

Welcome Early Birds!

If you don't mind, please do the following:

1. Scroll to the bottom of the screen and click on "participants."
2. On the right-hand side of your screen you will see a list of participants.
3. Now go to your own name, click on "more" and select "rename."
4. Please write down how you would like us to call you (e.g., Tomoko; Tomo-chan; Yoshida-sensei) followed by an asterisk (*) and the level of education you teach at (e.g., ele, jh, sh, uni, oth) and then something you love (e.g., dogs, onsen).



Fun Activities to Stimulate Intercultural Competence



Tomoko Yoshida, Ph.D.
Professor, Faculty of Business & Commerce, Keio University
NUFS, February 27, 2021
9:00 am-12:15 pm



- To learn a theoretical framework for organizing a content-based class on intercultural communication.
- To experience and learn how to facilitate activities to promote intercultural learning.

Please keep in mind:

1. Feel free to use any of my slides and adapt them to your needs.
2. Due to the interactive nature of my workshop, I may not cover all the slides I have prepared.



“I hear and I forget.
I see and I remember.
I do and I understand.”

-Confucius

Active Learning

How I teach my classes:

- Short interactive lectures.
- Students apply what they have learned through a group activity and a mini-presentation.

Today:

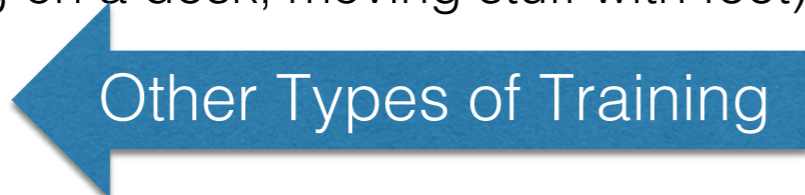
- I will demonstrate how I teach each activity.
- You will participate in these student activities.

So...

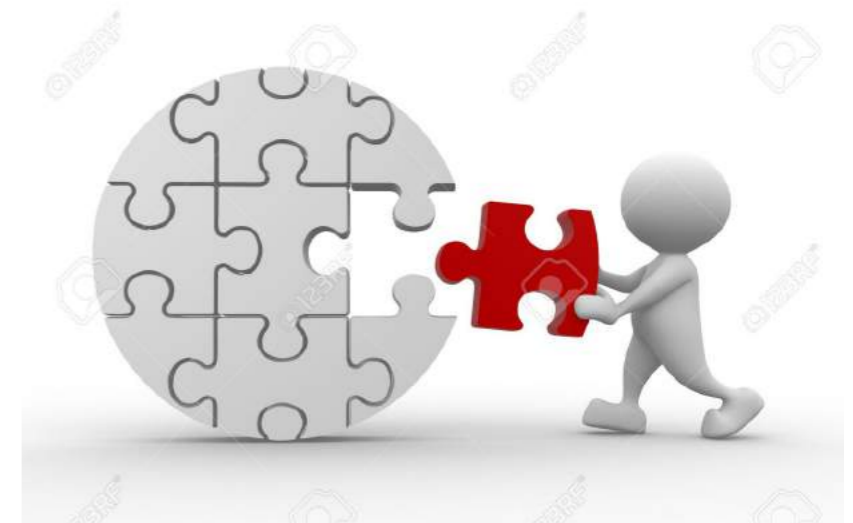


Theoretical Framework for Teaching Intercultural Communication

1. **Awareness** (e.g., People used to ask me, “What do you do?”)
 - Of our own culture and biases (Knowing what is important to us will help us understand what kinds of cultural differences will bother us most [Me = Punctuality]).
 - Of cultural differences
 - Of how culture influences our thinking, behaviors, communication styles, values, etc.
2. **Knowledge**
 - Culture-General
 - Culture-Specific
3. **Emotions**
 - Gut level reactions (e.g., ramen, blowing nose, wristwatch, arm crossing, handing over paper, sitting on a desk, moving stuff with feet)
4. **Skills**



Note: Keep these in mind when creating your syllabus.
Source: Brislin & Yoshida (1994). Intercultural Training: An introduction. Thousand Oaks, CA: Sage.





Awareness

Activity 1

What is Culture?



Q: What is culture?

