

# Intercultural Communication in Japanese Learners of English across Learning Contexts

文学研究科国際言語教育専攻修士課程修了

エミリアノ・ボシオ

**Emiliano Bosio**

## 1. Introduction

International exchange programs call for the responsibility to establish support systems that can facilitate the success of Japanese students going overseas (Zittoun, 2004). Learning English in a different culture makes the needs of foreign students unique compared to those of domestic students (Zittoun, 2006). Such a factor puts Japanese students studying in Western contexts at a disadvantage from the start. In order to minimize such disadvantage, universities that encourage their students to spend a semester or more abroad in Western contexts, for example two years in the case of undergraduate English Dual Degree (DD) Program at Soka University (SU), should establish specific academic preparation for both students and teachers (Warin & Dempster, 2007).

In the DD Program, JLE experience their study in mainstream subject classrooms in English at the University of Buckingham (UB) in the United Kingdom. In the DD program JLE spend the first year at SU, then learners study at UB for two years; once back to SU, in their fourth year, JLE obtain double degrees from both SU and UB. In the learning process across contexts, JLE may face ordeals such as lack of academic and communication skills, change of motivation, and identity crisis during their studies. Such difficulties supposedly originate from insufficient academic and cross-cultural preparation while JLE study at SU in the first year and drastic cultural transition from eastern to western cultures (high to low context cultures) in their second and third years.

Thus, the present research looked at difficulties of JLE originated from deficient academic and intercultural foundation while JLE prepare for studying abroad at SU in the first year and investigated how the drastic cultural transition from Eastern to Western cultures (high to low context cultures) affects the learning process of JLE in their studies at UB. Specifically, this study focused on three main points; first, JLE academic skills, second JLE cross-cultural communication skills, and finally JLE change of motivation in studying English across learning contexts.

## II. Defining Transition

Transitions are complex and multi-faceted and invariably involve changes to self-identity born out of uncertainty in the social and cultural worlds of the individual (Wenger, 1998). Transitions may either be inner changes such as new beliefs or developmental growth experienced by Japanese learners of English (JLE), or the physical move from one place to another, such as the move from one university to another (Warin & Dempster, 2007). Transition has been a consistent feature of study within psychology, particularly within the fields of educational and developmental psychology (Zimitat, 2007).

Moreover, in transition across learning contexts, JLE may face challenges such as lack of academic and communication preparation, alteration of motivation, and identity crisis. Such difficulties involve drastic cultural transition from eastern to western cultures and high to low context cultures. Thus, differences in cultural dimensions and values were explored in this study by utilizing the theories, frameworks, and research of Edward T. Hall's (1989) high and low-context and Hofstede's (2010) cultural dimensions.

Furthermore, in order to gain the maximum benefits from their transitions to western contexts, dual degree JLS need to be prepared with appropriate academic skills, attitudes, and awareness, in addition to knowledge about the host country. Thus, this study looked at EAP skills for pre-departure/destination programs (Kitsantas & Meyers, 2001), critical thinking skills (Ting-Toomey & Chung, 2005) and in classroom interactions such as teacher and student, student and student. (Aston, & Colquhoun, 2000).

## III. Theoretical Frameworks and Cultural Variability

### 1. Hall's High and Low-Context in the Classroom

Hall (1989) viewed cultures as differing on a continuum ranging from high to low-context. Situations and communication events are contextual and "what a man chooses to take in, either consciously or unconsciously, is what gives structure and meaning to his world" (p. 89). Context impacts communication and communication effectiveness. Hall (1989) emphasized that "in less complex and fast-moving times, the problem of mutual understanding was not as difficult, because most transactions were conducted with people well known to the speaker or writer, people with similar backgrounds" (p. 90). Hall stated "that meaning and context are inextricably bound up with each other" by what an individual chooses to pay attention to during interactions, ultimately affecting communication outcomes (p. 90).

According to Liu and Littlewood (1997), teaching of EFL in Asia seems to be dominated by

teacher-centered style, book-centered approach, grammar-translation method and an emphasis on rote memory. These traditional language teaching approaches have resulted in a number of typical learning styles in East Asian countries, with introverted learning being one of them (Thomas, 1997). In East Asia, most students see knowledge as something to be transmitted by the teacher rather than discovered by the learners. They, therefore, find it normal to engage in modes of learning which are teacher-centered and in which they receive knowledge rather than interpret it (Triandis, 1995). In addition, according to Harshbarger (1986), Japanese students are often quiet, shy and introverted in language classrooms. They dislike public speaking and overt displays of opinions or emotions, indicating a reserve that is the hallmark of introverts. Chinese students likewise name "listening to teacher" as their most frequent activity in senior school English classes (Liu & Littlewood, 1997).

