

# **Increasing Intercultural Communicative Competence in the EFL classroom**

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## **1) Teaching context:**

**Level:** 2nd year University students

**Class size:** 6 students x 2 booths (total students who joined the research: 24)

**Textbook:** No textbook. Own handouts

**Class:** Advanced Power-Up Tutorial ( English Communication class)

**Time:** 45 minutes x once a week

## **Issues:**

Advanced Power-up Tutorial is a programme designed for increasing students' communicative ability in the second language (English). Most students who take this course will go and study abroad the following semester, and the course should provide them with the tools (conversation skills) and chances (time) to be able to effectively communicate in English. However, in order to 'effectively' communicate in English, one must also be aware of the cultural elements that are present in a conversation.

As Bennett states, “ to avoid becoming a fluent fool, we need to understand more completely the cultural dimension of language” (Bennett, 1997).

Byram (2002) too underlines the importance of an intercultural dimension in language teaching in aiding learners' acquisition of both linguistic competence as well as intercultural competence.

I am convinced that the material created for the class lacks the potential to increase students' intercultural competence, which should be essential in the context of foreign language communication. As a consequence, I believe students are gaining an incomplete set of skills at a crucial time where they are one step away from experiencing foreign language communication in a real context.

In their introduction to intercultural language teaching for the Council of Europe, Byram, Gribkova, and Starkey (2002) state the following as aims for those who have decided to include the intercultural component in their language teaching context:

..to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see such interaction in an enriching experience. (p.10)

After setting aside the traditional Advanced Power-Up Tutorial lesson format, in the first semester I began my action research focused on incrementing the use of ICC in our communication class. I chose a small group of students in one slot on Tuesday afternoons, and randomly alternated the 12 students between mine and my colleague's class.

The new approach consisted of introducing new lesson handouts focused on developing ICC skills, knowledge and attitude, rather than focusing on conversation skills practice alone. Moreover, I introduced bi-weekly team research, reflection journals, and increased activities aimed at eliciting idea exchange in class.

At the end of the semester, I analyzed several quantitative (survey) and qualitative (journals, teacher notes, interviews) data, and reported on the findings of my research.

Although students demonstrated an overall improvement in all three skills and genuine interest in the things they were learning, the progress in intercultural competence is a process that might take a lifetime. Considering the time constraints of my action research, I decided to analyze the results and breakdown the focal points I were to develop this semester's lessons on;

According to student surveys, contrary to their knowledge and curiosity, their skills had not developed as much as I had thought. The first issue at hand was how to improve students' skills over the arch of a mere three months.

The second issue I had encountered during the first half of my research was related to the teaching opportunities. Over the course of first semester, I had chosen a single class of 12 students, however I soon realized that one class was not enough. I had no chance to improve myself nor my lessons, as I only had one shot at teaching the lesson and one chance to analyze mine as well as students' performance. Therefore, the second issue to resolve was that of increasing the opportunities for teaching the lesson.

## **2) Goals:**

1. Students show interest in learning about other cultures as well as their own.
2. Ss can apply cultural awareness in hypothetical situations.
3. Ss can develop critical thinking skills.
4. Ss can reflect on their own understanding, experiences and beliefs.
5. Ss can share and justify their opinions.

## **3) Literature Review:**

According to chapter 5 of the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR), the user/ learner's competence is defined by three components: knowledge, skills, and existential competence.

Within existential competence, we also find Intercultural Communicative Competence.

Intercultural communicative competence (ICC) is a fairly recent concept, with publications on the subject going back only as far as the late 1980s. Nonetheless, there has always been an awareness that foreign language teaching functions not only for its own linguistic or didactic purposes, but also as a tool to facilitate intercultural communication.

Through my research, I plan to illustrate the effects of an ICC-oriented approach in EFL teaching with Japanese university students. In doing so, I hope not only to familiarize fellow teachers with a concept that remains unfamiliar to many, but also to emphasize through my experience that there is a need for training foreign language teachers in intercultural communication.

Intercultural sensitivity is not natural. It is not part of our primate past, nor has it characterised most human history. Cross-cultural contact usually has been accompanied by bloodshed, oppression, or genocide. Education and training in intercultural communication is an approach to changing our learners to transcend traditional ethnocentrism and explore new relationships across cultural boundaries. This attempt at change must be approached with the greatest possible care. (Bennett, 1993:21)

Although more people are having opportunities for cross-cultural encounters, having little cultural competence can lead to problematic situations.

Hall states that “culture hides much more than it reveals, and strangely enough, what it hides, it hides most effectively from its own participants.” (Hall, 1959:39).