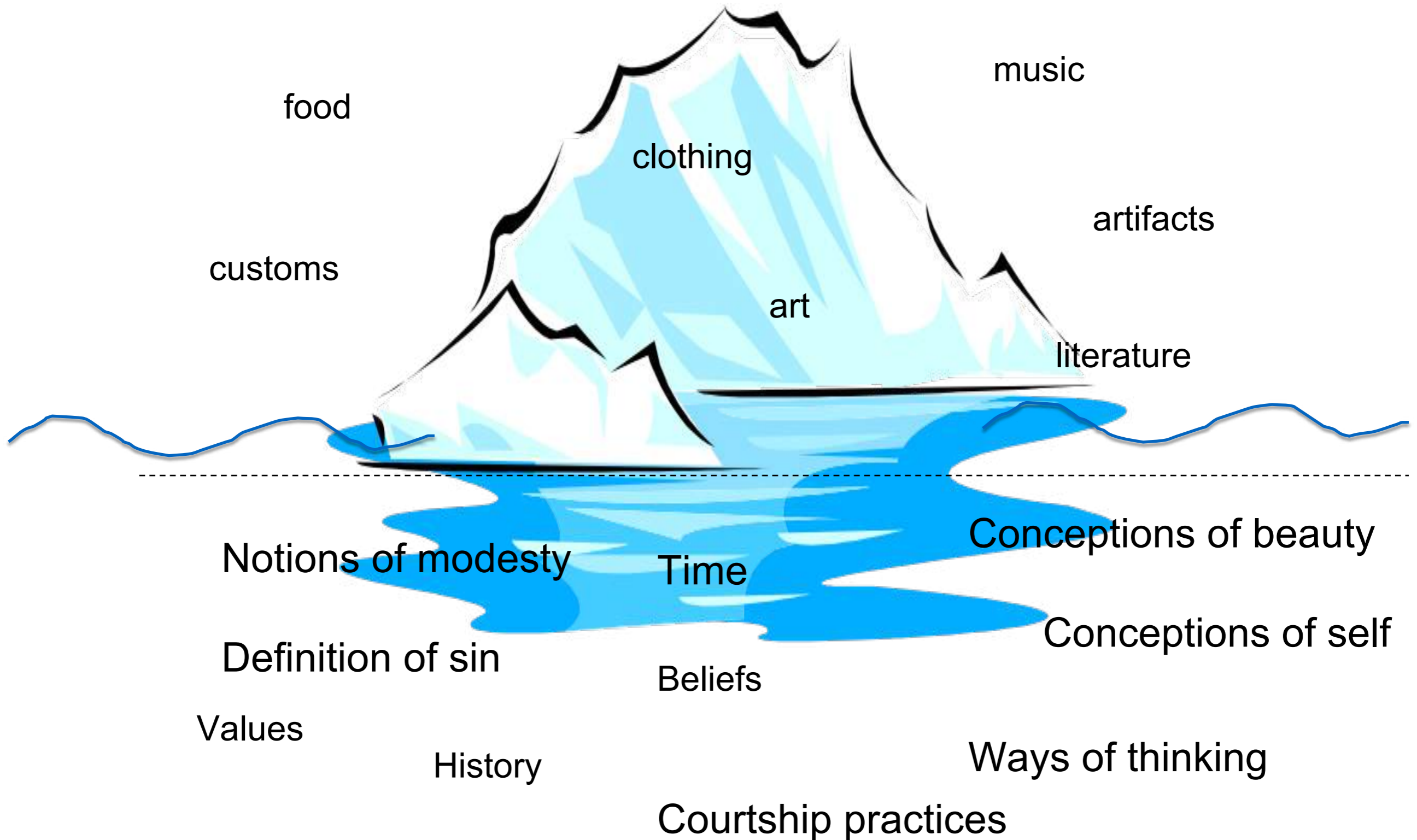
Defining Culture:

- Culture is the person-made part of the environment --Herskovits
- Culture is like the air we breathe, we don't realize it exists until it is gone. -- Brislin
- Culture tells us what is right, wrong, beautiful, ugly, polite, and impolite. Culture tells us how to behave and how to interpret how other behave. —Trifonovitch

Groupwork: Iceberg Model of Culture



Iceberg Model of Culture



In Your Classes:

- In groups, have them come up with an iceberg model of their school culture and present it to the class.

Sitting cross-legged
on the ground

“Go-ro-chi”

“Baka-yama”

“What’s your ID number?”

