

To Match Both Needs and Wants: Finding Effective Ways to Raise Learners' Intercultural Communicative Competence in Global English I

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Abstract

In this paper, the author conducted surveys from both instructors and learners to identify both needs and wants for the course, Global English I. To accomplish its goal of mastering appropriate intercultural communicative competence, the author found out that there are some gaps between instructors and learners on the course expectation, perception, and practical needs. The survey result was analyzed to identify some better ideas for the course from three different angles. They are from the materials, teachers, and learners' point of views. In order to overcome the insufficiencies in the course and facilitate better learning outcomes, the author suggests some practical ideas to apply both in and outside of class. They are to promote the use of multimedia to enhance learners' critical thinking and awareness raising, to increase the opportunity of cross-cultural encounters in class, and the better use of student portfolio.

Introduction

Intercultural communicative competence (ICC) is a vital skill to have in order to achieve successful communication in this rapid globalizing society. Since the number of English as second language speakers is now bigger than that of the native speakers (Nettle and Romaine, 2000), it is widely accepted that the majority of business as well as general human interactions in English today take place between bilingual speakers of English, particularly for cross-cultural purposes (McKay, 2012). To meet the global scale requirement, Global Career Institute (GCI) courses have started from 2013 at Bunkyo Gakuin University to learn about practical intercultural communication skills and to be able to handle effective communication in their future business and academic occasions. Through teaching one of the GCI courses of Global English I since April 2014, the author conducted surveys with four instructors and sixteen students, analyzed its current situation

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especially regarding mutual needs and wants for the course. In the end, some obvious, yet fixable gaps between practices and expectations were revealed.

The purpose of this paper is to present the data collected from four instructors and sixteen students, suggest some additional ideas to realize more practical ICC in three different ways. The analysis was done from materials', instructors', and learners' perspectives. Through the integrated analysis of the course, three practical solutions and ideas are raised. These changes are to promote the use of multimedia in and outside of class to promote both critical thinking and cross-cultural awareness raising activities, increase the opportunity for cross-cultural encounters in class, and the effective use of student portfolios to support learning in and outside of class. The paper first introduces the content of Global English I, then analyzes both instructors' and students' needs and wants from the survey results, and finally, the suggestions are raised to further realize effective ICC.

1. The description of Global English I

1.1 About the students and instructors

The targeted Global English I class consists of sixteen first year undergraduate students at Hongo campus. Seven of them are from the faculty of business administration, and the remains are from the faculty of foreign studies. In terms of gender constitution, twelve students are females, and the remains are males. The class is conducted on a twice-a-week basis taught first period on Tuesday and Wednesday mornings.

Four instructors teach Global English I at Hongo campus and there is another instructor who teaches at Fujimino campus. This paper focuses on four instructors from Hongo campus. At Hongo, there are two course coordinators who manage the course. The course coordinators are mainly responsible for arranging the course schedules and monitoring overall teaching and learning practices. One of them teaches the highest Global English I class, and other three part-time instructors teach the rest. The four classes are called A,B,C, and D, and the class A has the highest level of learners who have better TOEIC scores than others.

1.2 The course objectives and expectations

The course objectives for learners is to gain some knowledge of various cultures of the world including Asia, Middle East, and other Eurasian regions as well as to improve associated English skills such as reading, listening, writing, presentation and discussion skills (GCI English Manuals, 2014). The course expects learners to acquire English as an International Language (EIL) so that they will be able to communicate with people from various cultural backgrounds. Also, the course expects learners to:

- be able to understand the facts and issues related to Asia and Eurasian regions in English
- be able to get used to various English pronunciations of the world.
- be able to make a presentation (using PowerPoint) or write a report on the regions through taking classes and their own research.
- be able to respond in English appropriately based on the knowledge they learn from the course.
- be able to understand the structure of a newspaper article and read in appropriate speed of 100-120 wpm (GCI English Manuals, 2014).

Global English I is intended to be a content-based English course and the learners are expected to learn and practice producing constructive thoughts and opinions in culturally sensitive ways. It means the learners are expected to fully equip themselves to prepare for real face-to-face multicultural encounters in their future business and study settings. Hence, learners' intercultural communicative competence (ICC) is assessed throughout the course in various classroom assignments as well as prepared activities (see the attached GE I syllabi for more details). The fundamental idea here is that the ability to flexibly interact with people from various cultural and linguistic backgrounds is considered to be essential to build trust in international relationships.

