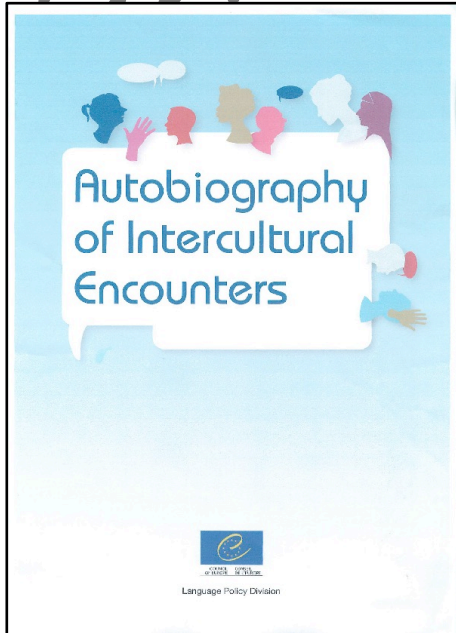
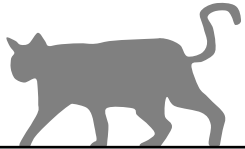
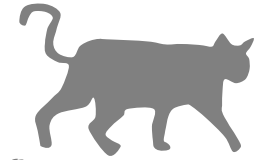


Japanese Students' Developmental Changes in Intercultural Competence



INTED 2020
March 2, 2020
Kahoko Matsumoto
Tokai University, Japan

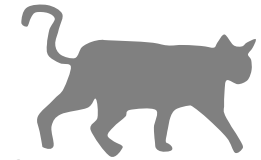
Contents



1. Background
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1. Background



First grant-in-aid project (2010-2013):

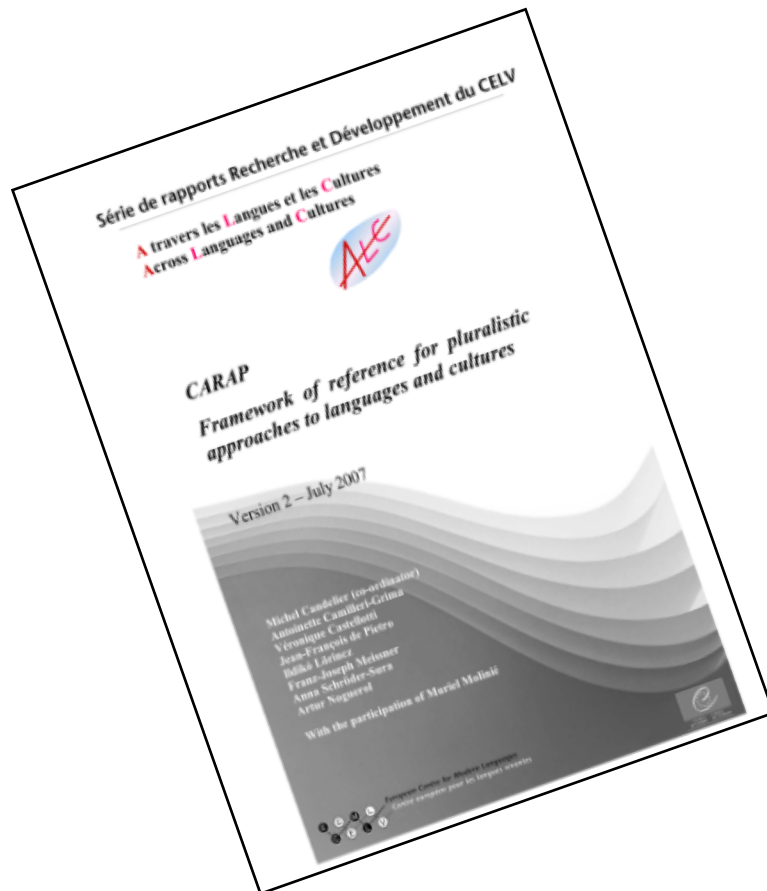
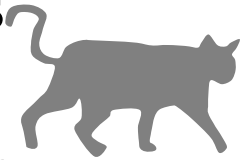
To create clear objectives and criteria for Intercultural Competence (incl. Critical Thinking) to be incorporated into Foreign Language (esp. English) Learning in Japan. Learning English as a foreign language (EFL) has been too language-skill focused to produce young generation who can function in the globalizing, multicultural world.