“Kassouro”

“Inlan/Inlin”

“September/ April”

ICU Culture

Codeswitching

Little or no make-up

Diversity
(international, mature
& returnee students)

Casual fashion



Appreciation of Nature

Diversity

International
Mindset

Academics

Exercise

Activity 2

Culture's Influence on Communication



Close your eyes

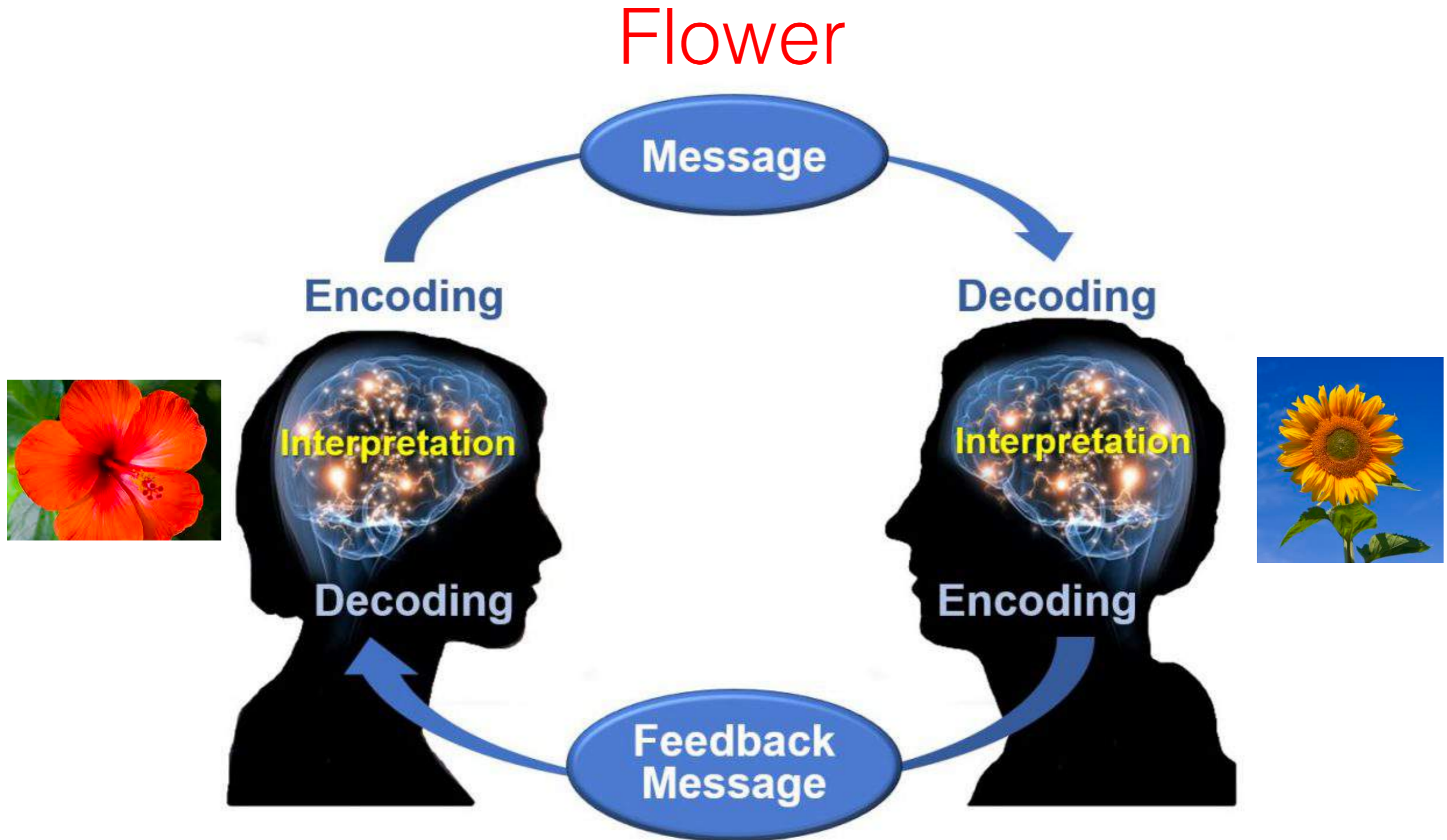
Imagine a
flower.

Draw the
flower on the
whiteboard.



Is this what you imagined?

Communication Model



“Breakfast”



“An elementary schooler
is on his/her way to
school.”



