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研究課題名(和文) Investigating the Development of Intercultural Competence in Monocultural Classrooms

研究課題名(英文) Investigating the Development of Intercultural Competence in Monocultural Classrooms

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研究成果の概要(和文)：本研究は、日本の大学生が国内キャンパスのモノカルチャーな外国語教室で異文化能力を身につけることができるかどうかを調べたものである。205名の大学生を対象とした1年間の縦断研究の結果によって、学生は海外に行かなくても、異文化に対する好奇心や開放感、尊敬の念を高めることができることが示唆されました。また、外国語教室で文化的なディスカッションやプロジェクトを取り入れることで、学生の文化的自己認識やグローバル問題意識が高まることが示された。

研究成果の学術的意義や社会的意義

Universities have relied on study abroad programmes to expose students to other cultures and to develop a sense of global awareness. This study suggests that intercultural and global competence can be developed in domestic campuses with minimum contact with people from other cultures.

研究成果の概要(英文)：This study looked at whether Japanese university students could develop intercultural competence in monocultural EFL classrooms in domestic campuses. Results from a one-year longitudinal study with 205 university students suggest that students can become more curious, open to, and respectful of other cultures without going abroad. Results also indicate that incorporating cultural discussions and projects in EFL classrooms increased students' cultural self-awareness as well their awareness of global issues.

研究分野：Intercultural Competence

キーワード：intercultural competence global awareness EFL higher education Japan

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1 . 研究開始当初の背景

The internationalization of higher education in Japan that began in the 1980s has been closely linked to a call for global human resources. Traditionally, the development of both foreign language skills and intercultural competence in the Japanese context has been associated with study abroad programs (Asaoka & Yano, 2009). However, a decrease in the number of Japanese students going abroad in mid- and long-term programmes (MEXT, 2017) as well as concerns that Japanese youth is increasingly inward-looking (Burgess, 2015) gradually changed the focus to programs in domestic campuses. While the emphasis placed by Japanese universities on EFL education is not recent, ways of effectively integrating intercultural aspects into foreign language classrooms remained under-researched.

2 . 研究の目的

As Japanese universities continue to offer EFL courses as a primary gateway to GHR development, this study aimed to answer the following main research question: Which pedagogical approaches and tasks, among use of materials, peer interactions, and instructor interventions, can facilitate the development of intercultural knowledge and attitudes in a monocultural foreign language classroom?

3 . 研究の方法

A study conducted by the principal investigator in 2018/2019 identified several attitudinal and cognitive indicators of intercultural competence emphasised by MEXT on policy documents as key components of GHR (Hofmeyr, 2021). A mapping approach to intercultural competence assessment (Blair, 2017) was used to move from broader attitudinal and cognitive concepts to specific, measurable indicators, resulting in a conceptual framework constituting of a total of 12 indicators, as shown in Figure 1.

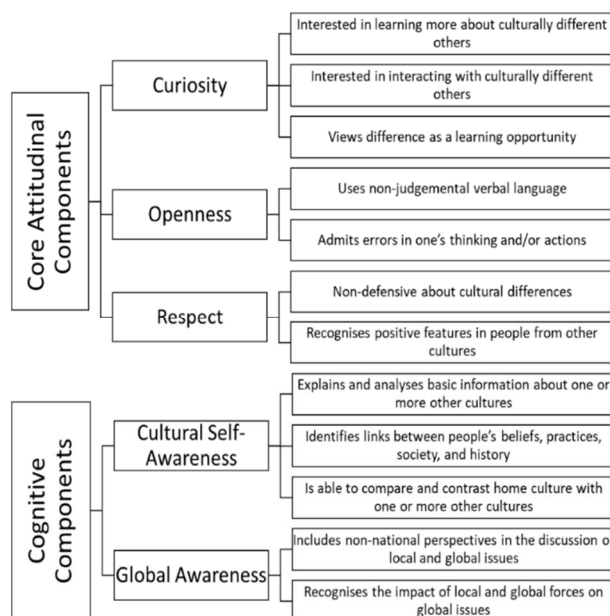


Figure 1. Conceptual Framework

As the study aimed to research a variety of pedagogical approaches and tasks, these were integrated into the EFL classrooms and students were asked to discuss and research each topic from intercultural perspectives in addition to the tasks set by the EFL textbooks (Figure 2).

