
グローバル化に対応する
新たな異文化間教育の実践に関する実証的基礎研究
Empirical Basic Research on New Intercultural Educational Practices for Globalization

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This paper investigates whether Culture Assimilators (CA) can be introduced into English classes at Kosen, National Institute of Technology, and how this method contributes to English education. Approximately 170 students were surveyed throughout one and a half years in the 2017 (full year) and 2018 (half-year) academic years. The students were divided into two groups: one using CA materials (experimental group) and the other not using them (control group). A qualitative study was conducted in the experimental group, and the study was divided into "in-class" sessions, using three methods: observation, questionnaire survey, and interview survey. A follow-up survey was conducted after a post-test one year later. The results showed that the students improved in terms of flexibility in attributing causes, self-identification, and introspective thinking. In addition, motivation for learning a language (English) was concluded to have improved within the scope of the study.

研究目的

English education aims to help students acquire English competency and cultivate communicative abilities. This paper aims to introduce Culture Assimilators (CA) into English classes to enrich students' English and cross-cultural communication skills. CA is a cultural assimilation training developed by Fiedler, Mitchell, and Triandis in 1971. The author believes CA can become beneficial if it can be developed into an effective teaching methodology.

概要

In one study, an experiment was conducted in an English class (English IIA, 3 credits, mainly reading) for second-year students of the technical college using the Action Research Type of qualitative research. Approximately 170 students were surveyed throughout one and a half years in the 2017 (full year) and 2018 (half-year) academic years. The students were divided into two groups: one using CA materials (experimental group) and the other not using them (control group). For the CA materials, "Culture Riddles" published by Nan-undo Publishing was used; each chapter

consists of six pages and is written entirely in English. Active learning methods were used in the experimental group, and the study was divided into "in-class" and "out-of-class" sessions, using three methods: observation, questionnaire survey, and interview survey. A follow-up survey was conducted after a post-test one year later. The study aimed to clarify the results by identifying and uncovering the perspectives and values of the subjects.

To continue the study the following year, a survey was conducted on 168 second-year students at NIT, Kagawa College who were taking "English IIA". Data was gathered in class and out of class, and students were divided into an experimental (85) and a control (83) group. In the experimental classes, part of lecture was conducted with Culture Riddles (NAN'UN-DO publishers) and classroom observations were conducted. In the control groups, students took regular lessons.

For a Qualitative study, a semi-structured interview, lasting 15 minutes, was conducted after students finished their academic year. Approximately 15~20 students were interviewed by the experimenter. To fulfil a quantitative study, semi-structured interview was conducted after students finished their academic year, and three tests were conducted to examine English and intercultural communication competence. The first test was STEP, Eiken, 3rd grade, which was thought to be appropriate for junior Kosen students to check their English ability. The second test was Ethnocentrism Scale and IUS2000, International Understanding Scale 2000, which are criteria for measuring ethnocentrism and international understanding. These three tests are generally recognized as reliable and validated exams.

In order to get accurate pre-test results the two groups had to show no significant differences in each pre-test, so a T-test was performed to ensure the results were usable. The P-value was greater than 0.05, showing no significant differences between the Experimental and Control groups. The following graph shows the results of the pre-test. The authors observed students as the teacher of the class and classified them into three categories: active activity group, intermediate group, and passive activity group.

The CA materials were mostly used for the purpose of developing intercultural communicative competence (ICC). For ICC classes, one very important step is to select interesting and entertaining material for the students. If the scenarios presented do not hold the students' attention, then they may be discouraged from engaging fully with the material. It is also important to make the topics more practical and interesting to the students as much as possible. This will help the students to better empathize with the characters, which will result in them thinking more deeply about their answers. In addition to that, classes must also proceed very carefully in which the teacher must avoid rushing through any steps. Teachers have to provide clear and easy-to-understand explanations when moving on to group work and other activities. Any confusion among the students may adversely affect discussion and student development. Teachers should be available to observe students' activities and answer questions during activities. Teachers need to prepare well in advance for classes (and students need to prepare for classes, too, if possible).

本 文

The primary goal of English education at colleges of technology is to cultivate English proficiency, but the Model Core Curriculum and Courses of Study also call for cultivating intercultural communication skills and the ability to respond to internationalization. This paper investigates whether Culture Assimilators (CA) can be introduced into English classes at Kosen, National Institute of Technology, and how this method contributes to English education. Specifically, we would like to find out whether CA, which is being recognized on a subjective basis, can provide enough evidence of effectiveness on an objective and empirical basis. If this method has problems, we would like to examine what they are and what the solutions are. It may eventually be beneficial for us if using CA in English classes blossoms into an effective instructional methodology.

The students' active participation in the class was remarkable, and their individual opinions were shared with their peers through group work. This allowed them to compare their values with those of others and lead to new insights. The problem-solving options in the text were elaborate and the correct answer was not easy to choose, so many students were unable to narrow down their choices and came up with two or more possible answers. The CA materials used were effective in encouraging students to think flexibly, considering the values of others and the causes of problems. However, some students did not understand English vocabulary during the English reading comprehension, and it was observed that they had to spend a lot of time asking and looking up English words.

The questionnaire asked three questions on a single sheet of paper: 1. What do you think you would have done about the real-life cross-cultural problems you learned about in the textbook? 2. Did your thoughts and feelings about other cultures and foreigners change before and after the class? 3. Do you feel that your English ability has changed? 4. Any other comments you feel or would like to make (free text box). The interviews focused on such topics as impressions of the CA materials and classes, and whether they felt confident in their ability to deal with cross-cultural problems and changes in their ability. As a supplementary explanation, the category "Coping Techniques" indicates the individual ways of coping with and resolving cross-cultural problems. Flexible attribution of causes means considering not only one's common sense but also the influence of other cultures' values, etc. In cross-cultural acceptance and response, it is important to arrive at the idea of pursuing causes from awareness, and how getting people to think about this point is the key to success in cross-cultural tolerance training and cross-cultural training.