Second on-going one (2016 – 2019)

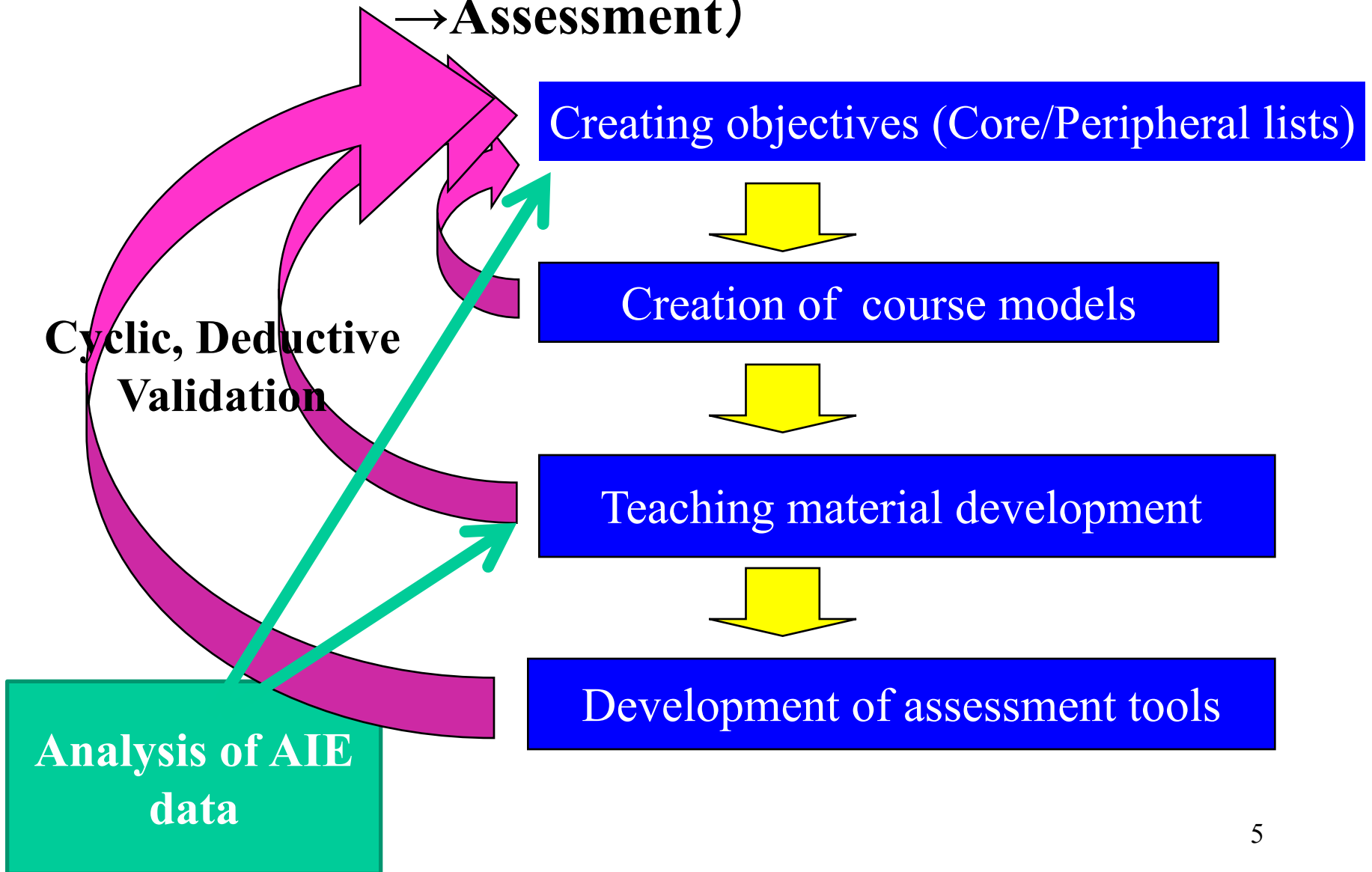


1.1. Development of the Teaching Objectives and Measurement Constructs



**Based on ECML's FREPA
(Framework of Reference for
Pluralistic Approaches to
Languages and Cultures) and
Michael Byram's ICC Model
+
Critical Thinking measure-
ment tools in North America**

