

Intercultural Competence of Elementary School Students in a Japanese EFL Context -Students' Narratives on Curriculum and Their IC Development-

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Outline |

Intercultural Competence of elementary school students in a Japanese EFL context

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01 Backgrounds



01 Backgrounds: EFL educational reform in Japan

- English education has become compulsory for 3rd through 6th graders in 2020 (1 lesson/week for 3rd & 4th, 2 for 5th & 6th graders)
- Government authorized textbooks are mandated for 5th and 6th graders.
- Core curriculum for elementary school English for in-service and pre-service teacher trainings has been proposed in 2019 (MEXT, 2019).
*MEXT=Ministry of Education, Culture, Sports, Science and Technology (Japan)
- J-POSTL Elementary (based on the EPOSTL: Newby, et.al. 2007) has been under development (Hisamura, et.al., 2019) .

The official EFL curriculum including teacher-training programs for the primary level has developed recently in Japan.



01 Backgrounds: “International Understanding” in EFL in Japan

- “International Understanding (Ibunkarikai)” in EFL in Japan
Course of Study in the FL section (MEXT, 2017) encourages pupils to:
 - understand/respect various culture(s) and language(s) as well as their own through experience learning with consideration toward others.
 - be able to communicate/cooperate with others in the world
- K8(function of cultures), K12(diversity of cultures), and A3(interest in languages/cultures/persons) of FREPA (2012) are often found in the MEXT primary English textbooks “We Can!” but no focus on K10.4(influence of one’s own culture) nor A12(decentring/relativizing) (Nakayama and Kurihara, 2019).

IC components such as “to challenge what is taken for granted” or “to be active (intercultural) citizens (Byram,2008) ” are less emphasized in EFL, so as in other subject areas (Parmenter, 2006) in Japan.



01 Backgrounds: Japan as multi(pluri)cultural society

- The number of foreign residents in Japan was 2,933,137 as of the end of 2019 (Ministry of Justice, 2020) .

=2.33 % to the total population (Statistics Bureau of Japan, 2020)

(1)	China	813, 675
(2)	Korea	446, 364
(3)	Vietnam	411, 968

- The number of foreign students in public elementary schools was 66,017 as of 2019


= 1 % to the total elementary students (Statistics Bureau of Japan, 2019).

More than half of the foreign residents in Japan are people with Asian cultural affiliations, however, “Foreign Languages” in public education means “English language education”, lacking multicultural/lingual perspectives.




01 Backgrounds: Intercultural education and primary English education

- “English is now a multiculturally variegated language. Tolerance toward varieties is a condition for using English as a global language.”(p.248: Honna, 2012)
- “To raise proficiency in other languages, understanding of cultures should be promoted from primary school on.” (p. 28: Della Chiesa, et.al., 2012)
- 9-12 year-old children are matured enough for “cultural discoveries and recognition” when they are “imbedded in a communicational context or in comparisons with their own culture... and their own language.”(p.25 : Yoshijima, 2014).
- Education for intercultural citizenship through foreign language can start from the primary level (Port, 2016).



Cultivating Intercultural Competence in the primary foreign language education is/should be a foundation to raise global citizens.





02 The School



02 The School: Minami-Alps Children's Village Elementary School

【Principles and activities】 http://www.kinokuni.ac.jp/nc_alps/html/htdocs/?page_id=16

- **“Free Education” by A. S. Neill and “Learning by Doing” by John Dewey**
- Value freedom of emotional, intellectual and social aspects of development
- Build a **democratic learning community** (frequent self-organized class/school meetings, avoid teachers' authority)
- **Project-based** curriculum/Experience learning/Mix-aged **cooperative learning**
- **Field trip to UK** (voluntary)
- **Social activities** (i.e. donation to victims of natural disasters/ food bank)

【Education for International Understanding/English Language】

- **Mix-aged** English lessons for **4th-6th graders** ▪ 45 min/week + elective English lessons
- “Let's get to know the world” (Class for International Understanding) for **1st-3rd graders** in Japanese (45 min/week)



02 The School: Minami-Alps Children's Village Elementary School

This "School Culture" (Hidden Curriculum) may:



→resemble to "education institutions to foster "learning democracy" by:

- ▶ the ways in which **decision-making processes are organized and communicated**;
- ▶ the **opportunities for debate and active participation in the life** of the institution;
- ▶ the degree to which relations between teachers, learners and parents are built **on mutual respect and trust.**"

(Council of Europe, 2018, p.16, bolded by the presenter)

→[In relation to IC development] contribute to:

- understanding the **internal diversity** and heterogeneity
- understanding and responding to other people's thoughts, **values and feelings**
- **building skills in adapting** one's behaviour to new cultural environments

(Huber & Reynolds, 2014, bolded by the presenter)



03 Curriculum Development



03 Curriculum Development



【Details】

- Funded by Japan Society for the Promotion of Science (JSPS) from FY2016-2018 as Grants-in-Aid for Scientific Research (B) No. 16K02955
- The curriculum was/is used for in-service/pre-service teacher training programs.

【Framework of Curriculum Objectives】

- Originally set according to the following three pillars of COS defined by MEXT (2018). The red letters are **the objectives of this curriculum** corresponding to each pillar:
 - i) What does a student understand and what can a student do (acquisition of **Knowledge and Skills** which can be utilized in real life contexts) =Encourage to acquire knowledge about languages/cultures and skills to apply them in context to communicate with various persons.
 - (ii) How to use what a student understands and what a student can do (**fostering abilities to think, make judgement and express oneself...**) =Foster abilities to express one's opinions and feelings by considering other's various backgrounds and situations.
 - (iii) How a student gets involved in society and the world and to live a better life (**cultivation of motivation to learn, and humanity, ...**) =Cultivate students' openness/tolerance toward differences and raise their self-esteem to promote mutual respect/understanding.