The most important details in this text are that many students reaffirmed the importance of mutual understanding and the need to understand each other, were positive about different cultures and the problems associated with them, and were willing to resolve them as peacefully as possible. They also showed understanding of other cultures, and consideration for the feelings and values of others, which they tried to put into action. Although the content of the CA materials covered in the class included both culture-specific and culture-general content, the author concluded that the students were able to develop not only

specific cultural knowledge but also some tips and skills to deal with different cultures in a variety of situations in today's diverse society. Additionally, several respondents commented that there may be more than one answer to the question about the CA materials themselves, which is significant because some of the issues can be resolved in terms of culture, while others can be resolved in terms of individual differences and human compassion, consideration, and common sense. Since language, culture, and values are constantly changing, it will be necessary to update the teaching materials themselves.

A follow-up study was conducted to check the spillover effects of the Cross-cultural Awareness (CA) program. Four students who participated in the short-term overseas training program were interviewed to see if and how the results of the cross-cultural training (cross-cultural tolerance, communication skills, etc.) and motivation to learn English changed afterward. It was found that the short-term overseas training program may have had some impact on the effectiveness of the CA courses that the students had previously taken. Additionally, when asked whether their ability to cope with different cultures had improved, the results seemed to suggest that they improved in terms of flexibility in attributing causes, self-identification, and introspective thinking. Finally, motivation for learning a language (English) was concluded to have improved within the scope of the study.

For the ICC classes, we observed and recorded 12 classes using the Action Research style of qualitative approach. In these observed classes, students were divided into a normal group (no CA method used) and CA sessions group (CA sessions

included). The 12 classes' CA sessions were divided into 6 "in-class" sessions and 6 "out-of-class" sessions. The CA group included exchange students. A paper concerning the ICC study focused on analyzing information gathered from observing the in-class sessions.

For the in-class sessions, Students were separated into groups of 4-6 people and presented with dilemmas involving someone having trouble with differences in culture. Before students could continue on to further steps, the researchers needed to confirm the students' understanding of the presented dilemmas. After going through the dilemma, students then chose from preset options on how to handle each dilemma. These options were ranked from best to worst and each option was given an explanation as to why a choice was good or bad. The explanations were implemented in order to help students have clearer ideas on why their choices were better or worse for a situation. Following this, students were then asked to discuss their reasoning behind their choice of the solutions. Finally, students were asked to discuss (in English) what they would do in each situation regardless of the options presented to them in prior parts of the session.

These CA studies examined the effectiveness of CA training in English classes. After the first study it was unclear whether conducting CA training in English classes would be objectively effective or not. Fortunately, the results met the conditions necessary for the pre-test as a starting point. At the time the first study concluded, continuous examination of the post-test was still necessary to be examined further in the following papers to check the effectiveness of CA. It met the conditions necessary for a pre-test, and a

continuous examination of the post-test was then conducted in the following papers to confirm its effectiveness. The studies used English teaching materials based on real-life cross-cultural issues and observed through a qualitative survey the effects of developing intercultural tolerance and cross-cultural resolution skills and improving English language proficiency. The results were found to be generally favorable, as most of the group conceptualizations accounted for positive images and several favorable opinions received. Some students seemed to have shown a change in their attitudes toward other cultures compared to before, and the conceptual diagram also included opinions that would have recognized the importance of language skills. The students who had not yet mastered English in the CA course were also present, but their English proficiency was not as high as it should have been. The author was only able to demonstrate the effectiveness of some of the quantitative research in the previous study, but the qualitative research was generally successful. In the future, new results and effects may emerge when research is conducted under conditions that take into account the aforementioned limitations and restrictions of the aforementioned studies. Further development of the research will be expected in the future.

The ICC classes aimed to help students learn that it is impossible in principle for each person to follow his or her own values exclusively, because values differ from person to person. In other words, they should be open to accepting other people's values. Teachers should encourage them to think about mutual concession and change without giving up the possibility of understanding each other. In terms of evaluation of their progress, we

should include points other than English language proficiency. For example, some points could also be evaluated through preparatory work, group work, and contribution to presentations.

The studies concluded that introduction of ICC education in English classes is meaningful. Students were able to become more aware of, and prepare for potential issues that could arise when dealing with people from different cultures. In the future, more practical education will be required to further evaluate the possible benefits of ICC implementation. The studies found that it was vital to make sure that the students understand that "there is no singular right answer," "each person is different," and "there can be elements unrelated to culture" in ICC education. The perspective of interdisciplinary is also needed for students. As a result, students' viewpoints and cultivation will be enhanced. Regarding the practical implementation of ICC, the students seemed to enjoy the in-class sessions and they seemed to come out with a higher level of cultural awareness. While their enjoyment of the lessons was observed through their enthusiastic discussion, further research will be required to properly evaluate their actual English language development. Regarding the research questions raised in part 5 of this paper, it is of the researchers' opinions that through observing the students, the questions were answered affirmatively. In regards to further study, it will be important to learn how ICC can be applied to classes related to other fields of study.

今後の研究の見通し

Future prospects for the application of this research to English language teaching include: the development of new and revised CA materials

to account for the gradual change in culture, and the development of CA with content that includes culture-free lessons (consideration for others, caring, and individual differences) where culture is irrelevant. Developing these things could be a step toward new teaching methods.

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