1.3 Assignments and activities

There are three major assignments for the course. They are summary tests, reaction paper writing for guest speakers' talk, writing for, preparing for, and conducting class presentations. The course uses a main textbook 'World Adventures' in the regular class (Berlin & Kobayashi, 2011). The textbook has fifteen chapters and each chapter contains two main activities, which are listening and reading. One chapter deals with one country and it takes at least two classes to finish teaching it. Each summary test includes the textbook listening and reading activities as well as other reflective questions on class activities such as students' presentations and guest speaker's talks. These reflective questions are freely chosen by individual instructors according to their class contexts. The course invites guest speakers from various countries on a regular basis to learn about their cultures, histories, and related issues (see the attached GE I syllabi). Learners are required to submit 200 words worth reaction paper after each session as their writing assignment. Newspaper article readings are frequently chosen by class instructors and used in class. They are also expected to make presentations on countries selected from the regions dealt in class. These presentations are done on a frequent basis. Learners can freely choose whichever topics they are interested in about the country and compare them with the ones in Japan. Through using PowerPoint slides, reflective thoughts and opinions are supposed to be demonstrated clearly in logical manner. Presentations are

prepared in groups, in pairs, or individually in accordance with the situation.

1.4. Other supports for learners: Tutors, Chat partners, and portfolios

Tutors are available for all learners to check their understandings of lectures and assignments. Tutors are all Japanese nationals, who have high levels of English skills. Learners can consult study concerns and tutors can suggest some practical solutions, give advice, and encourage learners' progress. Tutors are available on weekday evenings, and during the session, portfolio is used to record the session.

Learners can also interact with chat partners who are near-native level speakers of English from around the world. With the system, learners can not only practice their second-language communication skills, but gives opportunities to meet with people from a variety of cultural background in a friendly and relaxed atmosphere (Bunkyo Gakuin University, 2014). Learners can only use English with chat partners, and they can book the time either individually or with other learners.

Current portfolio is paper-based, distributed once at the start of each semester (see the attached current portfolio for more details). The composition of them contains learners' attendance sheet, and some space to write about "What you learned, and questions you have" for the weekly classes. Learners can also write about their assignments here. How the system works is that learners bring the portfolio to a tutor, have some conversation about each item, and the tutor leaves some comment and signature there. The main purpose of having a portfolio is to monitor learners' learning progress in and outside so that they can effectively continue learning monitored by their homeroom teacher, tutors, and learners themselves.

1.5. Optional activity: Studying overseas program

Learners who are interested in studying abroad can experience the real intercultural encounters at University affiliated language schools in non-English spoken countries. The program is offered in summer time for those who wish to study abroad. There, learners can meet people from all over the world, experience the real meaning of multicultural understanding, expand their horizons, and practice exchanging their ideas using English.

2. Methodology

The author believes that the three components, materials, teachers, and learners hold the key to meet the overall learning objectives. These three essential components mutually influence each other and elaborate the learning outcomes. The satisfactory outcomes are expected mainly through the improvement and reflection of our daily classroom practices, and these three components hold

the key. It is thus by the clear reflection of both teachers' and learners' needs and wants on a daily-basis, which are vital in sorting out meaningful learning. From here, I would like to analyze the collected data from learners and instructors, seek out some effective yet practical solutions to maximize the benefit of learners' learning opportunities through Global English I. This survey was conducted to both learners and instructors after the first semester to see their actual needs and wants for the Global English I. All the questions were asked in Japanese to easily reflect the real voice from them. The results are summarized in English. These survey questions and the results are attached later in this paper.

2.1 Analysis on materials' needs

According to Rubdy (2003), classroom materials provide a 'route map' for teachers and learners. Cortazzi and Jin (1999) describe that the definition of a textbook can be a teacher, a map, a resource, a trainer, an authority, or an ideology. Thus well-organized textbooks are useful for teachers, because they provide clear lesson structures with precise activity instructions (Yamaguchi, 2013).

Global English I uses a main textbook, 'World Adventures'. According to the survey, Most of the learners did not find the textbook so difficult. Three out of four teachers thought the textbook activities as well as DVDs effective in teaching ICC in class. And half of the teachers thought the textbook reviews and previews helped learners in raising ICC whereas only a quarter of learners used it apart from learning in class. Class activities, including guest speakers' sessions, textbook activities, as well as presentation assignments seemed to have played the major role in developing ICC.

Materials are considered to play key roles to facilitate effective learning. Choosing interesting, yet meaningful materials encourages learners to become autonomous learners outside of class where teachers cannot control and monitor. The survey result showed that many learners prefer to use visual or auditory materials for their learning outside of class. Seven learners used movies, dramas, and music to raise ICC. Nine learners raised ICC through preparing for the class assignments and it convinced them that the kind of meaningful activities contribute to raise learners' ICC. Also, many learners thought they raised ICC through interacting with people from overseas including the interaction with chat partners. Two learners said they raised ICC through interacting with tutors.