Teachers’ challenge is to first assess students’ cultural understanding about others as well as their own culture, provide appropriate activities, and promote the development of skills, and attitudes which can be applied in an intercultural context.

Simply put, “Intercultural competence is to a large extent the ability to cope with one’s own cultural background in interaction with others” (Beneke, 2000: 108-109)

There are three main scholars in the area of IC whom I have chosen to follow as a guideline when conducting my research: Milton J. Bennett, Michael Byram, and Darla K. Deardorff.

### **Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)**

Dr. M.J. Bennett (2004), defines ICC as “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts”.

Firstly, he approached the argument of *Culture* versus *culture*, the first one being objective culture which people might learn at school, the second subjective culture concerning the psychological aspects of a group. He claims that “understanding subjective culture can aid in the development of skills in cultural adaptation and intercultural communication.” (Bennett, 1998:4).

The question then is “How do we measure said skills..?”.

In 1993, Bennett developed a model to measure one’s intercultural sensitivity, the DMIS.

The principle behind the DMIS is to measure one’s personal growth on a scale of six stages leading from Ethnocentrism (the judgement of another by one’s own standards) to Ethnorelativism (an acquired ability to recognize variety of values and behaviours as cultural) .

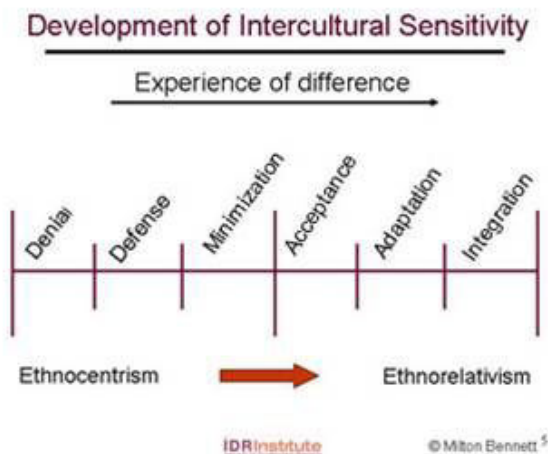


Figure 2. Bennett's DMIS (1993)

Using the DMIS (Figure 2 above), one is able to easily diagnose learners' level of cultural development and work towards reaching integration by designing specific activities to suit the correct level and offer the correct set of skills needed.

### Byram's Model of Intercultural Communicative Competence

One of the most renowned scholars in the area of IC is Michael Byram. His notoriety amongst FL teachers comes not only from the fact that he created a new intercultural model, but also because his approach is entirely that of someone from the field of foreign language didactics.

By learning foreign languages, people have the opportunity to become familiar with other cultures. Such insight provides the base for respect and increase tolerance, and contribute to other ways of thinking, broaden pupils' understanding of their own cultural belonging. And in this way pupils' own identity is strengthened. (Byram, 2005)

In 1997, Michael Byram created a model of ICC upon which the majority of the most recent research in the field has been based.

	SKILLS interpret and relate (savoir comprendre)	
KNOWLEDGE of self and other; of interaction: individual and societal (les savoirs)	EDUCATION political education critical cultural awareness (savoir s'engager)	ATTITUDES relativising self valuing others (savoir être)
	SKILLS discover and/or interact (savoir apprendre/faire)	

Figure 3. Byram's model of ICC (1977)

Byram (1977)'s model of ICC breaks its components down to: Skills (*savoir comprendre, savoir faire*), Attitude (*savoir être*), Knowledge (*les savoirs*), and Education (*savoir s'engager*).

Through Byram's model foreign language teachers help learners acquire competences in all five *savoirs*.

### Deardorff's Intercultural Competence Framework

Dr. Deardorff defines IC as “ the ability to develop targeted knowledge, skills, and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” (Deardorff, 2006).

Her IC framework, adapted from Byram's model of ICC, is the first research-based IC framework.

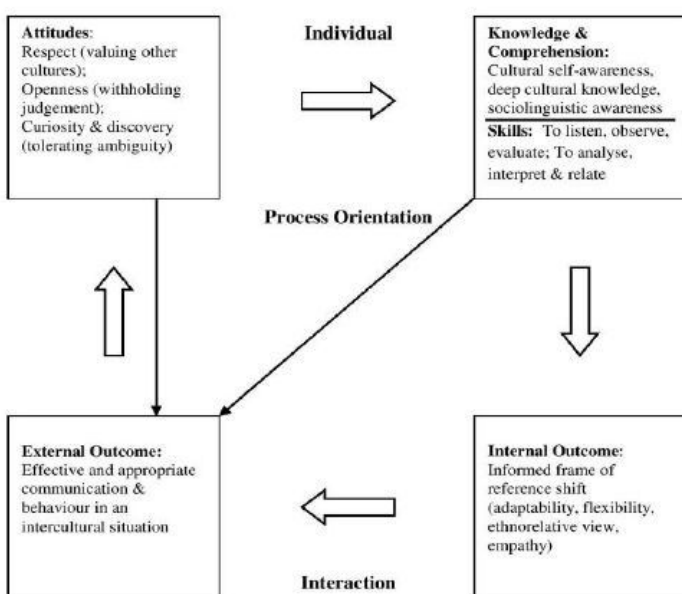


Figure 4. Deardorff's IC model (2006)