1.2. Overall Experimental Design (Objectives→Teaching Material →Assessment)

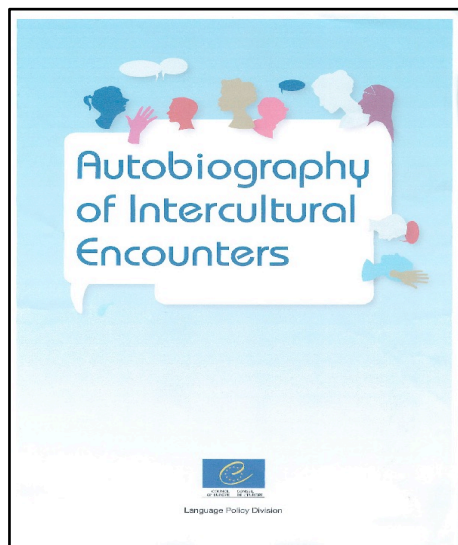


Autobiography of Intercultural Encounters (AIE)

A complementary/self-reflective tool developed to encourage students to exercise independent

critical faculties by reflecting critically on their own responses and attitudes to experiences of other cultures. It includes approx. 50 questions in 9 sections.

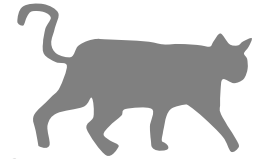
(developed by Michael Byram and his team)



Last Q: **How has this experience changed you? Will you decide to do something as a result of doing this AIE?**

*The young learners' version is considerably simpler with approx. 10 questions.

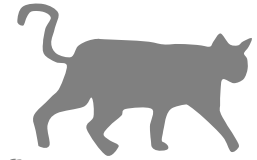
2. Previous Studies



1. The analysis of 80 university students' responses to approx. 50 (9 sections) questions related to their IC experiences (2014)
2. The comparison of the responses of 41 university students and 35 elementary school children in dealing with various intercultural encounters and solving problems, focusing on media influence (2017)



3. Present Study



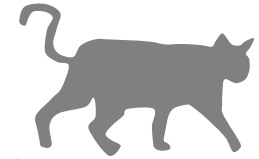
The comparison of the responses of 326 university students, 166 junior high school students and 192 elementary school children in dealing with various intercultural encounters and solving problems, in order to ascertain some developmental patterns of intercultural awareness and perceptions.



*University students can make entries without any help, but for elementary school and high school students, a preparatory lesson was conducted. Elementary school students' data include 19 interviews.



4. Method of Analysis



1. IBM SPSS Text Analysis software

2. KH Coder by Dr. Higuchi

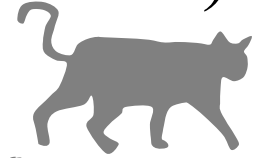
Words with similar appearance patterns, with high collocation, are connected with edges.

(calculated using Jaccard index)



Example: 1 University Class (60 students)

(9) Attitude toward this IC



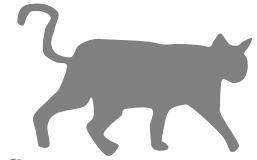
experience--positive or negative

9. If, when you look back, you draw conclusions about the experience, what are they?

- × 9-1 **I liked** the experience for the following reasons...
- × 9-2 **I disliked** the experience for the following reasons...



positive or negative



- positive 49 persons
- negative 10 persons
- No answer 4 persons

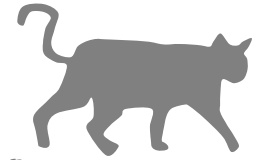
➤ Quantity of positive description

total 14950 words/27 persons=554 words/p.

➤ negative description 4473/7=639 words/p.



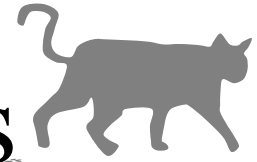
(9-1) I liked the experience because.....



- Trying to talk to foreign people lessens the feeling of “fear”.
- They tried really hard to understand me.
- I felt like stepping into a new world.
- I was happy I could at least make them understood what I wanted to say.
- It was a good opportunity to test my English ability.