2.2 Critical thinking and cross-cultural awareness raising activities

Half of the teachers raised the importance of adopting critical thinking and awareness raising activities in class to induce ICC more effectively. Critical thinking requires a level of reading comprehension and discussion skills to be able to question and evaluate what is read or heard.

In language teaching, this skill said to engage students more actively with materials in the target language, encourage a deeper processing of it, and show respect for students as independent thinkers (Richards & Schmidt, 2010). This approach is useful to make learners notice some facts about the world. They will be able to clearly identify themselves without automatically absorbing things they see, hear, and learn in their lives. Thus learners are expected to advance its skills so that they can handle activities and face issues by producing their thoughts and opinions in elaborate ways. During the learning process, if learners' language level is not met for the activity, the critical thinking can be done in Japanese using materials they prefer.

Cross-cultural awareness activity is also worth adopting. The author believes that the successful intercultural understanding is built on the basis of having enough prior knowledge of cultural norms and pragmatics of the interlocutors. The foundation helps learners to avoid unnecessary misunderstandings with each other. Suppose that most learners do not have a plenty of opportunity to learn about culturally sensitive norms and pragmatics outside of class (per se in Japan), the approach needs to be taught explicitly to equip them for the intercultural communication. The issue is that numerous world cultures have the same or more numbers of conversation approaches and the rules beneath. Teachers might have a question of which one to choose to teach for their class, and this needs to be sorted out accordingly to their level. Teachers might want to start off by introducing learners using textbook dialogues as well as U-tube videos of a targeted culture since the range of world's communication culture is huge. It is meaningful experience for all L2 learners to get prepared for the various ways of interaction. If the learners' English level is not met for the activity, the class can use Japanese to clearly get the ideas across.

The formal adoption of cross-cultural awareness activities is recommended in teaching the class and there are various approaches you can include, such as:

- to analyze the language and context to identify the goal and intention of the speaker, and assessing the speaker's attainment of the goal and the listener's interpretation;
- to analyze and practice the use of directness/ politeness/ formality in an interaction;
- to identify and use a range of cultural norms in the L2 culture; and
- to identify and use possible cultural reasoning or ideologies behind L2 pragmatic norms (Ishihara & Cohen, 2010)

When in intercultural communication, speakers' as well as listeners' careful attention in speech acts is necessary. And in many L2 interactions, their conversation manner reflects their L1 norms and pragmatics. Through making a habit of analyzing interlocutors' cultural norms and pragmatic norms, it will allow listeners to more easily to comprehend the speakers' intentions. Thus it will make easier for learners to react in appropriate ways.

2.3 The analysis on the use of school facilities and portfolio

GCI courses offer various school facilities to promote students' learning as well as student portfolios to keep the record of their learning activities in and outside of class.

These facilities include GCI tutors, who can support and give advice to learners, chat partners, who are from multilingual backgrounds other than native speakers of English.

Although the program prepares various ways to support students' learning, the survey result showed that not all the facilities are fully utilized by the learners. In the survey, the author asked how the learners raised intercultural communication skills outside of class. Six students answered they interact with chat partners, but only two of them answered they interact with tutors. However, to make appointments with tutors on a frequent basis and consult with them about the learners' study situation has been strongly recommended in the course as well as to keep the record in the student portfolio. In the portfolio, it also pushes learners by stating that "To be able to acquire Global English, learners, teachers, and tutors should mutually understand the learning situation" (BUNKYO GCI PORTFOLIO, 2014). The purpose of having the tutor system is mainly to help learners' language skills. Learners can also consult about things they did not understand in class. They can also ask tutors the way to finish course assignments because tutors are selected as successful learners of English. There is no other way to be successful in learning English than asking someone who knows learning strategies already and reached the level where learners aspire to.

These school facilities need to be utilized more efficiently with manageable yet systematic monitoring system using learners' portfolios. As there are a range of activities learners are already trying to raise their ICC, there must be a way to encourage learner's self-study, and apply its monitoring system.

Discussion: Practical suggestions to raise learner's ICC

- The use of multimedia-based materials to introduce critical thinking and awareness raising tasks.

As mentioned already, the majority of learners are interested in learning through using computers, watching and listening to movies, dramas, and music. Based on the survey result, computers, as well as these visual and auditory materials are going to be very useful tools to promote learning in and outside of class. To raise ICC, by using these materials, teachers can introduce the practical way of critical thinking and cultural awareness. Teachers can use an example hand-out attached so that learners can learn outside of class too.