According to her framework, intercultural competence is made of three elements: Skills, Knowledge, and Attitudes. These three elements lead to Internal Outcomes, where one has an internal shift from ethnocentrism to ethnorelativism. As a result, this shift is externalised through visible behaviours which she defines as External Outcomes.

Deardorff also heavily stresses on the idea that IC is a lifelong process, hinting a need for IC awareness when developing new teaching material and training new staff.

### 4) What I did

The first steps I took this second semester of research were:

1. Introducing new lesson handouts focused on developing students' critical thinking skills and support their development of cultural awareness. The lesson topics were adjusted to include aspects of culture from Brembeck(1977)'s cultural iceberg analogy (see Figure 2 below). The type of activities included critical incidents, cultural images, cultural roleplay, and word association.

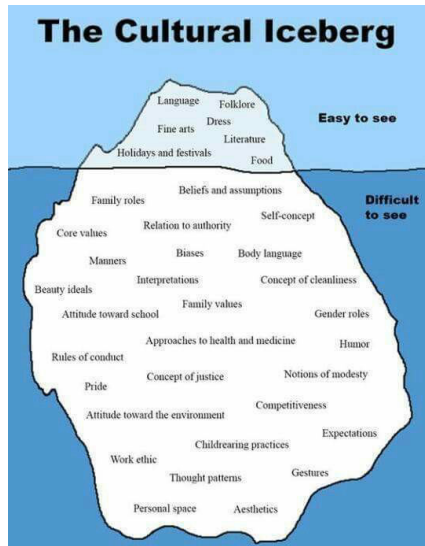


Figure 5. Brembeck's Cultural Iceberg model.

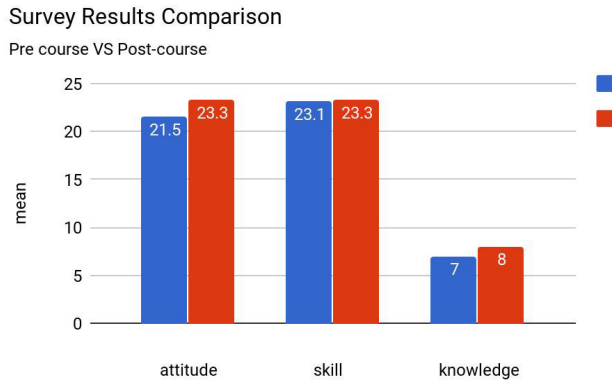
2. Assigning bi-weekly research for homework to do in pairs, instead of groups of three.
3. Students' reflection journals
4. Handing out a Newsletter every month to share (anonymously) with both classes students' thoughts and experiences taken from their reflection journals.
5. Taking hot notes during each class to reflect on course development, student performance as well as to redefine the teacher's role in the classroom.
6. Conducting one-on-one interviews with 7 students on their thoughts about the class.
7. Video recording my lesson on cultural roleplay.
8. Conducting a questionnaire to analyze students' ICC level,, with a second section specifically for students' reflection and self-assessment.

## 5) Results:

### (1) Results of the ICC survey - Section 1

Chart 1.

*Comparison of Pre- and Post-course Survey Results*



Source: Survey - 14 questions (n=21)

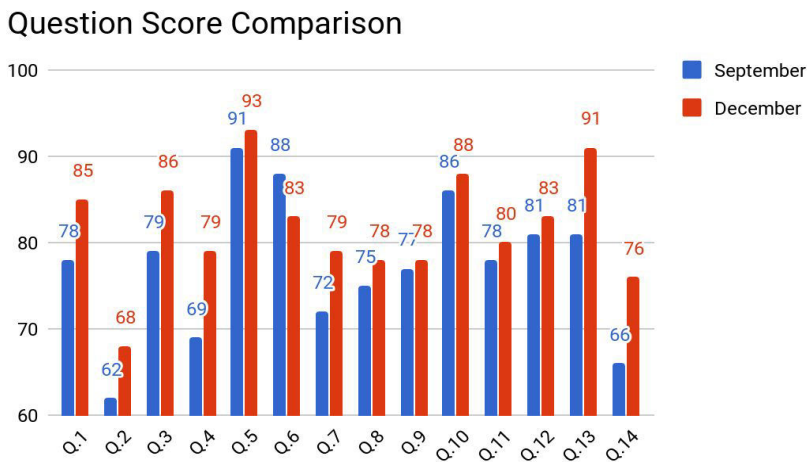
<Discussion>

One look at the comparison of pre- and post-course survey results, and one can clearly see there has been an improvement in all three aspects of IC. The biggest improvements can be seen in attitudes and knowledge, whilst the chart reports a smaller improvement in skills.