04 Curriculum Objectives (reframed by IC in Huber & Reynolds, 2014, pp.19-22)

*What are not emphasized in the MEXT textbooks but in this curriculum are bolded by the presenter.

[Attitudes]

- to empathise with people who have different cultural affiliations
- **to question what is usually taken for granted**

[Knowledge and Understanding]

- knowledge of the **beliefs, values**, practices, and products used by various peoples
- awareness of different verbal and **non-verbal** communicative conventions

[Skills]

- skills in discovering other cultural affiliations and perspectives
- skills in interpreting other cultural practices, **beliefs and values**

[Actions]

- interacting and communicating appropriately and respectfully with people who have different cultural affiliations
- **challenging attitudes and behaviours which contravene human rights**

Foundation of becoming global citizens with intercultural competence



Festivals around the World

(Learning resemblances and differences among various cultural events and the underlined beliefs and relating them to their own)

It's Day of the Dead in Mexico. It's in November. It's like *Obon* in Japan.



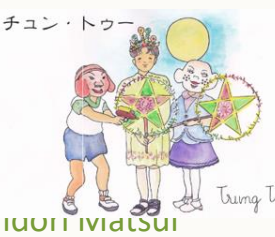
世界のお祭り - FESTIVALS AROUND THE WORLD

これはどこの国のお祭りかな？この子は何歳かな？何を持っているのかな？

エサラ・ペラヘラ (ペラヘラ祭)
May Day
エンクワ
ホーリー祭
死者の日
チュン・トゥー
お盆

国旗

UK, cambodia, srilanka, Japan, vietnam, mexico, india



Reference: "Children just like me-Celebrations!" 「世界のおまつり」(1998)ほるぷ出版

Where do you want to go? I want to go to Auschwitz in Poland.

(Discovering cultural practices and attractive sites in various countries including historical sites with those in Japan and learning importance to inherit them)

Where do I want to go? Can you guess? (Introducing where the teacher wants to go)



I want to eat Zapiekanka.

写真: shutterstock



I want to visit Chopin Museum.

写真: shutterstock



I want to visit Auschwitz-Birkenau.

写真: shutterstock

Now it's your turn.
Where do you want to go?

I want to go to Poland.



写真: shutterstock



Hiroshima Peace
Memorial

What time do you get up? (Daily routines of children in Asia)

(Learning how a child spends a day/week in Asian countries and relating them to their own.
Reflecting their own daily practice and reconsidering responsibilities as a family member.)

This is my day.

I help my mother and my father before dinner.

I go to bed at ().

I get up at ().

I have dinner at ().

I go to school at ().

I go to jyuku at ().

I go home at ().

Velia Chyntia Victoria
ウェリア・シンティア・ヴィクトリアさん
from Indonesia

「インドネシアの小学生」
(2011)学研教育出版

This is my weekly schedule.

I get up at ().

I have breakfast at ().

I have lunch at ().

I have dinner at ().

I go to bed at ().

	月曜日	火曜日	水曜日	木曜日	金曜日	土曜日	日曜日	
1	朝のお祈り(お経を読む)							
2	国語(リンカ語)						掃除-雑仕事	
3	お祈り(お経を読む)、朝食と休み時間							
4	お祈り(お経を読む)							
5	経典や書物(リンカ語)を学ぶ、「リンカ語のつづきの書き出し」など						掃除-雑仕事	
6	新しい経典を勉強する、筆記する							
7	お祈り(お経を読む)、昼食と休けい時間							
8	午前に参加した経典や書物についての筆記試験							宿次の洗濯など
9	午前に参加した経典や書物についての筆記試験							
10	お祈り(お経を読む)、夕食と休けい時間							
11	朝のお祈り(お経を読む)							
12	夕暮-後習など自習							

「ブータンの小学生」
(2011)学研教育出版

from Bhutan

Velia in Indonesia
資料:「インドネシアの小学生」
(Elementary school students in Indonesia)
(2011)学研教育出版

**A boy who wants to become a monk
in Bhutan**
資料:「ブータンの小学生」
(Elementary school students in Bhutan)
(2011)学研教育出版

Where is the food? (Dietary culture around the world)

(Learning dietary cultures in various countries and relating them to their own including internal diversity in Japan. Raising awareness toward child labor problems)

Describing the picture which shows food the family consumes in a week.



- 1) Where are the peaches? ---- They are _____ the basket.
- 2) Where are the garlics? ---- They are _____ the bananas.
- 3) Where are the water melons? --- They are _____ the table.
- 4) Where is the boy? ---- He is _____ his grandfather.

Where do they live?

World map with country labels: USA, Mexico, Canada, Greenland, UK, Germany, Poland, France, Italy, Spain, Portugal, Turkey, Bosnia and Herzegovina, Montenegro, China, Japan, India, Kuwait, Bhutan, Nepal, The Philippines, Australia, Cuba, Ecuador, Guatemala, Costa Rica, Chile.

Four photographs of families eating meals, each with a ¥ symbol and a blank space for a price estimate.

How much is the food for a week?.