Vocabulary used for the positive attitude: 1060 tokens

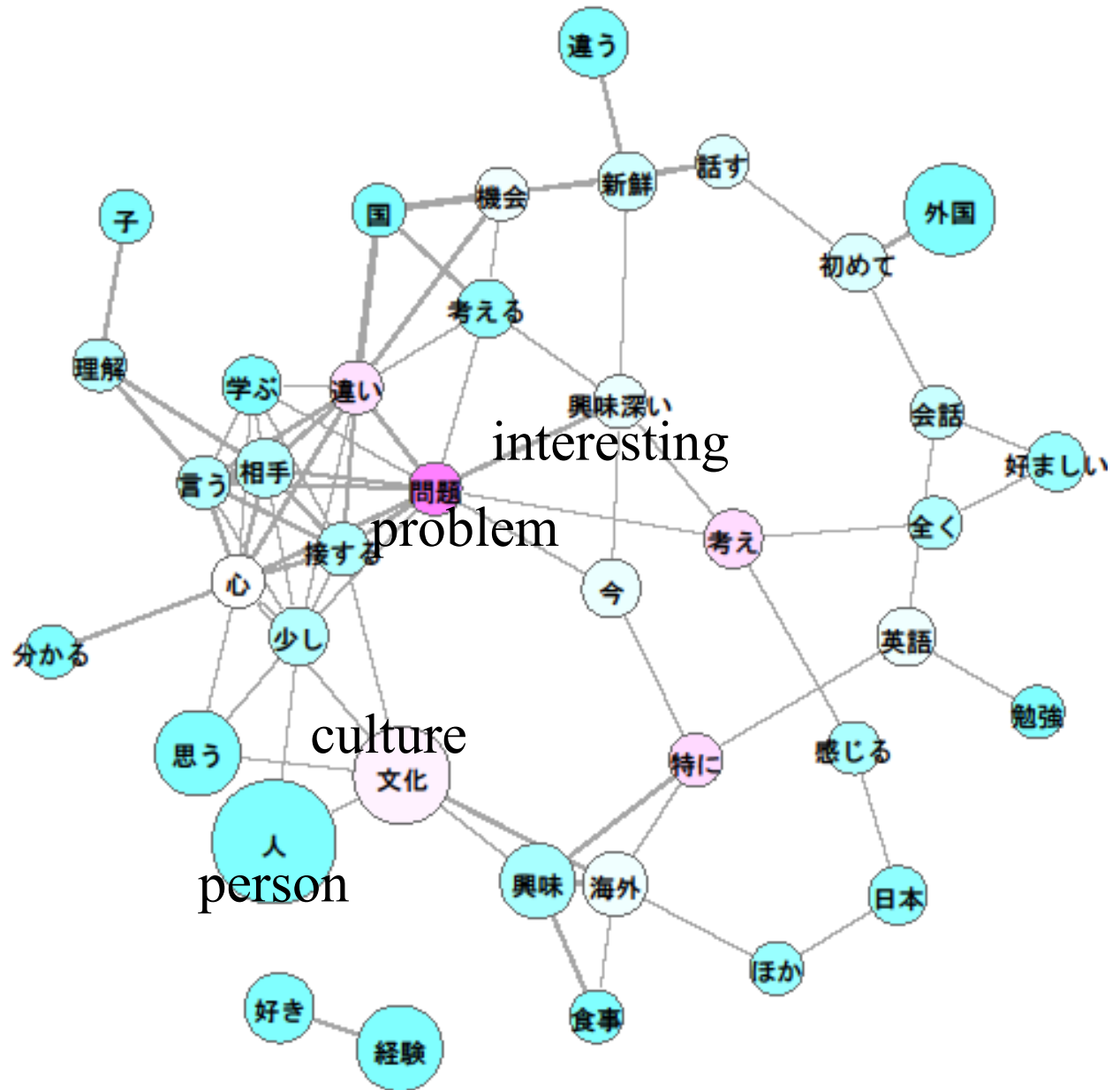


Noun 1		Noun 2		adjective	
I	11	experience	8	like	5
culture	10	experience 2	3	fresh	3
foreign					
country	9	conversation	2	dangerous	1
interest	6	interaction	2	eccentric	1
overseas	4	meal	2	diligent	1
English	3	study	2	enough	1
thought	3	understand	2	pure	1
The person	3	home stay	1	honest	1
friend	3	will	1	love	1

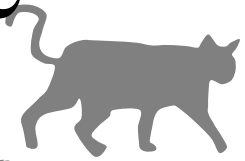


Positive

Sometimes
Problematic,
but different
people and
cultures are
interesting.



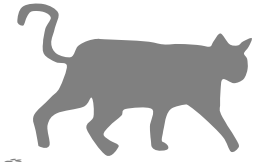
(9-2) I disliked the experience because.....



- I felt awkward when we were enjoying the trip.
- When they approached us, we thought they didn't understand the Japanese culture.
- I couldn't accept the food culture of a different country and hurt the person, which was a bitter memory for me. If I had been the person, what would I have felt then?