Nevertheless, this semester's focus on raising cultural awareness and developing critical thinking, appears to have had a rewarding outcome for both students and my research.

Chart 2.

*Comparison of Individual Questions in Pre- and Post-course Survey Results*



Source: Survey - 14 questions (n=21)



## <Discussion>

A closer look at each individual question score can help us see which questions, and therefore which area of ICC, students have most improved since September ( the assessment I used is of course not an absolute measure of their ICC capabilities, but for the sake of this research, it is considered the main framework for the assessment of ICC).

In particular, questions 1, 3, 4, 13, and 14 report the highest positive difference, whilst question 6 reports the only, although minor, negative difference.

Questions 1, 3, and 4 cover the attitudes section, and are respectively:

*Q.1 I don't judge people based on first impressions.*

*Q.3 I show a positive interest in people and things around me.*

*Q.4 I take every opportunity to meet new people.*

Questions 13, and 14 cover the area of knowledge, and are respectively:

*Q.13 I show that I am aware that people might have different values and behaviours.*

*Q.14 I try and find out the reason behind these differences.*

On the other hand, question 6, covering the skills section, reports the following result:

*Q.6 I listen carefully to what other people say.*

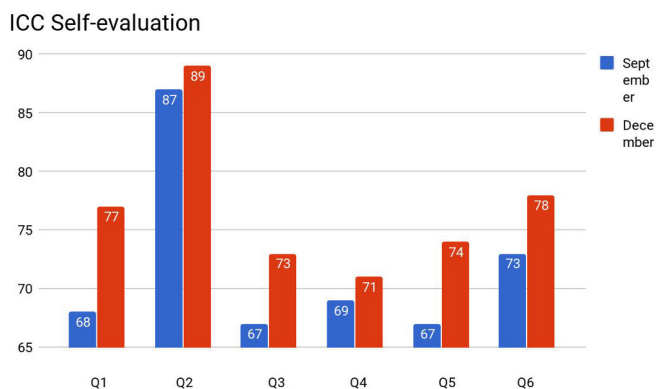
It would be interesting to learn what changed their views regarding this particular statement.

What made people think they are not as good listeners as they first believed to be? Is it a consequence of a self reflection, or is it just a coincidence?

## (2) Results of ICC Survey - Section 2

Chart 3.

*ICC Student Self-evaluation (Pre-& Post-course comparison)*



Source: Survey - (n=21)

<Discussion>

The second part of the survey consists of a course evaluation, a self-evaluation, and two open questions regarding the effects the course might have had on them.

The self-evaluation consists of six statements to be ranked from 1(strongly disagree) to 5(strongly agree) on a Likert scale:

- (1) I have understanding of other cultures.
- (2) I want to learn about other cultures.
- (3) I am confident in sharing my opinions with others.
- (4) I am confident in communicating with foreigners.
- (5) I think about my own values and behaviours.
- (6) I think about others' values and behaviours.

As one can see from the chart above (Chart 3), students appear to be aware of changes in their IC. Above all, students record a significant improvement in understanding other cultures, confidence in sharing opinions with others, and thinking about one's own values and behaviours. Whilst the scores are not as high as other statements (eg. n.2) , they illustrate the most significant improvements.

<Students' responses to the final open questions>

Q.1 What did you learn from this class?

- *The difference between everyone [but] they have their mind and it have a meaning why they do so. So, I want to learn more and understand.*
- *Much skill which is important in daily life.*
- *I thought I understand other cultures but I know only few things.*
- *In this semester, time to think was more important to me than speaking. Along with different ideas, opinions and cultures, there are so many things I did not know and I'm interested in.*

These four are the most representative student answers.

Similarly to the first sample, many students reported to have learnt about cultural differences, diversity, and how one must strive to learn and/or understand these.

Others, although fewer, mention how they learned skills which can be applied in everyday life (eg. perspectives, mutual understanding).

The third sample is also, surprisingly, mentioned by several students. Some have come to realise their level of knowledge or the attitude they have had so far is not what they believed it to be.