Estimating how much is the food for a week and noticing a child house servant who is at the same age as the students.
資料: 開発教育協会(2017)「写真で学ぼう! 『地球の食卓』学習プラン10 改訂版」
“Hungry Planet: What the World Eats”
by Menzel, P. et.al.

Who is your hero? (Qualities of “Hero”)

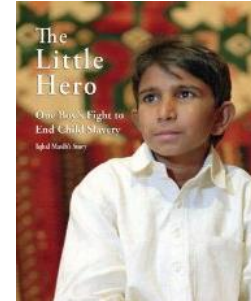
(Discussing qualities of heroes and importance of the qualities to them. Creating “My Hero” poster. Learning teen activists who brought great impacts on our society)



This is my hero, Malala.
She can make great speech.
She is brave.
She is great.



She made a special speech.
She was 16 years old.



This is my hero, Iqbal.
He is brave, too.
He made children free.
He was 12 years old.

資料: Winter, J. (2014) Malala, a brave girl from Pakistan. Iqbal, a brave boy from Pakistan. Beach Lane Books.
(邦訳「マララとイクバル パキスタンのゆうかな子どもたち」岩崎書店)

This is me! (Encourage self-reflection to raise self-esteem)

(Discovering meanings/hopes embedded in their names and what they are good at. Sharing them by presenting “This is me!” poster. Becoming conscious of gender biases in society)

What is in your name?

What Kanji do you have in your name?
 Name: _____
 Do you have the kanji in your name? Yes/No/No idea?
 (You can use the kanji in your name to write something.)

Kanji	Meaning	Do you have it in your name?
支	support	○
絹	beautiful silk	○
美	beautiful	○
光	shine	○
志	ambition	○
育	grow	○
磨	polish	○
風	sound of wind	○
音	music	○
鼓	hand drum	○
杏	medicine	○
樹	tree	○
木	tree	○
会	meet	○
楽	relaxed	○
居	lie	○
お	Thank you	○

紗	きれいな 絹織物	beautiful silk 
美	きれいな	beautiful 
杏	あんず、 二葉、 三葉行ふ	medicine 
葵	あおい 太陽に咲いて、 暖かい 気持ち大さき	ambition 

Kanji is ideogram which often reflects hopes for the child.

② みんなの得意なこと “Everybody is different.”



I am Yuichiro.
I am good at knitting.



I am Kimie.
I am good at climbing trees.

去年のクラスの子どもたちの「得意なこと」を当てるクイズを通して、いろいろな子の「得意なこと」を知る。

Reconsidering a gender-biased notion of what a girl/boy is (should be) good at.

A sample of “This is me!” poster



資料: 伊藤美希 (2006) 「みんなちがって。。。-未来へ伝える男女共同参画-」明石書店
 (“Everybody is Different.” *a bilingual book)

Welcome to Japan! (Welcome an international student from Uzbekistan)
(Encountering a person who have a different cultural affiliation and experience the cultural practices. Discovering resemblances and differences with open minds.)



Uzbekistan is famous for:



Learned geography, family life, dance, music, food, traditional crafts and child play of Uzbekistan

Welcome to Japan (日本食を紹介する場合)



Welcome to Japan (日本食を紹介する場合)



Hanaichimonme & Oq terakmi, ko'k terak!

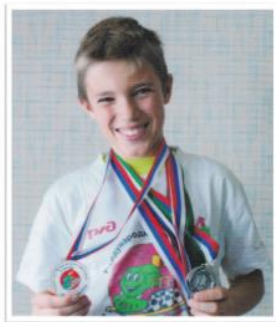


https://www.bbc.com/uzbek/lotin/2012/06/120628_latin_nonolympic_poplar_uz

Introduced Japanese food and played together.

My Summer Vacation (Summer vacation in Russia and Japan)

(Comparing resemblances and differences of how to spend a summer vacation in Russia and Japan.)



My name is セミヨン.
I am 11 years old.



I went to our dacha.



I enjoyed swimming.



fun
It was fun.



I ate watermelon.



delicious
It was delicious.

資料: 安井草平 (2016)
「ロシア セミヨン 北の国の夏休み」(世界のともだち35) 借成社
(Russia Semyon [Семён] Summer Vacation in a Northern
Country)

Olympics and Paralympics (Discover the meanings/athletics/Paralympians)

(Discovering the meaning and promoting language awareness by presenting the athletics in Chinese and Japanese. Watching Paralympians and experience para sports for inclusion.)



The Olympic symbol represents unification of the world.

Promote language awareness

He can jump high. She can do karate.



We're The Superhumans | Rio Paralympics 2016 Trailer
<https://www.youtube.com/watch?v=locLkk3aYlk>

Food for Thought (Think global issues of food)

(Discovering interdependence of food products by investigating their daily food. Learning the food self-sufficiency ratio, issues of food waste and unequal distribution for social action)



Octopus, necessary for their favorite snack, is imported from African countries.



There is a NPO in the neighborhood called "Food Bank" which delivers donated food to people in need. Some junior high school students in the school work as volunteers for the NPO.

What is peace? (Reconsider peace from others' perspectives for social action)

(Learning perspectives of refugees in Afghanistan by reading and thinking what we can do in our local context. Creating "Peace Colleague" to reflect meanings of peace to themselves)



The UNIQLO poster to ask people to donate their clothes for refugees which was found in their local UNIQLO shop. This was used to give opportunities for the students to think about what they can do even in their daily lives.

By reading this book, the students learn the very difficult situation where people hope for peace desperately.