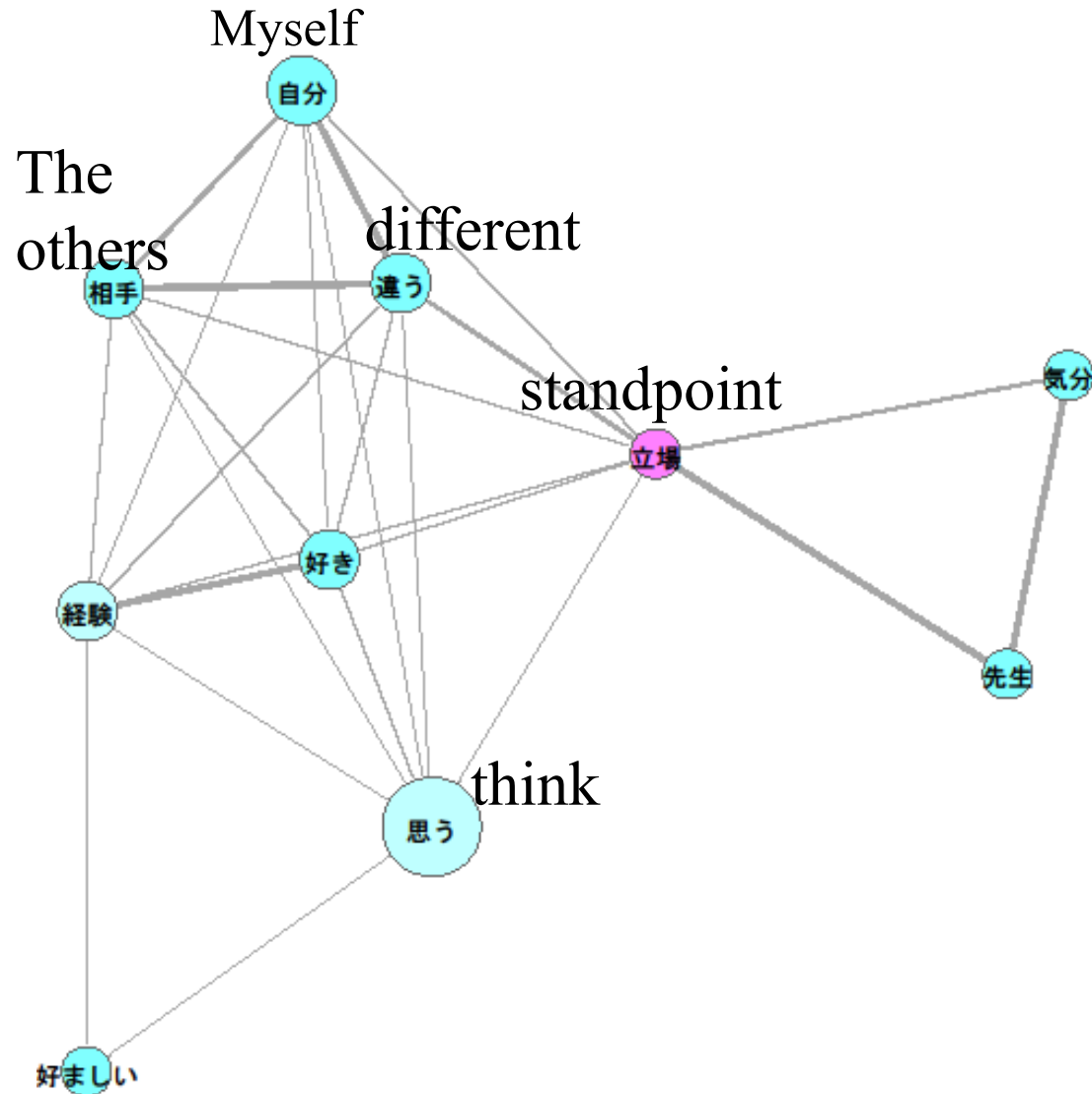


Vocabulary used for the negative attitude: 376 tokens

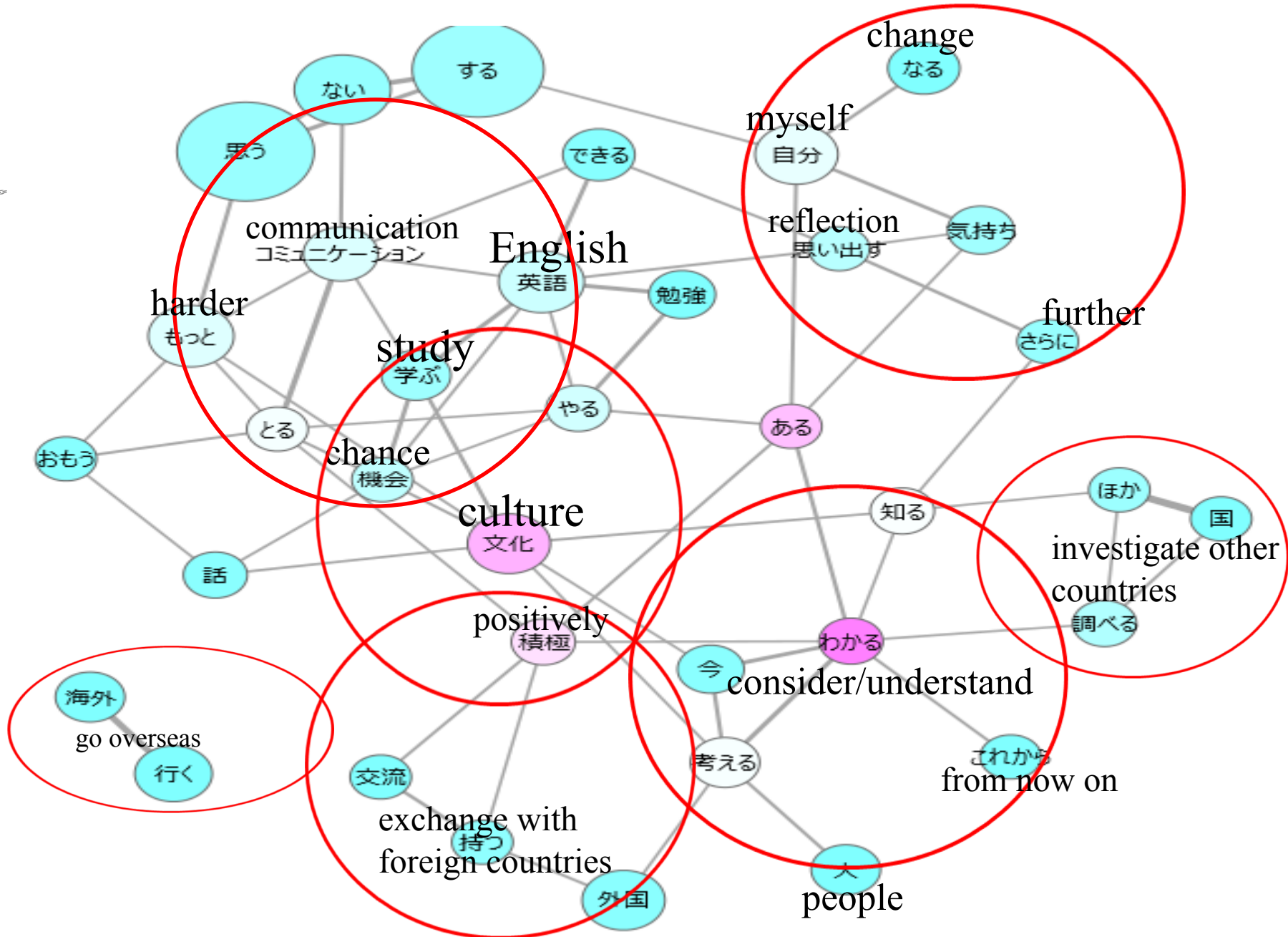


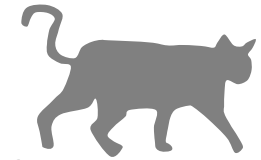
Noun 1		Noun 2		adjective	
I	4	experience	3	like	3
Other(s)	3	description	2	dislike	1
feeling	2	answer	1	pain	1
teacher	2	discrimination	1	uncomfortable	1
standpoint	2	Class teacher	1		

Negative = Other cultures are too different and made me think about (sometimes doubt) my own views.