[https://www.youtube.com
/watch?v=tJgF17MGkvg](https://www.youtube.com/watch?v=tJgF17MGkvg)

Culture influences the way we
interpret messages.

In Groups:

- Please come up with examples of words (e.g., ball, party, shoes) that might have different meanings for different people depending on their cultural (e.g., gender, age, ethnicity, regional, nationality) backgrounds. Be ready to share some examples with the large group.
-

- Pick a word (e.g., breakfast) and assign each student a country and ask them to do research on it and do a presentation the following week.

Activity 3:
Common Sense Awareness Exercise

常識



Please choose GALLERY VIEW!

COMMON SENSE

Download from
Dreamstime.com

- How many seasons are there in a year?
- Your colleague is in the hospital, is it ok to bring a potted plant?
- Your friend gives you a ride and drops you off at home. Should you stay and wave until your friend drives away?
- If a professor makes a mistake, would you correct him/her?
- Your friend's daughter is graduating from high school, would it be appropriate to give her a clock?
- You are walking down the hall and you see a classmate from a large lecture class who you recognize but someone you have never spoken to. Do you say hello?

In Groups:

- Please brainstorm items to add to the “Common Sense Quiz.”

15-Minute Break



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Knowledge

Culture-General and Culture-Specific

Some Culture-General Theories

Cultural Dimensions (Individualism & Collectivism, Large & Small Power Distance, Strong & Weak Uncertainty Avoidance, Masculinity & Femininity)

- Hofstede, Geert; Hofstede, Gert Jan (2005). *Cultures and organizations: software of the mind* (Revised and expanded 2nd ed.). New York, NY: [McGraw-Hill](#).

Cultural Dimensions (Universalism vs. Particularism, Individualism vs. Communitarianism, Specific vs. Diffuse, Achievement vs. Ascription, Sequential Time vs. Synchronous Time, Internal vs. External Direction)

- Trompenaars, F. & Hampden-Turner, C. (1997). *Riding The Waves of Culture: Understanding Diversity in Global Business*. New York, NY: McGraw-Hill.

Nonverbal Communication

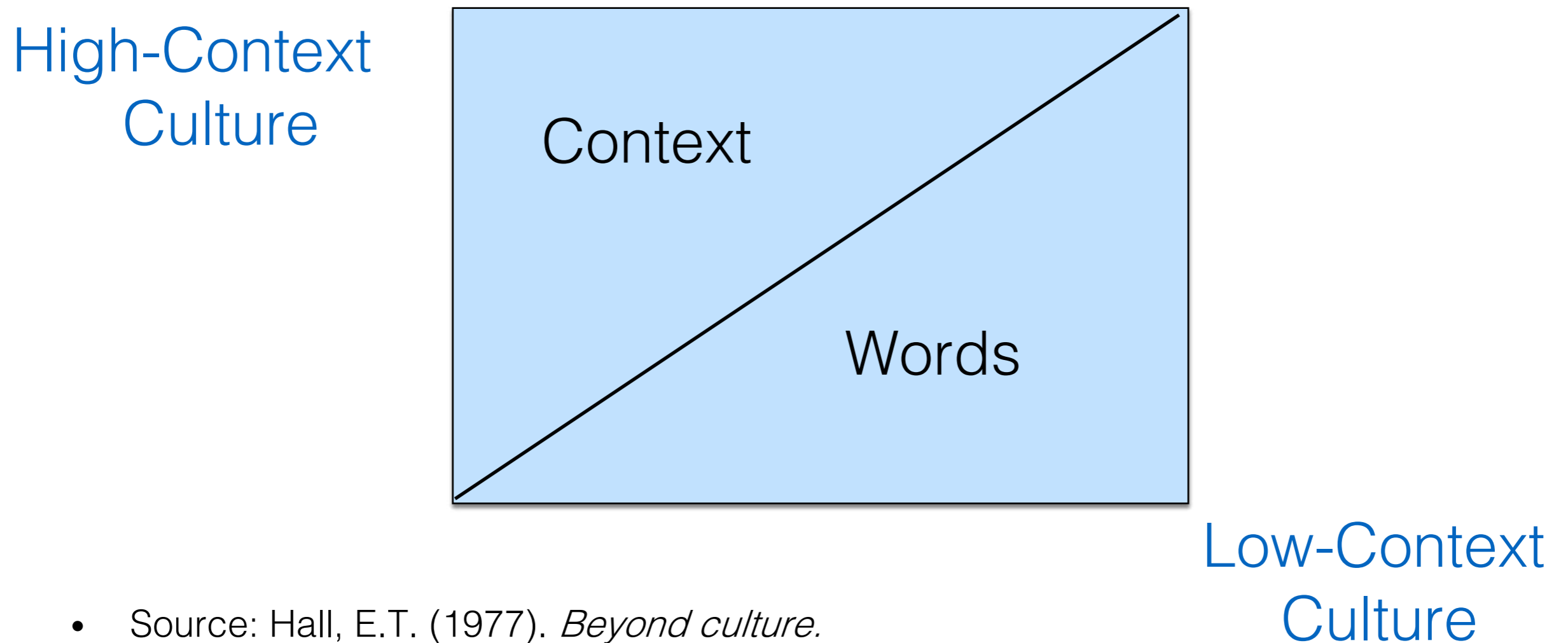
- Axtell, R. (1997). *Gestures*. Hoboken, NJ: Wiley.