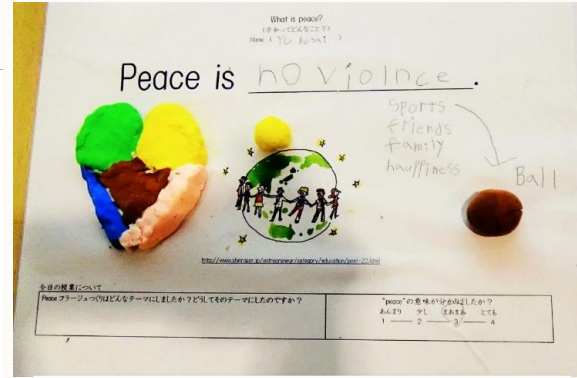
Williams, L. K. (2007) *Four Feet, Two Sandals*. Eerdmans Books (邦訳「ともだちのしるしだよ」岩崎書店)

Four Feet, Two Sandals (はなとちのしるしだよ) Name ()

<p>1</p>	<p>Where is this? (どこにいるのかしら?)</p>	<p>2</p>
<p>3</p>	<p>Who is this girl? (どなたの子供さん?)</p> <p>What did she say? (どういふお話をしましたか?)</p>	

今日の授業について、
 難民について知っていることはありますか？
 知りたいことはありますか？

身に着けるものや「頭・手・足」の英語の言い方がわかりましたか？
 あんまり 少し まあまあ とても
 1 — 2 — 3 — 4



A sample of "Peace Colleague"

Live with Challenge (How we can create an inclusive society)

(Discovering importance of our sensory organs and experience the situation where they cannot use them. Learning about people who can actively “live with challenge” to think inclusion.)

What's the animal?

① in Japan	in U.S.A.	② in Japan	in U.S.A.
③ in Japan	in U.S.A.	④ in Japan	in U.S.A.
⑤ in Japan	in U.S.A.	⑥ in Japan	in U.S.A.

Word Box
+ 猫はねこ、犬はいぬ、馬はうま、牛はうし、うさぎはうさぎ、ライオンはライオン、鳥はとり、虎はとら。

cat dog horse ox rabbit lion bird tiger

Compare sign languages in Japan and the U.S. The students enjoyed several “inclusive games” using the sign languages.



By watching a video which shows the life of Lena Maria in English and in Swedish. She can speak Japanese as well which surprised the students very much.



Experience being visually impaired and cooperate with other classmates to achieve tasks such as “Bring back your cup on the table.” and etc.

資料: 町田・瀧口(2010)「テーマで学ぶ小学校英語活動」(Thematic approach to elementary school English activities) 三友社出版

What do you want to be? (Future dreams of children around the world)

(Learning difficulties children in other countries face to go to school in order to achieve their future dreams. Relating them to their own to reconsider their own dreams.)

On The Way To School (1) Name ()

My name is Samuel.
I'm _____ years old.

my home () km () h + () min. my school



1) I go to school in a wheelchair.



2) I go to school with my _____.



3) I have a trouble.



4) I have many troubles.



5) I study with my _____.



6) I want to be a _____.

By watching "On The Way To School" the students learn there are children who have to overcome various difficulties "on the way to school" and their strong motivation to learn.
資料: DVD「世界の果ての通学路(On The Way to School)」
(2012) KADOKAWA

On The Way To School (1) Name ()

My name is Jackson.
I'm _____ years old.

my home 530 m. my school () km () hours.



1) I go to school on foot.



2) I go to school with my _____.



3) I see giraffes.



4) I see _____.



5) I study with my _____.



6) I want to be a _____.



04 The Research



04 Research Design

【Objectives】

1. **To investigate how the students who have taken the English lessons interpret their experience of taking the lessons** and how they relate what they had learned in the class with their current study
2. **To compare Intercultural Competence** of the following two groups: **A) the students who have taken the lessons and B) the students who have not** yet taken the lessons.

【Participants】

1. **32 students who have taken the English lessons** participated in the interviews for the research objective 1.
2. **15 students who have not taken the lessons and 15 students** who were randomly selected from the first group were chosen to be compared for the research objective 2.

【Procedures】

1. Individual or grouped **semi-structured interviews** were conducted to investigate students' narratives(interpretations) on the lessons from **May through July of 2019** at the school.
2. For the second group (RO 2), **questionnaires** were used.



04 Research Participants



【Detailed information of the participants for Objective 1】

Note: The students can choose their own English class out of three choices when they are at 4th -6th grades and are allowed to change the class when they move to a next grade, therefore, there is a variation in length (how long they belong to the class) and in grade (at which grade they took the lesson) found among the participants.

Total number of the students who have taken the lessons =44	The students who participated in the interviews=32 (≒71%)
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Grade at the time of the interviews	G5	G6	G7	G8	G9
Numbers	8	9	4	7	4

How long they belong to the class	1 year	2 years	3 years
Numbers	18	5	9



05 Result



05 Result of Objective 1: English language

	Total	Comparison between length		Comparison between primary and secondary	
		One year : 19	Over 2 years: 13	Primary :17	Secondary : 15
* Multiple answers were allowed.					
The lessons contribute to my current English study.	9	0	9	0	9
Application of knowledge (It was useful because I already knew the phrase/sounds.)	7	0	7	0	7
Decrease of anxiety and tension (I feel more comfortable learning English because of the lessons.)	2	0	2	0	2
All-in-English Teaching style (The teaching style was good/helpful.)	4	1	3	2	2
Need to be improved	5	2	3	3	2
Lacking sense of achievement (I wanted to try activities to give me more sense of achievement.)	1	0	1	0	1
Lacking hands-on activities (I wanted to try a variety of activities such as crafting, cooking, and etc.)	1	0	1	0	1
Lacking daily English expressions (I wanted to learn daily expressions such as greetings and how to order.)	1	1	0	1	0
Lacking English language components (I wanted to learn more English expressions.)	2	1	1	2	0
Not remembered	2	1	1	1	1