It takes deep self-reflection to be able to take notice in just a few months of one's real level, especially when living in an environment that provides very few chances for one to take such notice.

Lastly, students report that the class sparked new interests, following directly from the sudden awareness mentioned in sample three.

Q.2 Compared to September, do you think you have changed? If yes, how?

- *Yes. through this class, I think I got more confident in trying new thing. Also, I think I got better on talking with others that are unfamiliar for me.*
- *Yes, I have. I got more broaden perspectives than before. I always tried to find/discover an answer for everything. I realized there are so many ideas.*
- *Yes, the more I go this class, the more I change my opinion. Especially about foreign culture, and social issues.*
- *Yes. before this class I often judged people by Japanese culture. So, I sometime thought "he is strange" "Why does she do that?". But now, I know other country and I think I want to try to research others' values and behaviours. I think it is good in this special class!*

Most students confirmed that they felt that they had changed over the three month period.

As one can see in the sample answers reported above, students mention a variety of changes: increased confidence; decreased fear of the unfamiliar; broader perspective; increased awareness of cultural and social aspects in life; increased understanding and acceptance of the unfamiliar.

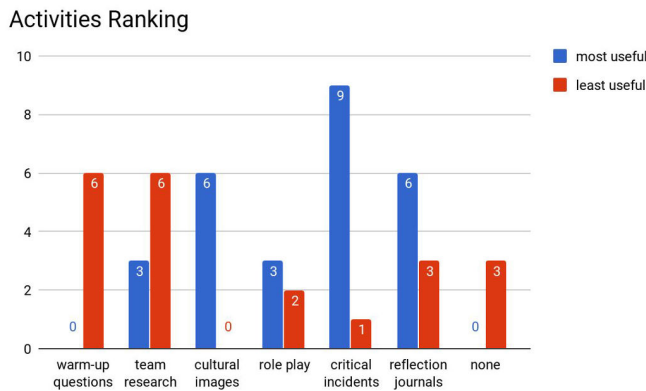
These comments are backed up by the results of the survey and of the individual self-evaluations, confirming once more that students are aware of their development.

#### **<Students' ranking of activities>**

Students reported which activities they found most and least useful during the semester, providing the following results:

Chart 4.

*Activities Ranking*



Source: Survey - (n=21)

<Discussion>

This semester I changed the ranking from most/least interesting & most/least difficult to most/least useful.

The results of students' choices may affect future changes to the course, as a teacher should welcome feedback from his/her students, and allow them to play an active part in the construction of a better course.

However, some of the reasons for students' choices poorly justify their answers or demonstrate a lack of understanding of the purpose of the activity which may bring back to a faulty explanation by the teacher just as much as a misinterpretation by the student. For example:

- *Reflection Journals was the least useful activity because I could not understand what is wrong in my talking. I want other person's opinion.*
- *Role play was the least useful activity because I didn't do it correctly.*

Despite the comments previously reported, there are still many answers that provide constructive feedback.

Finally, from an analysis of the seven student interviews, I selected students' answers to the question "What advice would you give to students taking this class in the future?" to be included in the first Newsletter for the new group this coming semester.

Here are a couple of examples:

- 00:16:17 *Don't be afraid, enjoy. And make a mistake many times. And join the group.* (Maggy)
- 00:16:08 *Be active! Like, yeh, if you're being shy you won't, you know, share your opinion. And the class won't, you know, continue so being active will be very helpful to, yeh, continue the class.* (Nick)
- 00:08:47 *Don't be shy is the best one I think. Like, other PUT everybody is new, you don't know so you don't have to be shy. Everybody don't know, so "okay, go!"* (Zack)

## **6) What I learned:**

I found this second semester to be much more challenging for both me and my students. Having close to no training on teaching cultural communication, I had rushed into my first semester and consequently emerged with results that had left me disappointed. Despite my students' improvement, I still felt that I had not satisfied the criteria that I had set for myself.

This semester, I spent more time and effort on both the preparation of materials - at times spending up to two to three weeks on one handout - and on finding a better way to make the activities valuable to students. As a consequence, the new handouts proved to be more mentally challenging than the previous, but also displayed much more satisfying results.

Having a more specific objective in mind was crucial in determining my approach to lesson making.

This re-confirmed my belief that EFL teachers are in need of specific training when it comes to teaching culture and intercultural communication for the purpose of creating the right kind of material as well as the type of classroom environment that encourages students to share their take on the knowledge acquired.

As far as teaching material goes, I had regretted not sharing any results with students the previous semester, so I integrated a monthly newsletter (see Appendix) with anonymous comments from students. Overall most students read and commented on the Newsletters in their journal, surprised to see their own comments and/or comments from others that made them think twice.