Activity 4

Culture-General Knowledge:
High Context-Low Context Communication (Hall, 1977)

Communication Styles

- High Context vs. Low Context Communication (Indirect vs. Direct)



- Source: Hall, E.T. (1977). *Beyond culture*.

うーん、難しいですね。



At the end of the meeting



Me

SERVICE



Examples:

In response to: Do you want to go out for dinner tonight?

- HC: Ummm..../ I'm going to be busy tonight./ I've been going out a lot lately...
- LC: Sorry, I can't join you tonight but I'd love to join you another time.

I want to ask my partner to help cleaning our family grave.

- HC: Oh no, I got a postcard from the office telling me that our family grave is a mess.
- LC: Do you mind helping me clean the family grave this weekend?

What would you think?

- You are a teacher and your school will go on a *shugaku-ryokou* tomorrow. The meeting time is 9:00 am. What time will you go to school?
- You are staying at my house for the night and I tell you that I am baking fresh bread for breakfast and that the bread will be ready at 9:00 am. What do you think I mean by this?

Groupwork:

- Please discuss and share examples of misunderstandings that have occurred due to differences in HC vs. LC communication styles. Please choose one to share with everyone.

- Please write HC and LC versions of the same message (See slide 39).

Culture-Specific Knowledge

Example:

- Each student picks a country and reads about gestures (or business protocols) and then gives a short (3 minute) interactive presentation teaching us about gestures (or business protocols). (Note: I usually give them a formula on how to do their presentation and encourage them to make it interactive and fun.)

References:

- Axtell, R. (1997). *Gestures*. Hoboken, NJ: Wiley.
- Morrison, T., & Conaway, W.A. (2006). *Kiss, bow or shake hands*. Avon, MA: Adams Media.

Emotions

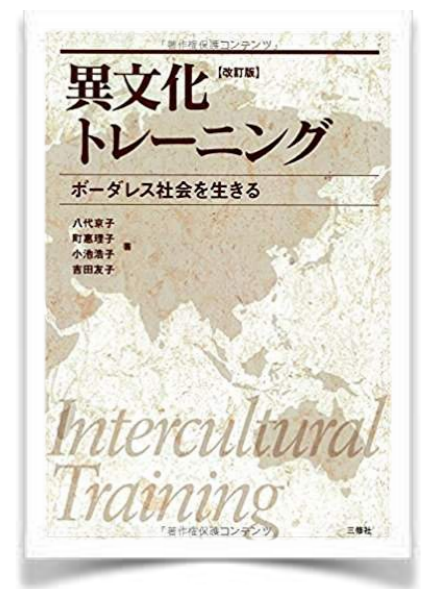
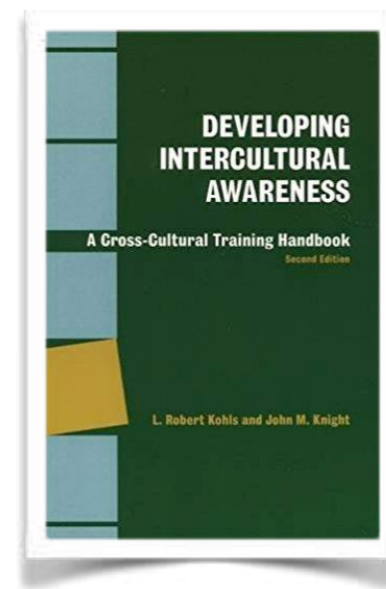


Simulations

- Baroomba (Outside Expert Awareness Exercise) (30 minutes)
- Rafa Rafa/ Bafa Bafa (90 minutes)

<https://www.simulationtrainingsystems.com/schools-and-charities/products/rafa-rafa/>

- Minoria-Majoria (90 minutes)





Skills

Activity 6

D.I.E.