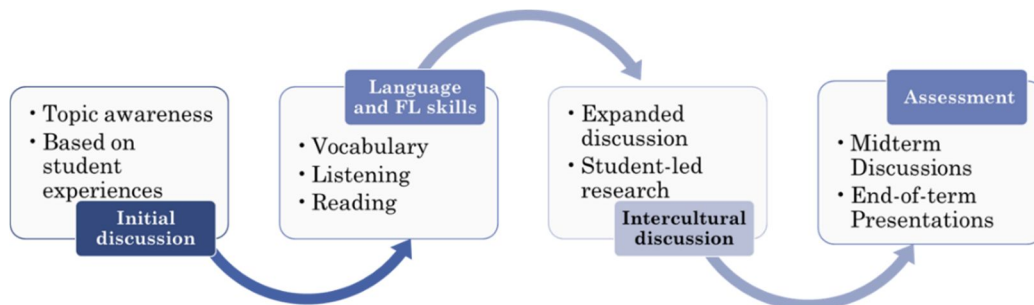


Figure 2. Textbook Unit Flow

A total of 205 1st-year and 2nd-year Japanese university students of English as a foreign language were surveyed at three different points over the one-year period – at the beginning of the first semester, at the end of the first semester, and at the end of the second semester. In addition, a total of 41 students – 19 at the mid-intervention stage and 22 at the post-intervention stage – answered a follow-up survey regarding which activities they found the most valuable and the most interesting to learn about other cultures and people from other cultures both within and outside the classroom.

4 . 研究成果

Overall, students reported becoming more curious and aware of their own cultural upbringing throughout the academic year. Students also became more open to and respectful of other cultures, although respect suffered a drop at the mid-intervention level, when students worked on presentations that required cultural comparisons. By contrast, there was a steady increase in students' global awareness, particularly during the Fall Semester, when students were tasked with presentations related to global issues. Student feedback from the follow-up surveys revealed that students found in-class discussions to be both extremely useful and interesting to learn about other cultures.

Curiosity

In general, students reported becoming steadily more curious about people from other cultures throughout the year, particularly during the Spring Semester (Table 1).

Table 1. Reported curiosity over a one-year period

| Pre-intervention n=205 | | Mid-intervention n=205 | | Post-intervention n=205 | |
|---------------------------|-----------|---------------------------|----------------|----------------------------|----------------|
| <i>Mean</i> | <i>SD</i> | <i>Mean</i> | <i>p-value</i> | <i>Mean</i> | <i>p-value</i> |
| | | <i>difference</i> | | <i>difference</i> | |
| | | | | | |

| | | | | | | |
|---|------|------|-------|--------|-------|-------|
| Curiosity (average) | 3.64 | 0.83 | +0.14 | .005** | +0.09 | .084 |
| Interested in learning about other cultures | 3.34 | 1.02 | +0.21 | .005** | +0.09 | .156 |
| Interested in learning about people from other cultures live | 3.35 | 1.05 | +0.20 | .008** | +0.15 | .034* |
| Interested in meeting people from other cultures | 3.62 | 1.07 | +0.20 | .006** | +0.10 | .189 |
| Interested in becoming friends with people from other cultures | 3.83 | 0.98 | +0.10 | .125 | +0.01 | .884 |
| Believes there is a lot to learn from people from other cultures. | 4.09 | 0.93 | +0.10 | .895 | +0.10 | .141 |

*p<.05; **p<.01

Openness

In general, most students were able to use non-judgemental language at the pre-intervention stage, though a slight increase in openness was nonetheless observed at both the mid- and post-intervention stages.

Respect

As shown in Figure 3, while no students directly emphasized negative features of other cultures and people, at the mid-intervention stage fewer students focused on positive features or were non-defensive about cultural differences. Statistical analysis did not show any correlations between respect and the various demographic and intercultural factors considered, suggesting that this decrease may be linked to the cultural comparison presentations conducted at the end of the Spring Semester.