05 Result of Objective 1: International Study in English Class

Sheet 1	Total	Comparison between length		Comparison between primary and secondary	
		One year : 19	Over 2 years: 13	Primary :17	Secondary : 15
Enjoyment of:	38	24	14	25	13
Gaining/Being inspired by new knowledge (I enjoyed the lessons because I gained new knowledge about the world.)	21	13	8	15	6
New experiences (I enjoyed welcoming a person from Uzbekistan.)	8	6	2	6	2
Learning what they are interested in. (I enjoyed learning refugees. It's the topic I am interested in very much.)	3	1	2	1	2
Learning autonomously (I enjoyed researching countries I want to visit. It was different from my image of learning English, which is just memorizing words.)	1	1	0	1	0
Collaborative learning (I enjoyed doing something together with my friends.)	1	0	1	0	1
Learning both English and things around the world (It was good to learn both English and the world. It was easier [than learning English solely.]	4	3	1	2	2
The lessons would be helpful for my future. (I want to be a volunteer to help people. Your lessons will be helpful for that.)	3	3	0	3	0
Emotionally impressed by the persons introduced in the lessons (I was impressed by the performance of Paralympians. They were really great.)	7	6	1	6	1

* Multiple answers were allowed.

05 Result of Objective 1: International Study in English Class

Sheet 2 continued	Total	Comparison between length		Comparison between primary and secondary	
		One year : 19	Over 2 years: 13	Primary :17	Secondary : 15
Change of perception/motivation	13	6	7	8	5
Stimulate intellectual curiosity (After the lesson, I wanted to learn more about children around the world.)	4	3	1	2	2
Raise motivation to do something for people in need (By knowing there are people in need, I want to do something for them in the future.)	3	1	2	3	0
Become aware of importance of knowing/thinking (The lessons made me believe that we should think about wars.)	2	2	0	1	1
Become aware of importance of passing on the knowledge (The lessons were good because we can pass on what we had learned to others.)	3	0	3	0	3
Objectify their own situations (We have more freedom compared to the children in "On The Way To School".)	2	0	2	2	0
Change of action	3	0	3	0	3
Start new social actions (After learning the refugee problem, I started volunteer activities for fair trade.)	2	0	2	0	2
Start new research (I started to learn more about the food self-sufficiency ratio as my individual study in junior high school.)	1	0	1	0	1

* Multiple answers were allowed.

05 Result of Objective 1: International Study in English Class

Sheet 3 continued	* Multiple answers were allowed.	Total	Comparison between length		Comparison between primary and secondary	
			One year : 19	Over 2 years: 13	Primary :17	Secondary : 15
Compensate for difficulty of learning English with international study (I don't like learning English very much so it was fun to learn things around the world.)		4	3	1	2	2
Relate the lessons with home (I brought my mom to a facility where you can actually experience being visually impaired. We became blind and met new people in a room.)		2	0	2	1	1
Negative comments on international study in English class (It was useless to learn things other than English.)		1	1	0	1	0
Negative comments on teaching style (It was boring. I wanted to do more English games.)		1	1	0	1	0
Not remembered		2	1	1	1	1



05 Result of Objective 1: Students' Narratives

Case ① Mari (G8 at the time of the interview: Taken the lessons for 3 years from G4 to G6)

*All names are pseudonyms.

「難民の授業をしたとき、こっちは平和に暮らしているけど、不自由な生活をしていることが印象的で、何かできないかなと思った。それが中学でのフェアトレードの話につながった。春まつり(学校行事)でフェアトレードのチョコレートを売って、フェアトレードの会社に寄付して、感謝状が来たの。飾ってあるよ。」

(interview on 26 of April, 2019)

- **From knowing to acting**

“When we had the lesson of refugees, I was impressed by the fact that we had been living here peacefully but people there had less freedom and faced difficulties. This made me think if I could do something. Then, I joined “Fair Trade” volunteer activities in junior high school. We sold fair trade chocolate at our spring festival (one of the big school events to invite parents) and donated our sales for a fair trade company. We received a letter of appreciation. It is posted on our classroom wall.”

**underlined by the presenter*

[Her awareness in elementary school led her to start a new social action in junior high school. This illustrates the importance of introducing “intercultural citizenship” even in the primary English education (Port, 2016).]

05 Result of Objective 1: Students' Narratives

Case ② Sachi (G8 at the time of the interview: Taken the lessons for 1 year at G5)

*All names are pseudonyms.

(世界のことを英語でするってどう?)
世界的な話題が出てくるっていいと思う。中学の社会でもやるけど、同時に(何度も)出てくるのがいいと思う。次につながるから---自分が知ったことを人に伝えていけるからいい。世界の色々な面を知って、考えられる(からいい)。

(interview on 26 of April, 2019)

• Passing on the knowledge leads to the next step

(What do you think about learning things around the world in English class?) “It is good to learn global issues (in English class). We also learn them in junior high school but it is good to learn them at the same time (many times). It will lead to the next step. We can pass on what we learned to other people. This is good. Knowing many aspects of the world made us think more.”