- Increase the opportunities for real cross-cultural encounters in class

It revealed that ten out of sixteen learners found the guest speakers' sessions worthwhile for learning about intercultural communication. Thirteen students said they want to strengthen English conversation skills. Eight students found it hard to understand the characteristics of World Englishes, including their pronunciation, accents and others. Another seven students found it hard to understand guest speakers' talk. Furthermore, it became clear that many learners prefer learning English by interacting with overseas' people and chat partners outside of class. In one of the student survey results, there was even an idea of inviting chat partners in class and have some discussion together to enhance its learning. As many of them strongly desire to know about world's culture and improve their English skills, there is a suggestion of having more intercultural interactive opportunity in class, other than using selected materials. The author believes these practical face-to-face learning opportunities would further encourage learners to learn about the authentic intercultural communication skills. If chat partners are invited to join in weekly class activities, some shy learners will also find it easier to approach foreigners, and encourage them to use system even more.

- Electronic portfolio and its structure

There are various facilities offered at school to improve learners' ICC as well as their English skills. In the survey, the author found that many learners preferred learning English through computers. Since not many learners have much opportunity to talk in English outside of school, they use internet to interact with overseas people (including through SNSs), and learn from computers. Also, the author found that only a few of them go to the library to search for books but rather most learners preferred to find resources online for their assignments (writing assignments and presentations). Above all, we can say that many learners prefer to use computers or other tablet devices to support their learning. Thus the author thinks this also applies to the preference in using portfolio online. Students might prefer to have a choice between the current paper-based portfolio or an electronic one. Offering options to them first would be a better start.

As discussed already, not many learners seemed to be using the portfolios effectively to supervise their learning, so the author suggests adding some more items in the portfolio. These items and the rationales are as follows:

- Goal of learners: It is important for all of us to grasp each learner's short-term and long-term goals for the course to realize their dream. By doing so, we will all have clearer picture of how to address learners' needs and wants.
- Learner profiles: includes their study background, hobbies, learning preferences, strengths and

weaknesses in English. The section can also include some extra information about the learner like countries they have lived/visited, countries they want to live/ visit, favorite movies, music etc... The personal information will also be used for the conversation with tutors and chat partners. The author considers that this personal section functions to support positive affect through building bridges between learners and supporters.

- Reflections: to encourage learners write about their thoughts and opinions about the class and their daily learnings. Learners can also write about any activities which are related to intercultural communication and describe some thoughts and opinions about it.
- Tutor summary: Since tutors are meant to be study advisors for the learners, they will be able to learn effective learning strategies and study tips to improve their English. This section is to write about what learners learnt in the discussion with tutors about their learning situation and the way to improve it.
- Chat lounge summary: This is already used in other courses for learners to write about the summary of visit to the lounge. By having this section, learners can increase the opportunity to interact with people from overseas. This encourages them to listen to the variety of pronunciation as well as learn about their cultural backgrounds to broaden their horizons.

Conclusion

Having intercultural communicative competence is a basic start for the intercultural understandings. In this context, English has widely used as an international language (EIL) between L2 users. It is thus widely accepted that L2 encounters are expected to be the majority case in having intercultural communication. According to MacKay (2012), most textbooks and school materials have been majorly focused on mainstream Inner Circle cultures and languages, most learners as well as teachers have not had enough opportunities to learn about cultures, languages, and World Englishes. With the growing number of L2 interactions in this world, GCI courses started to offer learners to become proficient in World Englishes comprehension and to develop their own English skills. In the paper, the author suggests there are three ways to improve current Global English I through the analysis and reflection of surveys on both learners and instructors. First, encourage using more multimedia-based materials in class to introduce critical thinking and awareness raising tasks, second, increase the opportunity of real cross-cultural encounters in class, and finally, to improve the current portfolio for its better use.