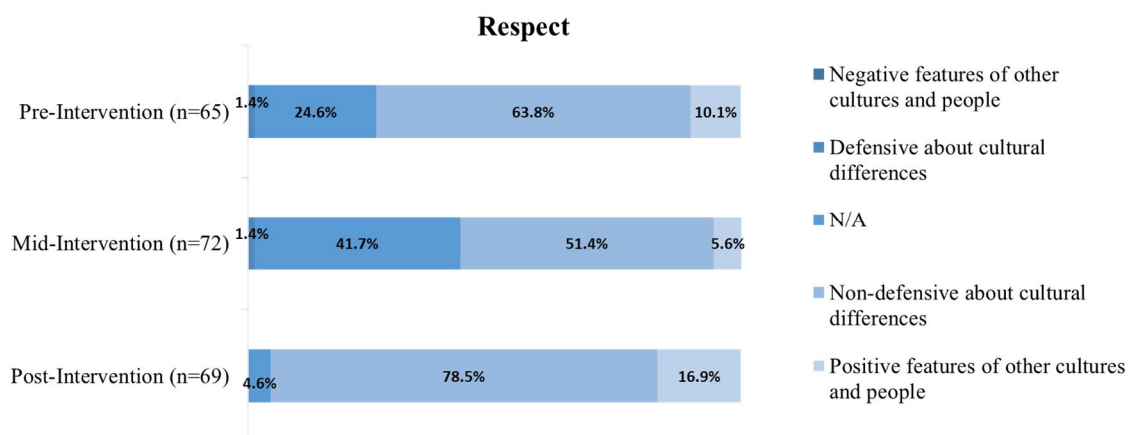


Figure 3. Respect over a one-year period

Cultural self-awareness

Throughout the academic year, students consistently reported becoming more aware of their own cultural upbringing and how it influences their perceptions, beliefs, and behaviors.

Global Awareness

Answers revealed that students became increasingly more capable of connecting national and global forces over the one-year period (Figure 4). One possible reason for these results is the final assignment at the end of the second semester, in which students were tasked with researching and presenting on a global issue.

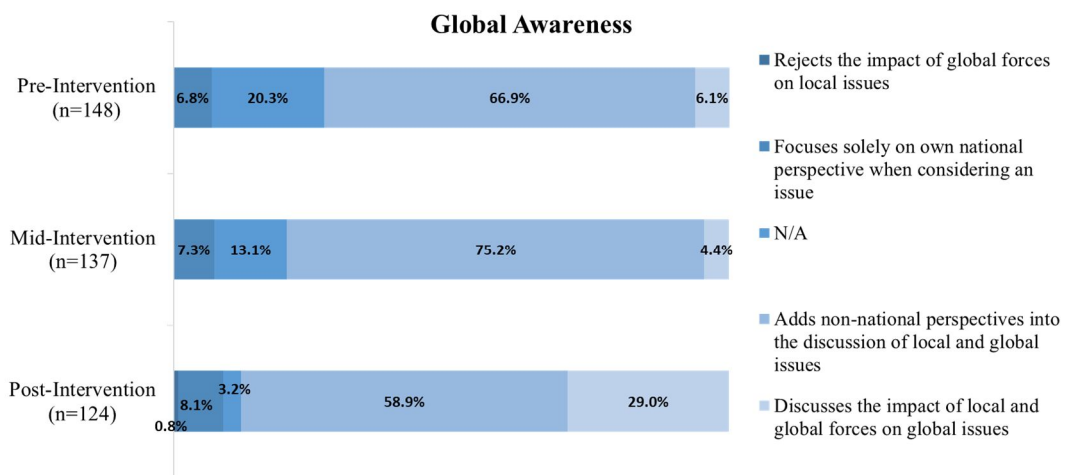


Figure 4. Global awareness over a one-year period

Usefulness and Interest

Pair and group discussions in class were reported to be the most useful types of activities to learn about other cultures at both the mid-intervention (weighted average ($W=14$)) and post-intervention ($W=12$)) stages. Other factors that were rated highly in usefulness included the textbook topics ($W=13$; 11), and pair or group discussions outside of class ($W=12$; 11). Students found that foreign language classes focused on reading and writing as well as courses from their own major to be the least useful in learning about other cultures.

In terms of the most interesting activities overall, pair and group discussions in class were once again ranked the highest ($W=15$; 13), followed by pair or group discussions outside of class ($W=13$; 12), and cultural information provided by the teacher based on their personal experiences ($W=11$; 11). Reading and writing EFL courses were ranked quite low.

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 0件）

| | |
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| 2. 論文標題 Japanese university student responses to intercultural scenarios: Contact strategies and perceptions of otherness | 5. 発行年 2022年 |
| 3. 雑誌名 International Journal of Intercultural Relations | 6. 最初と最後の頁 73-85 |
| 掲載論文のDOI（デジタルオブジェクト識別子） 10.1016/j.ijintrel.2022.07.008 | 査読の有無 有 |
| オープンアクセス オープンアクセスではない、又はオープンアクセスが困難 | 国際共著 該当する |

〔学会発表〕 計4件（うち招待講演 1件/うち国際学会 3件）

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| 2. 発表標題 Internationalisation-at-Home in Japan: Fostering Interculturally Competent Domestic Students? |
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〔図書〕 計1件

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| 2. 出版社 Springer | 5. 総ページ数 326 |
| 3. 書名 World Englishes, Global Classrooms: The Future of English Literary and Linguistic Studies | |

〔産業財産権〕

〔その他〕

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6. 研究組織

| 氏名 (ローマ字氏名) (研究者番号) | 所属研究機関・部局・職 (機関番号) | 備考 |
|---------------------------|-----------------------|----|
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

| 共同研究相手国 | 相手方研究機関 |
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