**underlined by the presenter*

[Her expression “It will lead to the next step” indicates that expressing in English is not a mere “self-expression”, which is often emphasized in Japanese EFL, but a tool to connect with people which she considers should be the next step of learning.]

05 Result of Objective 1: Students' Narratives

Case ③ Rin (G9 at the time of the interview: Taken the lessons for 3 years from G4 to G6)

*All names are pseudonyms.

「英語は覚えられないから、社会って
いうか、なんか人間に関することって
いうか、そういうことの方が、話とか聞
いてて楽しかった印象がある。(それは
なんで楽しいんだろうね?)なんか、
自分は知らない人間のこととか、病気の
こととか(障害のある人のこと)、な
んかそういうの興味があったから、そ
ういう人がいるんだなって知ると、なん
かちょっと、聞いててね、なんかおもしろ
いなって思っ。

(interview on 21 of June, 2019)

- **International study is learning about “people”**

“I can’t memorize English expressions well so it was enjoyable to listen to things about the society or about people. This is my impression. (Why was it enjoyable?) Well, I was interested in people that I didn’t know and disabilities that people have (and their life). By knowing there are such people, I enjoyed listening to their stories (in the English class).” *underlined by the presenter

[Rin clearly remembered “Live with Challenge” in which she had learned stories of Lena Maria/the visually impaired and experienced these situations. Her narrative indicates that she could “emphathise with people who have different cultural affiliations”(Huber & Reynolds, 2014) and the cultural affiliations may include many aspects of humans, not only “cultural”.]

05 Result for Objective 1: Students' Narratives

Case ④ Mika (G8 at the time of the interview: Taken the lessons for 1 year at G6)

*All names are pseudonyms.

「歴史を知りたい感じがするね。...知れたら知れたで、なんかこう、距離感が縮まって、そう、なんか、気楽にしゃべれるというか、...例えば日本人同士だったら、相手を知って仲良くなるっていう、そんな感じ。(なるほどね、世界のことを知ること、その人を知る手段)そう、手段。」

(interview on 21 of June, 2019)

- **Learning the world is a tool to know others**

“I want to learn (world) history (in the English class). Learning history makes me feel more closely connecting with people (around the world). I can talk with them more casually. As Japanese people communicate with Japanese, we can get along with people better if we know each other better. (I see. Knowing the world is a tool to know the person better.) Yes, it is the tool.”

**underlined by the presenter*

[Mika has met English teachers with a variety of backgrounds outside of school. So she does not distinguish communicating with them from with Japanese. For her in order to get along with a person it is important to know the person's background such as history. She appreciates learning both English and global issues which helps her better communicate with “people”.

05 Result for Objective 1: Students' Narratives

Case ⑤ Reiko (G5 at the time of the interview: Taken the lessons for 1 year at G4)

*All names are pseudonyms.

「あんまり英語以外のことをやっても、役に立つ機会がないなと思った。私は英語だけの方がよかった。---日常で使うことばを入れたらいいなって。(例えばどんな?)うーん例えば(しばらく考えて)(ネイティブとの授業では)自分の名前の大文字と小文字のやり方をやった。小文字だと真ん中より下になるとか。自分の文字は、最初の文字が大きくてとか。」

(interview on 17 of May, 2019)

- **Valuing “Practical English”**

“I thought it was useless to learn things other than English. I preferred studying only English....I wanted to study more daily English expressions. (For example?) Well, for example (thinking) I studied (in the other English class with a native speaker of English) how to write my name in English. I studied small letters which go under the middle line (when they are written). A name starts with a capital letter, and so on.

**underlined by the presenter*

[This illustrates Reiko's (and some other students') value about English learning: “English learning should be practical”, which is often found in Japanese EFL not only in private/business context but also in formal schooling. We teachers should think about how teaching “creates a sense of living” in a specific context (Byram, 2008) .]

05 Result of Objective 1: Students' Narratives

Case ⑥ Yousuke (G6 at the time of the interview: Taken the lessons for 1 year at G4)

*All names are pseudonyms.

「説明とかが分かりやすかったから、英語とかも知れて、世界のこととかも知れるから、よかったと思う。楽しかったし。(世界のことを知れて、なんで楽しかったんだろうね?) 世界でこんなことが起きてるよとか、そういうことがあつて、苦労してるんだなとか思つて、そういう意味で楽しかった(ゲームとかしても楽しいじゃん? 世界のこと知れて楽しいっていうのは同じ楽しいのかな?) うーん、楽しいじゃないか。難民の人が、こんな苦労してるから、そういうのを知れたから、うん、よかった。」

(interview on 31 of May, 2019)

• Polysemy of students' vocabulary

"It was fun and good to learn both English and things around the world. The explanations (about global issues) were easy to understand. (Why do you think it was fun to learn things around the world?) It was fun to know what was happening in the world and people were having difficulties. (It is also fun to play English games, right? Is it the same "fun" to know things around the world?) Mmm, it is the same "fun", isn't it? It was good to know the life of refugees and their hardships."

**underlined by the presenter*

[This illustrates polysemy of his use of "fun" which may include fulfillment of his curiosity toward the world and empathy with others in a difficult situation. This may pose a challenge to conduct research to investigate primary students. Researchers need to pay attention to polysemy of their limited vocabulary.]

05 Summary: Result of Objective 1



[English Language]

- Most junior high school students found that **the lessons helped their current English study** in several ways.
- The content of **international study can be taught by “All-in-English”** teaching style.
- Some seemed to have an **image of “typical English lessons”** in which they should practice phrases/words repeatedly and gain a sense of achievement. They tended to think that the lessons were not typical ones and felt a little sense of achievement.