Attachments

Global English I first term syllabus

前号	Unit	シラバス	授業の目的	合同	教材・内容	新聞記事
<1回>	4/15	1) Introduction	ガイダンス	✓(前半)		
<2回>	4/16	2) Introspective look at Japan (1)	Reading Comprehension: 日本人のコミュニケーションの特徴を確認		Understanding Asia, Unit 12, Japan, pp.74-75 ⇒ p. 76[2]	
<3回>	4/22	3) Introspective look at Japan (2)				
<4回>	4/23	4) Introspective look at Japan (3)	Listening Comprehension		W.A. Chapter 8 DVD 1 (pp.45-46)	#1
<5回>	4/29	5) Introspective look at Japan (4)	⇒日本と外国を比較する		⇒日本との比較(日本のエコ事情); Research	
<6回>	4/30	6) Introspective look at Japan (5)	新聞記事の読み方・グループ・プレゼンテーション		⇒ Discussion & Group Presentation	記事の構成(Lecture)
<7回>	5/7	7) Summary 1	グループ・プレゼンテーション			
<8回>	5/13	8) Asian world: Southeast Asia (1)	Reading Comprehension		W.A. Chapter 2: Philippines (pp.7-9)	#2
<9回>	5/14	9) Asian world: Southeast Asia (2)	Listening Comprehension		W.A. Chapter 3 Thailand DVD I & II	
<10回>	5/20	10) Asian world: Southeast Asia (3)	Integration of Information		Review of textbook	#3
<11回>	5/21	11) Asian world: Southeast Asia (4)	Integration of Information		⇒日本との比較	
<12回>	5/27	12) Guest speaker's lecture on a Southeast Asian country	Listening/Speaking/Report writing	✓(Guest)	Lecture ⇒ Questions (with worksheet)	
<13回>	5/28	13) Summary 2 (Quiz 1)	サマリーテスト			#4
<14回>	6/3	14) Asian world: East Asia (1)	Reading Comprehension		World Adventures, Chapter 5 Korea	
<15回>	6/4	15) Asian world: East Asia (2)	Listening Comprehension		Reading ⇒ DVD II	#5
<16回>	6/10	16) Asian world: East Asia (3)	Research & Group Presentation		⇒中国や日本など、他の東アジアでのEnglish Divideを考へる; 英語の重要性、英語教育事情などについて情報を得て発表する	
<17回>	6/11	17) Asian world: East Asia (4)				#6
<18回>	6/17	18) Guest speaker's lecture on an East Asian country	Listening/Speaking/Report writing	✓(Guest)	Lecture ⇒ Questions (with worksheet)	
<19回>	6/18	19) Summary 3				#7
<20回>	6/24	20) Integration of the world & Japan (1)	Reading Comprehension		W.A. Chapter 4 Vietnam	
<21回>	6/25	21) Integration of the world & Japan (2)	Listening Comprehension		Reading ⇒ DVD II	#8
<22回>	7/1	22) Integration of the world & Japan (3)	Integration of Information		⇒東南アジア、東アジア事情のまとめ	
<23回>	7/2	23) Integration of the world & Japan (4)	Integration of Information ⇒ Summary Writing			#9
<24回>	7/8	24) Guest speaker's lecture on an Asian country	Listening/Speaking/Report writing	✓(Guest)	Lecture ⇒ Questions (with worksheet)	
<25回>	7/9	25) Summary 4 (Quiz 2)	サマリーテスト			#10
<26回>	7/15	26) Preparation for Study-Trip (1)				
<27回>	7/16	27) Preparation for Study-Trip (2)	グループでテーマを決めて、リサーチし、情報をまとめ、最後にプレゼンテーションを行う			#11: optional
<28回>	7/19	28) Preparation for Study-Trip (3)				
<29回>	7/22	29) Preparation for Study-Trip (4)				#12: optional
<30回>	7/23	30) Summary of the semester	各クラス担当教員の海外体験レクチャー	✓		