Moreover, I realised the importance of a brief introduction/explanation of the lesson focus each time before the main activity, instead of afterwards. Students seem to be more aware of how to

approach the activity, are more participant in the class discussion, and can offer ideas that reflect their understanding of the lesson focus.

Finally, I learned through mistakes that communication between coworkers is essential. For that reason, I plan to continue collecting teacher's notes from my colleague.

### **7) Future Issues:**

The course will continue next year with a reviewed curriculum based on the results of this past year. However, I am now faced with a different set of students comprised exclusively of students who failed to pass the class in the past. I do not know the reasons for which they failed, but most likely absenteeism, as it is difficult to fail the class only based on grades. The students are therefore likely to be more various in age and experience, providing an excellent background to work from. My concern lies with the learning consistency of my students. If some choose not to attend the class as they previously did, this time the number of students can not be adapted as these are the only students enrolled for the semester. If that becomes the case, I might find myself not only with problems in data collection, but also students might not be able to receive the same benefits from the class since ICC is an ongoing process that requires learners to have enough time to understand and internalize.

Moreover, my colleague will no longer be teaching the class following my material, and instead I will have a new colleague in his place. I believe I will need to do some teacher training to help my new colleague understand the dynamics of the course, and what his role will be in the classroom.

Finally, I must review all the material I created for first semester in the previous school year, incorporate activities that received good feedback and produced visible results, choose which activities can be removed, and finally decide which topics I choose to discuss since this semester I am bound to content-coordination with the Core English course. On top of the lesson material, I also want to revise my interview questions once more to avoid being too general.

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**Lesson Plan: Lessons 13 - Culture, Diversity and Celebrations (Adapted from January AR Report)**

Time	Interaction	Activity & Procedure
3	T-Ss	<b>Settle-in</b> Teacher writes student names in attendance folder.
5	S-S	<b>Lead-up Discussion</b> In pairs, students discuss the two lead-up questions “What are some examples of diversity in our society?”, and “Do you think diversity in school or in the workplace is good or bad? Why?”.

15-20	S-S	<p><b>Critical Incidents</b></p> <p>In pairs or groups of threes, students read and discuss the three critical incidents.</p> <p>After every group has finished discussing, people will share their ideas with the rest of the class, and together with the teacher will continue the discussion.</p>
10-15	T-Ss	
2	T-Ss	<p><b>Homework Explanation</b></p> <p>Teacher distributes handout for the following lesson, and explains the homework that needs to be done.</p>

**9) Appendix:**

- **Sample Handout**
- **Newsletter**
- **Interview Questions**
- **Survey**



## Lesson 13 – Culture, Diversity and Celebrations

- What are some examples of diversity in our society?
- Do you think diversity in school or in the workplace is good or bad? Why?

### Critical Incident

**Before class**, read each situation and research any words you don't know.

**In class**, read the situations below with your partner, and answer the questions.

#### Incident 1

Olivia and Ellie are talking about music.

Olivia tells Ellie about her favorite musician

“Lately I have been listening to Seinabo Sey. She is a singer and songwriter from Sweden. Her music is very exciting. You should check her out!”

“I will, thanks!”

The next day, Ellie meets Olivia again.

“Hey Olivia! I found Seinabo Sey’s music video. But you said she was Swedish! Is this really her in the video?”

“Yes, that’s her.”

“But where is she *really* from?”

“Sweden!”

Ellie is confused.



Seinabo  
Sey

- Why do you think Ellie is confused?
- Do you think her reaction is normal? Why?

#### Incident 2

Alice and Lewis are meeting for the first time.

To get to know each other, they start talking about their hobbies. Both of them like sports. Alice likes boxing, whilst Lewis prefers team sports such as football and basketball.

“You like boxing? I didn’t know women enjoyed fighting sports. That’s interesting”

Alice sighs “Is that so?” and changes the topic. “So, what do you do?”

Lewis teaches Math and Science at a public high school. Alice is a lawyer.

“Oh, really? It must be hard being a female lawyer.”

Alice never thought her job was hard, so why would he?!

After a while, they start talking about family. Lewis dreams of having a big family.

Alice says she has not thought about it much because her dream was to become a lawyer.

“So, would you continue working after you start your own family?”

“Of course. Wouldn’t you?”. Lewis is surprised.

After finishing their meal, Lewis and Alice ask for the check. Alice is expecting Lewis to pay, but he only takes out enough money to cover his half the bill. Embarrassed, Alice takes out her purse and pays the other half of the bill.

As they are leaving, Lewis offers to **give her a ride home**.

“I have to go that way anyway. I have an *Ikebana* class from 7 PM.”