(Describe Interpret Evaluate)

Critical Incident 1

- Naomi was visiting her friend, Keiko, in Hawaii. On Naomi's last day, Keiko's friend, Ricky, drove her to the airport. At the airport, Naomi got off and stood by the sidewalk and waved. Ricky waved back but Naomi continued to stand there and wave. Ricky waved back again but Naomi was still there waving. Ricky was puzzled by Naomi's behavior.

Ricky's Evaluation	Ricky's Interpretation	Describe	Naomi's Interpretation	Naomi's Evaluation
Very strange.	She needs to catch her flight so she should go. What is she waiting for?	Naomi continued to wave at Ricky.	He gave her a ride, so she needs to see him off.	Polite.

Critical Incident 2

Brad really enjoys going to Tokyo on weekends to study with his friends. Saturday classes are long and hard, but they are also interesting and he was looking forward to the class on Sunday. He got a cup of coffee and was feeling happy and energetic as he walked into the classroom. Some classmates looked a little sleepy and others had their noses in their textbooks. Makoto was sitting alone in the corner and Brad went over to him. “Hey, Makoto, how’s it going?” Makoto looked up. “Hi. You look tired!” he said. Brad felt embarrassed and didn’t know what to say. Why was Brad embarrassed?

For more critical incidents and a description of how I teach my classes see:

<https://speakeasyjournal.wordpress.com/tag/tomoko-yoshida/>

Makoto's Evaluation	Makoto's Interpretation	Describe	Brad's Interpretation	Brad's Evaluation
		Makoto said, "You look tired."		

In Groups:

- Please share a critical incident that you have experienced and explain the misunderstanding using the D.I.E. model.
- Choose one to share with the larger group. If there is time, please perform a skit based on your critical incident.

More Activities:

- Have students analyze video clips (e.g., ICU example; Ken Tanaka). You could also have them find their own video clip.
- <https://www.youtube.com/embed/BxP4I-it1gE?rel=0>
- <https://www.youtube.com/watch?v=awiW8UC3CWY>

Even More Activities:

- Have students create photo stories of their critical incidents. They can do this by acting out their skits, taking photos, and using dialogue bubbles to write the dialogues, interpretations, and evaluations. If they prefer, they can use ComicCamera to take the photos so it looks like a manga.



Intercultural Communication Training: 4 Steps

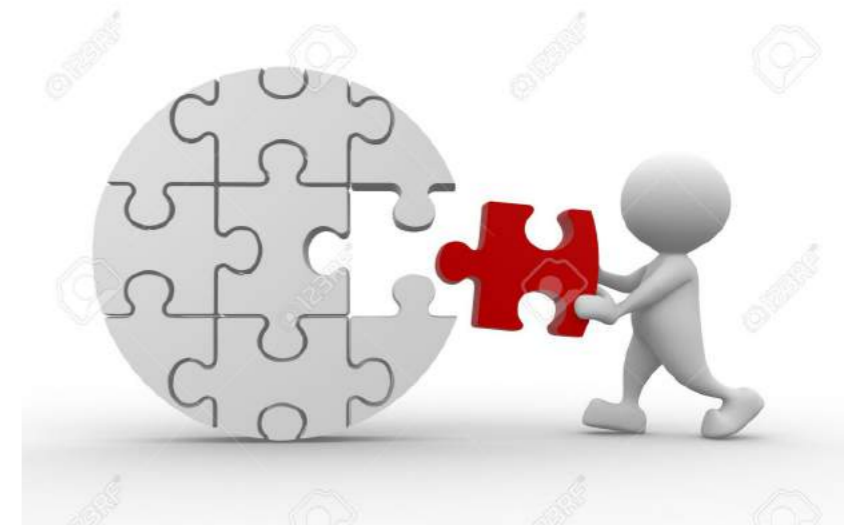
1. Awareness

2. Knowledge

- Culture-General
- Culture-Specific

3. Emotions

4. Skills



Questions?

Requests?



Thank You!



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