as "Tanka-su-ji-" or " Tanka-yu-e-" in Okinawan language.

As in other places around the world, in Okinawa, family members and relatives get together and hold a big celebration when their baby turns to be one-year-old. Although there are some differences in a way of celebration from one region to another, people traditionally report to their ancestors about this happy day with local dishes on the family altar and do an interesting event like fortune-telling.

In the event, various items are put in front of a baby. There is no rule about the items to be used, but it seems common to set an inkstone or a writing brush, a book or a notebook, an abacus, money, red bean rice, and sewing tools (only for girls). A baby is supposed to choose one or some of the items, each of which has different meanings. With the item picked up, family members could predict the baby's character, field of interest, or future career. For example, if a baby takes a writing brush in his or her hand, adults might be pleased to know that their baby would be intelligent or become a scholar in the future. If a baby selects money, it means that he will be rich. If red bean rice is chosen, the baby will be satisfied with food in his or her whole life.

Okinawan people enjoy Tanka-su-ji- in their own way, celebrating that their baby has reached his or her first birthday without any big troubles. Although the origin of the event is not clear, it is said that similar convention can be seen in some other places in Japan as well as other parts of Asia, such as Korea and China.

Representation
1. an inkstone or a writing brush →intelligence / high ability in writing / scholar
2. a book or a notebook → intelligence / scholar
3. an abacus → intelligence / high ability in calculation / scholar
4. money → rich
5. red bean rice → no problem in food
6. sewing tools (scissors or a scale) → high ability in sewing
7. musical instruments (a recorder, sanshin, etc.) → high ability in music / musician

Questions
1. What is Tanka-su-ji-?
2. Traditionally, how do Okinawan people carry out Tanka-su-ji-?
3. What do you expect if your baby selects sanshin in the event of fortune-telling?