Global English I second term syllabus

後期	Unit	シラバス	内容	合同	教材	新聞記事	打合せ
<1回>	9/23	ガイダンス	ガイダンス	✓(前半)			
<2回>	9/24	研修旅行総括(1)	アジア諸国と日本との比較		研修旅行で見聞きしたことを報告し合う。グループワーク。		
<3回>	9/30	研修旅行総括(2)	アジア諸国と日本との比較				
<4回>	10/1	How to make a good presentation	シンプルなプレゼンテーションの練習			#1 Japanese English	
<5回>	10/7	まとめ 1	プレゼンテーション・新聞記事の読み方			記事の構成 (Lecture)	
<6回>	10/8	アジア社会を知る：南アジア(1)	Reading Comprehension		p.2		
<7回>	10/14	アジア社会を知る：南アジア(2)	Listening Comprehension		p.3-6		
<8回>	10/15	アジア社会を知る：南アジア(3)	Integration of Information		Review of Textbook	#2 India	
<9回>	10/21	ゲスト講演(南アジアについて)	Lecture, Q&A	✓(Guest)		#3 India	
<10回>	10/22	アジア社会を知る：南アジア(4)	Integration of Information				
<11回>	10/28	まとめ 2	復習とプレゼンテーション				
<12回>	10/29	ユーラシア社会を知る：中東(1)	Listening Comprehension		p.62	#4 Egypt	
<13回>	11/4	ユーラシア社会を知る：中東(2)	Reading Comprehension		p.59 / p.65		
<14回>	11/5	ユーラシア社会を知る：中東(3)	Integration of Information		Review of textbook	#5 Turkey	
<15回>	11/11	ゲスト講演(中東について)	Lecture, Q&A	✓(Guest)			
<16回>	11/12	ユーラシア社会を知る：中東(4)	Integration of Information		Review of textbook	#6 Syria	
<17回>	11/18	ユーラシア社会を知る：中東(5)	Group Presentation?				
<18回>	11/19	まとめ (小テスト 1)					
<19回>	11/25	ユーラシア社会を知る：ヨーロッパ(1)	Listening (review)		pp.45-48		
<20回>	11/26	ユーラシア社会を知る：ヨーロッパ(2)	Reading / Listening		p.50 or 44/pp.53-54	#7 Russia/Japan	
<21回>	12/2	ユーラシア社会を知る：ヨーロッパ(3)	Integration of Information		Review of textbook		
<22回>	12/3	ユーラシア社会を知る：ヨーロッパ(4)	Integration of Information		Review of textbook	#8 Europe: travel	
<23回>	12/9	ゲスト講演(ヨーロッパについて)	Lecture, Q&A	✓(Guest)			
<24回>	12/10	まとめ 4 (小テスト 2)	テストと復習			#9 E.U.	
<25回>	12/16	世界と日本の比較と知識の統合 (2)	Preparation for presentaion				
<26回>	12/17	世界と日本の比較と知識の統合 (3)	Preparation for presentaion				
<27回>	1/13	世界と日本の比較と知識の統合 (4)	Preparation for presentaion				
<28回>	1/14	世界と日本の比較と知識の統合 (5)	Presentations*			#10: Optional	
<29回>	1/20	世界と日本の比較と知識の統合 (6)	Presentations*	2クラス合同? 2クラス合同?			
<30回>	1/21	まとめ (小テスト 3)	テストと復習				
			*クラスレベルでのプレゼン (グループ内ミニプレゼンはIntegration時に適宜)		教科書は全て World Adventures を利用	原則、水曜日に読む	

• GE1 students' survey questions

2014年7月8日

Global English
今学期を振り返ってのアンケート

1. GCI 教科を学習する以前に異文化コミュニケーションについて学んだ経験はありますか。

はい・いいえ

2. 1 番で「はい」に○をつけた方にお聞きます。具体的にどの教育過程で学びましたか。

3. GCI 教科を学ぶにあたって難しかったと思う点に○を付けてください。(複数回答可)。

- a. 扱われる英文法
- b. 扱われる単語・熟語
- c. 扱われる英会話表現
- d. プレゼンテーション及びディスカッション方法
- e. 新聞記事の読解
- f. 英作文の書き方
- g. テキスト・DVD の内容
- h. 他国の文化・歴史的背景
- i. 他国の人たちの英語の特徴 (発音・アクセントなど)
- j. 他国の人たちの会話上のマナー
- k. 日本の文化・歴史的背景と他国とのその比較
- l. ゲストスピーカーの話を理解すること
- m. 担当教師の話している英語の内容を理解すること
- n. ポートフォリオの確認・利用方法
- o. その他 (具体的にお書きください) :

4. クラスで異文化コミュニケーションのノウハウがよく理解できた方法に○をつけてください (複数回答可)。
- a. テキストのアクティビティー (DVD を含む)
 - b. 先生の体験談
 - c. クラスメイトの体験談
 - d. ゲストスピーカーセッション
 - e. サマリーテスト
 - f. プレゼンテーション・ディスカッション
 - g. ライティング課題 (リアクションペーパー含む)
 - h. リーディング課題及び新聞記事の読解
 - i. U-tube などの映像の使用
 - j. 音楽の使用
 - k. 他国の物品を使用したアクティビティー
 - l. その他 (具体的にお書きください) :
5. GCI クラス以外でどう異文化コミュニケーション能力を高めてきたと感じますか (複数回答可)。
- a. テキストの予習・復習
 - b. (プレゼンテーションやライティングなどの) 課題・テストの準備
 - c. 資格試験の勉強 (TOEIC、英検など)
 - d. 海外旅行
 - e. 雑誌・本 (文法・資格対策などの参考書含む)
 - f. 海外の人との交流 (SNS: Line、Facebook、Twitter、ブログ、また Skype など)
 - g. 国際イベント
 - h. TV・ラジオ
 - i. 習い事 (英会話スクール・塾など)
 - j. 学内サークルやクラブを通しての英語学習
 - k. パソコンや携帯機器を通しての英語学習 (e-learning、ゲームなどを含む)
 - l. 映画・ドラマ・音楽の視聴
- a. Tutor とのやりとり
 - b. クラスメイトとのやりとり
 - c. Chat partners とのやりとり