<Answers to a summary question>





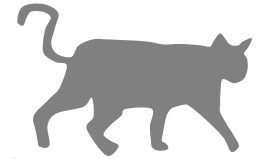
KH Coder

a free software for quantitative content
analysis or text mining

<http://khc.sourceforge.net/en/>



5. Results

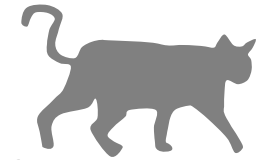


<University Students>

- **The awareness of and willingness to understand “others” was clearly observed, but they tend to evaluate the encounters by “we” vs. “others” dichotomy, even in the cases where not much difference exists, and conversely, they don’t look at the diversity among “others”.**
- **Motivation toward English study as well as interests in other cultures seem to have been raised by the act of reflection itself. → Approx. one-third of them were able to change their parochial views thru the reflective process.=
Their ability of autonomous learning has been proven.**
- **Various types of media influence were detected, notably in their use of stereotypical, sweeping statements.**



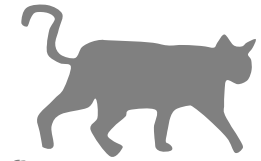
The types of intercultural encounters of 326 university students:



- Encounters in Japan: 225, Encounters outside Japan: 101
- Countries: Asia (10 different countries) (115), North America. (50), Europe (42), Middle East (29), Oceania (incl. Micronesia) (27), Latin America (21), Russia (18), Africa (14),
Japanese with different ethnic backgrounds (10)
- Age: Children (28), University Students (145), Adults (134), Older Adults over 60 (19)

***The intercultural encounters of elementary and high school students were limited, and there was a big difference bet. the schools in the city and those in the countryside.**



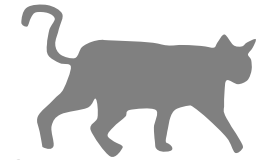


<Comparison of university students and elementary school students>

1. Perceptions of “Otherness”

Compared to the responses of university students, **children’s responses were more idiosyncratic**; the dichotomous perceptions seen in the university students’ responses appeared sporadically, but the data analysis showed **more natural, individualistic reactions and unbiased interpretations of the intercultural events.**





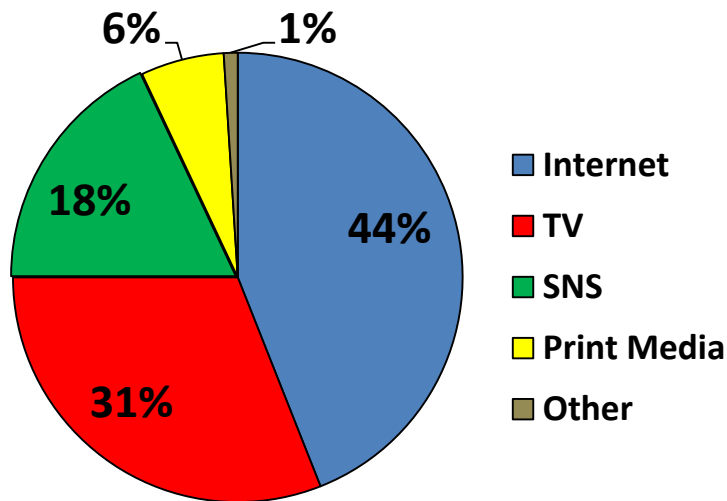
2. Media Influence

Both groups have tendencies of making stereotypical, sweeping statements about people who are different from themselves, and are **often influenced by media depictions of foreign people**, which is quite natural as Japanese youngsters still live in a mostly homogeneous environment where stereotypes can be quite easily formed. **Yet, children's entries did not reflect them as often as the counterparts of university students.**