[International Study in English Class]

- The topics/teaching materials were helpful to enjoy learning both English/things around the world and **stimulate the students’ intellectual curiosity for further learning** (discovering/interpreting).
- **Empathy** may have been one of **the key factors to raise their motivation/willing to take actions**.
- For some students, the lessons may have **promoted their changes of perceptions, motivation, and action** which became perceived mainly in junior high school.

04 Research Design of Objective 2: Procedure and participants

【Procedure】

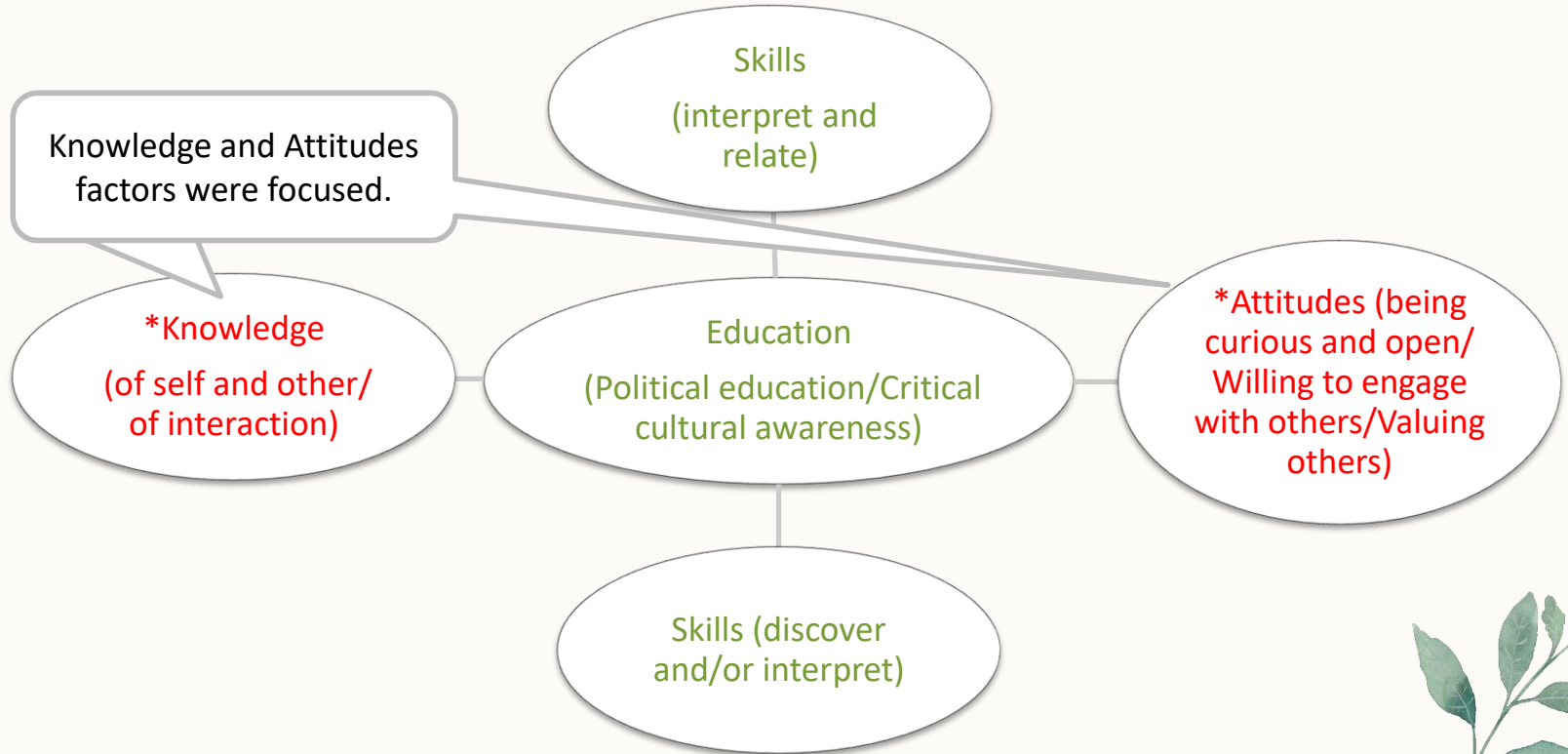
1. In order to compare Intercultural Competence of the following two groups: A) the students who have taken the lessons(random sampling) and B) the students who have not yet taken the lessons, **the framework proposed by Byram (1997) was used.**
2. Since data was collected through interviews and questionnaires (not by observing actual interaction), the **skill components were excluded** in this study.
3. In order to make the procedure easier for the students, a **simulated encounter with a child at the same age group** was set.
4. Because of the time constraint, a questionnaire was used for the group B on 10 of May, 2019. For Group A, data was collected along with the interview for Objective 1.