- d. ポートフォリオに学習記録を記入する
 - e. その他（具体的にお書きください）：
6. 今後、GCI 教科を勉強するにあたって更に強化しなければならないと感じる点に○をつけてください（複数回答可）。
- a. 他国の文化・歴史などの知識
 - b. 自分の国の文化・歴史などの知識
 - c. 英語（文法・単熟語）の知識
 - d. 英会話力
 - e. プレゼンテーション・ディスカッション方法
 - f. リスニング力
 - g. 英作文の書き方
 - h. 読解力
 - i. テキストの内容を理解すること（DVD 含む）
 - j. 資格試験（TOEIC、英検など）
 - k. 自身の異文化コミュニケーションの知識
 - l. 他国の人たちの英語の発音・アクセントの聞き取り
 - m. 他国の人たちの会話上のマナーを理解すること
 - n. ポートフォリオの効果的な使用法
 - o. その他（具体的にお書きください）：
7. 今後 GCI のクラスで扱って欲しい内容、アイデアなどがありましたら自由に書いてください。

That's all, thank you!!



• GE1 instructors' survey questions

1. 異文化コミュニケーションの教授法について GCI 教科を教える以前に学ばれた、及び研究されたご経験はありますか。

はい・いいえ

2. 1 番で「はい」に○をつけた方にお聞きします。具体的にどの教育・研究過程で学ばれましたか。

3. GCI 教科を教えるにあたって難しかったと思う点に○をお付けください
(複数ご回答いただいて結構です)。

- a. 英文法を教えること
- b. 単語・熟語の意味を教えること
- c. 英会話表現を教えること
- d. プレゼンテーション及びディスカッション方法を教えること
- e. 新聞記事の読み方を教えること
- f. 英作文の書き方を教えること
- g. テキストの内容を教えること
- h. 他国の文化・歴史的背景を教えること
- i. 他国の人たちの英語の特徴（発音・アクセントなど）を教えること
- j. 他国の人たちの会話上のマナーを教えること
- k. 日本の文化・歴史的背景と他国とのその比較を教えること
- l. ポートフォリオの確認・利用方法
- m. その他（具体的にお書きください）：

4. GCI クラスで実際教えていて異文化コミュニケーション方法を教えるのに効果的だと感じた方法に○をお付けください。（複数ご回答いただいて結構です）。

- m. テキストのアクティビティー (DVD を含む)
 - n. ゲストスピーカーセッション
 - o. 自身の体験談を語る
 - p. 学生同士体験談を語り合う
 - q. サマリーテスト
 - r. プレゼンテーション・ディスカッション
 - s. ライティング課題 (リアクションペーパー含む)
 - t. Extensive reading 及び教室内での新聞記事の読解
 - u. U-tube などの映像の使用
 - v. 音楽の使用
 - w. 他国の物品を使用したアクティビティー
 - x. その他 (具体的にお書きください) :
5. 学生は GCI クラス以外でどう異文化コミュニケーション能力を高めてきたと感じますか (複数ご回答いただいて結構です)。
- a. テキストの予習・復習
 - b. (プレゼンテーションやライティングなどの) 課題・テストの準備
 - c. 資格試験の勉強 (TOEIC、英検など)
 - d. 海外旅行
 - e. 雑誌・本 (文法・試験対策などの参考書含む)
 - f. 海外の人との交流 (主要 SNS: Line、Facebook、Twitter、ブログ、また Skype など)
 - g. 国際イベント
 - h. TV・ラジオ
 - i. 習い事 (英会話スクール・塾など)
 - j. 学内サークルやクラブを通しての英語学習
 - k. パソコンや携帯機器を通しての英語学習 (e-learning、ゲームなどを含む)
 - l. 映画・ドラマ・音楽の視聴
 - m. Tutor とのやりとり
 - n. クラスメイトとのやりとり
 - o. Chat partners とのやりとり
 - p. ポートフォリオに学習記録を記入する
 - q. その他 (具体的にお書きください) :

6. 今後、GCI 教科を教えるにあたって更に工夫、改善していきたい点がございましたら○をお付けください（複数ご回答いただいて結構です）。
- a. 言語スキルの教授法
具体的にどのスキルですか：

 - b. 自身の他国の文化・歴史などの知識

 - c. テキスト以外の使用教材
具体的にどのような教材を使いたいですか：

 - d. 自身の異文化コミュニケーションの知識
 - e. 異文化コミュニケーションの教授法
 - f. 自宅学習法・学習トレーニング法
 - g. ポートフォリオの利用方法（学生・教師両側からみて）
 - h. その他（具体的にお書きください）：

ご協力どうもありがとうございました

• **GE1 students' survey result**

Q1. How do you study English apart from learning at the university classes?