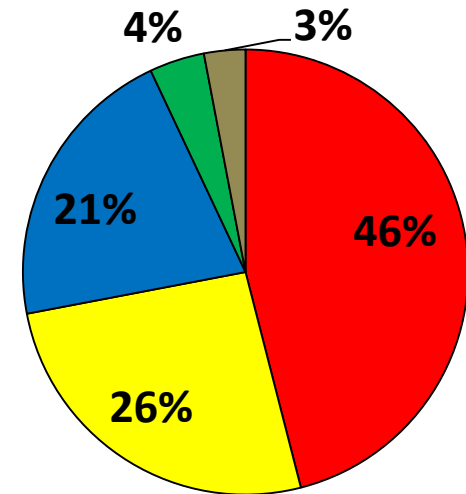


Use of Media

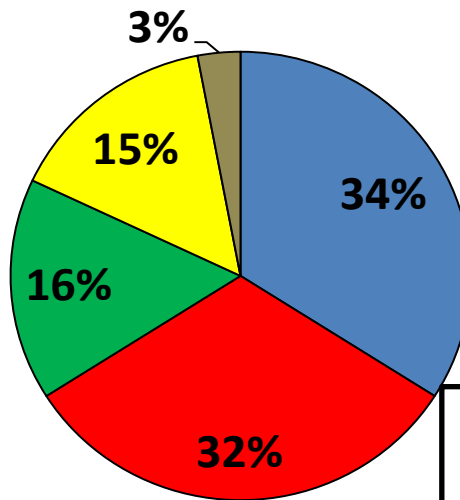
- the most frequently used one



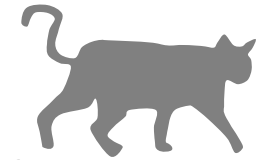
University Students



Elementary School Children



Junior High School Students



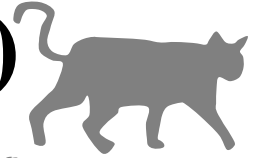
<Developmental patterns>

The junior high school students' responses seemed to be somewhere in the middle between those of university students and elementary school children, though there were big variances in their responses.

It can be predicted that their personal experiences and influences of various social/environmental factors gradually determine the degrees of intercultural flexibility and tolerance they have acquired.



Tendencies (by manual counting)



1. Stereotypical/Sweeping Statements

University Students: 29%

Junior High Students: 17%

Elementary School Students: 11%

2. Belief in/influence of media depictions

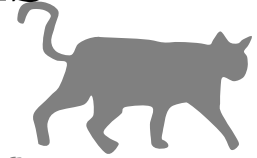
University Students: 40%

Junior High Students: 33%

Elementary School Students: 28%



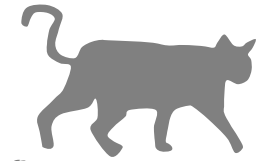
6. Summary and Implications



1) Just like the previous study, the responses of university students were varied depending on their learning histories and experiences rather than their original dispositions. However, at least about a third of them were able to change their rather ethnocentric views **through the reflective process and/or input from various courses they were taking at the time** when the data was collected.

2) **It appears that the proclivity for stereotyping often emerges and is strengthened as children grow**, being exposed to different types of media and interacting with people who have stereotypical views including their parents, relatives and friends. → **What types of scaffolding will be effective?**



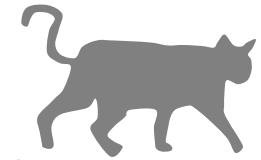


<Instructional Models>

1. Bilingual interactions with foreign students with content complexity gradually increased.
2. Use of stimulus video clips using foreigners from different countries followed by group activities /discussion (bilingually if necessary)
3. Internet-based exchanges with classes in other countries
4. Use of teacher-prepared multimodal (mixed-media) materials

***If used in English, AIE may have to be simplified with easier English.**





4) Our project team will try to reflect the accumulated data of this kind in the effort to create teaching models/materials to nurture intercultural competence including media literacy, with an eye toward arriving at more feasible, optimal models that are conducive to different types/levels of classes at elementary, secondary and tertiary education in Japan. AIE will continue to be used, firstly to validate these teaching models and materials, and **more importantly, for autonomous, reflective learning *per se*, which is this tool's original function.**



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Antonio Jimenez-Munoz &
Ana Cristina Lahuerta Martínez

Empirical Studies in Multilingualism

Multilingualism is a broad term that alludes to the use of several languages (not necessarily proficiently) via the mutual interaction of languages in the mind of the user or with others. Thus, it does not only target language use, but how prior linguistic and cultural experience of such users contributes to determining their communicative competence. Interest in multilingualism is growing fast in research, education, and policy. This volume addresses current research in multilingualism from such diverse education contexts as Spain, Costa Rica, Mexico or Japan in order to provide an insight into the variety and diversity of research problems in the field. Acknowledging that research questions are to still further face the challenges posed by different contexts of practice in primary, secondary and tertiary levels, this collection is divided into ten chapters that approach the selected issues from different empirical perspectives, bringing together research in relevant contextual levels and emphases such as language, content and skills acquisition, learning and teaching effectiveness, policy supervision and motivational factors.

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Dr Ana Cristina Lahuerta Martínez is professor at the University of Oviedo. Her research has focused on the field of Applied Linguistics, specifically on the area of teaching and learning English as a Foreign Language and bilingual education. She has published in *Assessing Writing: English for Specific Purposes*, *Iberica*, *Porta Linguarum*, *Revista de Lingüística* and *Journal of Applied Linguistics*.

Antonio Jimenez-Munoz &
Ana Cristina Lahuerta Martínez (eds)

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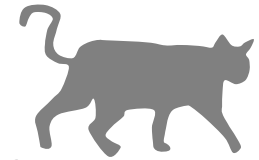
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