“YOU have an *Ikebana* class????”

- What attitudes in this story do you think are wrong? Why?
- Can you think of any examples where people are treated differently based on gender?

### **Incident 3**

Toshi, Ken and Ryo are close friends who attend the same University and are in the same baseball club.

One day, after practice, Ken tells his two friends that he is gay. Their reactions are completely different:

Toshi is surprised, then he starts laughing. “Are you kidding?”

“No, I’m serious.”

“But you like playing sports, and..you’re not fashionable!”

Ken laughs “So what?”

“How do you know you’re gay? Maybe it’s just a **phase**..”

“How do you know you’re not gay?”

“I am not attracted to men.”

“Right! And I am not attracted to women.”

“Have you tried kissing a girl?”

“Have you tried kissing a boy??”

Ryo then stops the conversation. “I like older women.”

Toshi looks at him “So what?”.

- What do you think of each friend’s reaction?
- What is Ken trying to explain to Toshi?
- How would you react if Ken was your friend?

*“Our diversity is our strength. What a dull and pointless life it would be if everyone was the same.”* Angelina Jolie

# ICC-APUT Newsletter

October 2017



## What is ICC- APUT?

Welcome to the special APUT class, ICC-APUT. This class will help you improve communicating in English and develop ICC (Intercultural Communicative Competence) skills.

*“ICC is the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts.” (Byram, 1997)*

“異文化コンテクストにおいて適切に振る舞う能力”

To be able to communicate with other people in a foreign language, we need to learn about and understand other **cultures**, **values** and **behaviors**, as well as our own.

We can learn to cooperate with one another, share our ideas, and boost our confidence in speaking.

## What will we learn?

- Cultural values and lifestyles
- Similarities and differences between cultures
- Non-verbal communication
- Perception and Judgement
- Dangers of stereotyping

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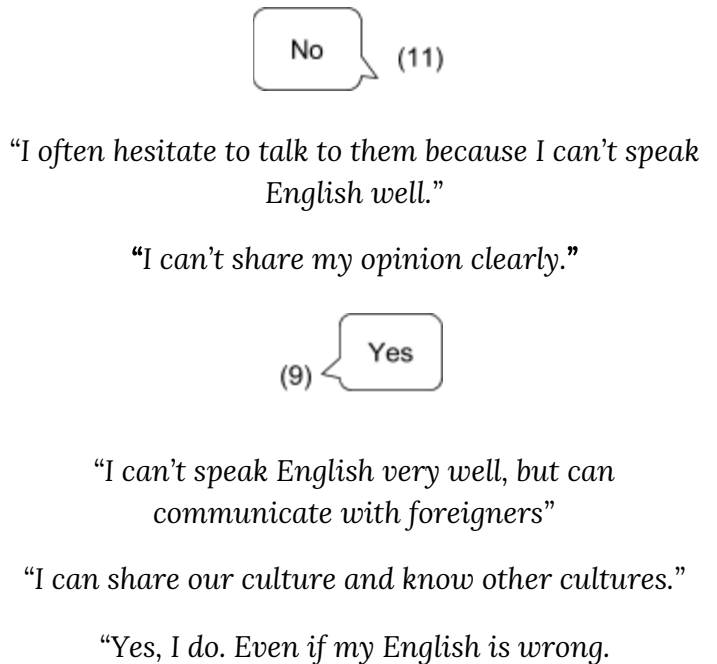
## Your ideas

### Why do we study English?



\*( N.)= number of people

### Do you think you can communicate well with foreigners?



Many of you said that you cannot communicate well with foreigners. I hope this class will help you find ways to improve that. A good way to start, is to reflect on your classmates' opinions and share your thoughts. Here are some of your ideas:

*"Learning about other cultures can help me improve myself."*

*"When I go abroad, it is very important for me to know behavior and manner there."*

*"We can find out why someone from another place does something different from us by understanding different cultures."*

*"I like people and I don't care about their nation."*

What do you think?....Write your thoughts in your reflection journals.

***"One's destination is never a place but rather a new way of looking at things." Henry Miller***

## **Interview Questions**

- How was this class? Was it a lot of work?
- What did you think when you first heard that you were going to do a different APUT lesson?
- Which do you prefer? Old/ Original format or the new format?
- Is there anything in particular that you enjoyed about this class?
- Is there anything in particular that you learned in this class?
- Do you think it's important to discuss culture when learning a language?
- Do you plan to go abroad one day?/ Have you been abroad before?
- Do you have any foreign friends? What language do you use to communicate with them?
- Are you confident in sharing your opinion with others?
- Do you think this class has changed you in some way?
- Was there anything that surprised you?
- Was everything new to you? Did you discuss any of these topics in any other classes?
- Did you talk about this class to other students? What did you/they say?
- How was your interaction with other classmates?
- Is there anything you would wanted to spend more time on? An activity, or a topic..
- What about the reflection journals? What do you think about them?
- Newsletter. How did you use it? Why do you think I gave you newsletters? Have you ever received newsletters before?
- What advice would you give to students taking this class in the future?