【Participants】

Grade	G4	G5	G6	G7	G8	G9	Total
Group A	0	2	6	2	3	2	15
Group B	13	1	1	0	0	0	15

04 Research Design of Objective 2: Framework

【Factors of Intercultural Communication (Byram, 1997) *Partially modified by the presenter】



04 Research Design of Objective 2: Simulated encounter



This is Ani san. She lives in Malaysia.
She will visit Japan and stay at your house for several days.



knowledge

- What do you know about Malaysia? (of others)
- What do you think she thinks/knows about Japan? (of their country)
- What Japanese cultural aspects do you want to introduce to her? (of their country)

Attitudes

- What do you want to ask her about? (to be curious/open)
- Ani san can't eat a certain meat for religious reasons. How will you welcome her at your house? (to respect other's belief and behaviors)
- How will you communicate with Ani san? (to be willing to engage with)

05 Result of Objective 2: Comparison between Group A and B

Sheet 1	Total	Group A: Taken the class over 1 year	Group B: Not taken the class yet
* Multiple answers were allowed.			
【Knowledge of others*1】			
<i>What do you know about Malaysia?</i>		15	16
Nothing	27	13	14
I know something (location, language, etc.)	4	2	2
【Knowledge of their own country】			
<i>What Japanese cultural aspects do you want to introduce to her?</i>		34	17
Food (sushi, soba, Japanese sweets, etc.)	14	8	6
Traditional culture (temples/shrines, castles, toys, etc.)	9	5	4
Japanese culture that she is interested in (We'd better ask her what she is interested in at first.)	8	8*2	0
Nature (cherry blossoms, autumn leaves, Mt. Fuji, etc.)	8	8	0
Sightseeing spots	7	3	4
Troubles found in Malaysia by the influence of Japan (import of lumber/plastic waste)	1	1	0
Our school	1	0	1

*1: Not much difference in knowledge between the groups.

*2: Group A shows more willingness to take other's perspectives.

Data was analyzed by Nvivo 11.

05 Result of Objective 2: Comparison between Group A and B

Sheet 2	Total	Group A: Taken the class over 1 year	Group B: Not taken the class yet
* Multiple answers were allowed.			
【Knowledge of their own country/ Attitudes to take others' perspectives】			
<i>What do you think she thinks/knows about Japan?</i>		21	19
She has a favorable feeling to Japan. (Japan is good. Japanese are polite. etc.)	24	15	9
She knows something about Japan.	6	3	3
I don't know.	4	1	3
She does not have any feeling/knowledge about Japan.	2	0	2
【Attitudes to be curious/open】			
<i>What do you want to ask her?</i>		22*3	7
About life and/or culture in Malaysia (food, animals, language, etc.)	13	9	4
Personal questions (family, future dreams, favorites, etc.)	6	5	1
What she wants to do/Where she wants to go in Japan	4	4	0
Things related to their own interest. (I like insects. I want to ask her about insects in Malaysia.)	3	1	2
Social conditions/ International relations with Japan	3	3*4	0

*3: More variations are found among the answers of Group A.

*4: Group A shows broader perspectives on relations (social/political).

05 Result of Objective 2: Comparison between Group A and B

Sheet 3	Total	Group A: Taken the class over 1 year	Group B: Not taken the class yet
* Multiple answers were allowed.			
<i>【Attitudes to be willing to engage with】</i>			
<i>How will you communicate with her(become a friend with her)?</i>			
I will try as hard as possible with my own English.	15	15* ⁵	0
I will use an electronic translation device.	14	3	11* ⁶
I will use non-verbal communicative conventions (gesture, pictures, music, facial expressions, etc.)	9	9* ⁷	0
I will learn about her country (will also ask her to learn about Japan)	2	2	0
I will ask my friends/family for help.	6	2	4
I will teach her Japanese.	1	1	0
I will learn a language in Malaysia.	1	1	0

*5: Group A shows more willingness to engage with her in English.

*6: While Group B shows preference to use an electronic device for translation.

This may be explained by their lack of linguistic confidence.

(I can't speak English so I will use Google.)

*7: Group A shows more willingness to use non-verbal communicative conventions which reflects their willingness to continue communicating with her by all means.

05 Summary: Result of Objective 2

[Knowledge]

- Not much difference was found between the two groups.

[Attitudes]

Group A shows:

- more willingness to take other's perspectives
- broader perspectives on relations
- curiosity about more various aspects of others
- stronger motivation for communication using verbal and non-verbal communicative conventions with mutual efforts.

*The result may reflect developmental characteristics.
(Most students in Group B are 4th graders.)





06 Limitations and Implications



06: Limitations of and Implications for **Practice**



[Limitations]

- There were **limited opportunities** for the students to **actually communicate with people who have different cultural affiliations**.
- There were **limited opportunities to critically think about “glocal issues”** which could have encouraged the students to act more actively both in local/international contexts.

[Implications]

- Teachers need to **share the objectives of the curriculum** with the students explicitly so that both groups can **modify** their typical image of **“English Language Lessons-should-be-like”**.
- We need to **explore our local human resource** to increase opportunities for actual encounter with people who have different cultural affiliations .
- We need to offer them **more opportunities to discover “internal diversity”** which may pose questions on their own prejudice/discrimination in their local context.

06: Limitations of and Implications for **Research**



[Limitations]

- This study **lacks a balance to investigate various factors of Intercultural Competence** (multiperspective assessment: Deardorff, 2011).
- The students' reflective narratives allow me to investigate their long-term viewpoints which are important for the curriculum development, however, there was **a time lag between the lessons and the interviews**, which posed a challenge for the students to reflect. The recorded videos or their portfolio could have been used for their reflection.
- **Triangulation of data is not sufficient.** A variety of data (interviews with teachers/parents, the students' portfolios, their cultural practice outside of school, and etc.) need to be collected and analyzed by multiple researchers.

[Implications]

- For further research which employ primary students' narratives as main data source, **polysemy of the students' limited vocabulary should be considered** when interpreted in a context.



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