(multiple answers OK)

- watch movies and dramas in English: 6 students
- study for TOEIC using the related materials: 3 students
- listen to English music (and read the lyrics): 6 students
- read English books: 1 student
- use study-aid books (Sanko-sho): 2 students
- use study-aid books (Tango-cho): 2 students
- e-learning: 1 student
- speak to foreign friends: 1 student

Q2. What do you find the most difficult thing for you to learn English in Japan?

- learning pronunciation, intonation, or accents: 4
- not using English in our daily lives: 2
- English conversation: 5
- listening: 1
- words and grammar: 1
- context: 1
- don't know: 2

Q3. What's the definition of culture in your own perspective? (multiple answers OK)

- original habits, manners, customs, or traditions: 11
- something to be proud of: 1
- something to be passed down through generations: 1
- lifestyle: 2
- character: 1
- no answer: 2

Q4. Please describe the things you know about ICC. (multiple answers OK)

- to understand the cultural background of the speakers:3
- the competence to understand people from different cultures: 1
- communicating people to overcome cultural differences: 1
- having communication after understanding cultural differences: 1
- don't know: 11

Q5. Have you learnt anything about ICC at schools before?

- Yes: 1
- No: 14
- no answer: 1

Q6. Do you think it's necessary to acquire ICC? Why?

- Yes: 15
- No: 0
- don't know: 1

Q7. Who do you think are the target on practicing ICC?

- people from different cultural backgrounds: 11
- people who do not have much interaction between Japan/ Japanese: 1
- people whose native tongues are not English: 3
- English as native speakers: 1
- no answer: 1

Q8. Why did you think you need to practice ICC with the people on the question no.8?

- because people from different countries have different ways of thinking: 3
- because we can act rude without understanding them properly: 1
- it will make conversation easier: 3
- no answer: 8

Q9. Please circle things which you think have raised your ICC outside of school classes.

- TV: 3
- internet: 7

- magazines and books: 2
- interaction between foreigners: 9
- travel overseas: 4
- music: 4
- movies: 6
- international events: 2
- SNS: 1

• GE1 instructors' survey result

1. Have you learnt or researched about Intercultural communication before?
Yes: 1
No: 3

2. What did you find the most difficult in teaching GE1?
 - Teaching presentation:2
 - Teaching discussion:2
 - Teaching writing:2
 - Teaching Japanese culture and history:2
 - Teaching comparative cultures:2
 - Teaching and completing overall activities as well as assignments in class since the learners' skills are not yet ready for the content-based English course:1
 - To teach four linguistic skills for the learners to get prepared for course assignments, such as presentation:1
 - To make learners understand that it is so important to continuously make effort to learn English day-by-day to become a good user of it. Most of them adore to be a good speaker but they are not very keen on studying it everyday:1
 - It is desirable that learners brush up on four linguistic skills before taking GCI courses:1

3. What activities have you found effective in teaching intercultural communication in class?
 - textbook activities (including DVDs): 3
 - guest speaker session: 3
 - summary test: 1

- presentation and discussion: 2
 - writing assignments (including reaction paper): 2
 - extensive reading (including newspaper reading): 1
 - using U-tube videos: 2
 - teaching critical thinking and awareness raising activities: 2
4. How do you think your learners improved ICC outside of class?
- Through the textbook preview and review: 2
 - Preparation for the class (including summary test, presentation, and writing assignments):2
 - Studying for language proficiency tests (such as STEP test and TOEIC):0
 - Travel or study overseas: 1
 - Magazines and books(including study aid books):0
 - Interaction with people from overseas(including SNSs):1
 - international events:0
 - TV and radios:0
 - Afterschool classes (including cram schools and language schools):0
 - University club activities:2
 - Learning through computers:0
 - Movies, dramas, and music:0
 - Interaction with tutors:2
 - Interaction with classmates:0
 - Interaction with chat partners:2
 - Keep the records in portfolios: 0
 - Others: 0
5. To teach the subject, what would you like to further improve?
- Further improve the instruction of language skills: 2
 - Effectively teach the methods of self-study, study training outside of class: 3
 - Effectively use authentic materials other than the main textbook: 2
 - knowledge of culture and history on Japan and other countries: 2
 - ICC instruction methods: 2
 - learn and experience presentations to teach it effectively to learners: 2
 - learn and experience discussions to teach in effectively to learners: 2

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