### **For students who took the class both semesters:**

- Do you think class this semester was different? How?
- Which semester do you prefer?
- Has anything changed since last semester?
- Is there anything that you got used to?
- Do you think you had an advantage over other students because you took this class last semester?
- How was your interaction with other classmates?

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## Intercultural Competence Questionnaire 異文化理解アンケート

Date (日付) : \_\_\_\_\_

Name 氏名: \_\_\_\_\_

*This is a questionnaire about Intercultural Competence. Intercultural competence (IC) is your ability to effectively communicate with people from other cultures. This information will help me understand what your levels of cultural knowledge, skills, and ability are, and how I can help you improve them.*

*If you have any questions, please ask the teacher.*

こちらは異文化理解に関するアンケートです。異文化理解(IC)とは、自分とは違う文化的背景を持つ人々と効果的にコミュニケーションをとる能力のことを言います。このアンケートは、皆さんの文化に関する知識・技能・能力レベルを教員が理解し、今後授業において皆さんの理解をより深めるために、参考にさせて頂くものです。質問がある場合は担当教員に聞くようにしてください。

**Read the statements below, and write the number which best describes your feeling in the space next to each statement.**

下記を読み、一番当てはまると思う番号を、各文章の文頭にある下線の上に記入してください。

5= Always    4= Often    3= Sometimes    2= Rarely    1= Never

\_\_\_ I don't judge people based on first impressions.  
人を第一印象で判断しない。

\_\_\_ I am not afraid of what is unknown or unfamiliar.  
わからないものや、よく知らないものに対して恐怖心がない。

\_\_\_ I show a positive interest in people and things around me.  
自分の周りの人や物に、良い意味での興味がある。

\_\_\_ I take every opportunity to meet new people.  
折さえあれば(ありとあらゆる機会に)、新しい人に会おうとする。

\_\_\_ I pay attention to other people's feelings.  
他人の気持ちを気にかけている。

- \_\_\_ I listen carefully to what other people say.  
他人の言うことに耳を傾けている。
- \_\_\_ I share my opinion even if it disagrees with others.  
他人の意見と反対するものであっても、自分の意見を言う。
- \_\_\_ I explain my opinions and choices in detail.  
自分の意見や選択について詳細を説明する。
- \_\_\_ I reflect on possible problems around me.  
自分の周りで起こりうる問題について考える。
- \_\_\_ I reflect on my actions.  
自分の行動について考える。
- \_\_\_ I reflect on my values and beliefs.  
自分の持つ価値観や信念について考える。
- \_\_\_ I like trying new things.  
新しいことに挑戦することが好き。
- \_\_\_ I show that I am aware that people might have different values and behaviours.  
ひとはそれぞれ違う価値観を持ち、違う行動をするということに、気づいていることを相手に示す。
- \_\_\_ I try and find out the reason behind these differences.  
これら（価値観や行動）の違いについての理由を調べようとする。

**Thank you very much for answering this questionnaire.**

If you have any questions or comments, please write them here:

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## **Section 2. (only for the experimental group)**

In this section I'd like to know your feelings about this class.

この授業に関して、感じていることを教えてください。

Here is a list of activities we did this semester:

- a. Warm-up questions
- b. Team Research
- c. Cultural Images
- d. Role play
- e. Critical Incidents
- f. Reflection Journals

1. Which activity did you find most useful for you? Why?

2. Which was the least useful activity for you? Why?

3. Do you remember any particular activity or topic which made you change your opinion?



4. Read the statements below, and write the number which best describes your feelings in the box next to each statement.

下記を読み、一番当てはまると思う番号を、各文章の文頭にある下線上に記入してください。

5= Strongly agree 4= Agree 3= Neither agree nor disagree 2= Disagree 1= Strongly disagree

	I have understanding of other cultures.
	I want to learn about other cultures.
	I am confident in sharing my opinions with others.
	I am confident in communicating with foreigners.
	I think about my own values and behaviors ( <i>Why do I do that? Why do I think that?</i> ).
	I think about others' values and behaviors ( <i>Why do they do that? Why do they think that?</i> )

5. What did you learn from this class?

6. Compared to September, do you think you have changed? If yes, how?

**Thank you very much for answering this questionnaire.**