On the other hand, students of the Western education philosophy appear as active learners in the classroom, as the teaching is not teacher-centered but it encourages active learning in the classroom (Dahlin & Regmi, 2000). This style pushes the students to be active in giving and sharing ideas maximizing their role as learners while the teacher is creating effective learning and teaching activities (Gurney, 2007). For instance, according to Curren (2007) learners are very much encouraged to think and voice their views whenever they are involved in group discussion or carrying out the given assignment. The students are then required to present it to the entire class. This enables them to participate not only during class time, but also to help them to be actively involved in the learning process even out of the classroom (Mackenzie, 2007).

## **2. Hofstede's Cultural Dimensions**

The theory of cultural dimensions presented by Hofstede (1980) provides another approach to understanding communication patterns between and among cultures. In an extensive 6-year, social scientific research project, involving 116,000 individuals from over 50 countries, Hofstede (1980) originally derived four dimensions of cultural variability from collected data: power distance, individual-collectivism; masculinity-femininity; and uncertainty avoidance. In the late 1980s, based on research by Michael Bond (1988) citing a Western bias in the uncertainty avoidance dimension, a fifth dimension was adjoined: long-term versus short-term orientation, later renamed Confucian work dynamism, led Hofstede (2001) to observe the complete grip culture has on individuals.

A sixth dimension has been included by Hofstede et al. (2010), expanding the dimensional model again, based on Minkov's (2009) exploration of the world values survey. The sixth dimension added to Hofstede's original model is indulgence versus restraint (Hofstede et al.,

2010). Dimensions of power distance, individual-collectivism, and uncertainty avoidance will be examined in detail. Each of these dimensions serves as a means of cultural comparison, not necessarily definitive classifications.

The research by Hofstede et al. (2010) referred to central tendencies of national cultures. No one culture would be fully defined by these dimensions, as variations within cultures occur due to a variety of factors such as self-construal, socialization, predispositions, and so forth. In other words, national central tendencies are mediated by individual behavior and preferences, personality orientations, and individual values that may differ from a nation's dominant central tendency (Gudykunst, 1998; Kaweewong, 2002; Kim et al., 2001; Reisinger & Crotts, 2009). National dimensions impact intercultural communication, as the “approach is based on the assertion that people carry mental programs or ‘software of the mind’ that is developed during their childhood and is reinforced by their culture” (Lustig & Koester, 2010, p. 113).

Power distance is defined as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede et al., 2010, p. 61). Cultures vary across the power distance dimension in acceptance of how status inequalities are viewed whether they are considered “good or bad, right or wrong, just or unjust, or fair [and] unfair” (Lustig & Koester, 2010, p. 114). Cultures vary in perception of equality with respect to who is regarded as superior due to aspects such as “wealth, age, gender, education, physical strength, birth order, personal achievements, family background, occupation, or a wide variety of other characteristics” (Lustig & Koester, 2010, p. 114).

The dimension of power distance also influences the success of a student studying abroad. If a student traveling from a low power distance culture such as the U.S. or Europe to a high power distance culture such as Japan or China is unaware of the variance between cultures, communication misunderstandings will most certainly occur. Accustomed to a more informal atmosphere, students from low power distance cultures such as the United States approach teachers as basic equals (Reid, 2004).

Students are commonly invited to question a teacher, express disagreement, and the educational process is relatively student centered (Hofstede, 2010). The educational process in high power distance cultures is much more structured and formal. Teachers are treated with “respect or even fear [with an] educational process that is teacher centered” (Hofstede et al., 2010, p. 69). In high power distance cultures strict order is imposed in classrooms and, generally, the “teacher initiates all communication. . . . Students in class speak up only when invited to; teachers are never publicly contradicted or criticized and are treated with deference even outside

school” (Hofstede et al., 2010 p. 69).

Individualism and collectivism, the next dimension in which cultures vary, can be seen as the degree to which “the interests of the individual prevail over the interests of the group” (Hofstede et al., 2010, p. 91). Individualist cultures are typified by nuclear families, personal identity and preference, and an “I” mentality. Hofstede et al. (2010) noted that “neither practically nor psychologically is the healthy person in this type of society [individualistic] supposed to be dependent on a group” (p. 91). While individualistic cultures do hold membership in a variety of groups, the number and variety of groups (or in-groups) generally persist in a constant state of flux, perpetually changing with life transitions (e.g., social, professional, religious, and familial). While in-groups may exert a specific amount of behavioral influence at specific points in time, that influence is mediated due to continual change in group membership. Consequently, individualistic cultures display less emotional investment or attachment to groups in comparison to collectivist cultures (Gudykunst, 1997). The value of individualism is seen as central to United States values; children are raised to be autonomous, base decision-making on individual choice, desire personal achievement, self-realization, and be assertive (Knutson et al., 2002; Knutson, Hwang, & Deng, 1999).

In contrast, collectivist cultures are marked by interdependence in which “the interest of the group prevails over the interest of the individual” (Hofstede et al., 2010, p. 90). Lustig and Koester (2010) noted this as “a ‘we’ consciousness, with an emphasis on belonging” (p. 117). Hofstede et al. (2010) described a definitive distinction between “we” groups (in-groups) and “they” (out-groups) in collectivist cultures. In-groups refer to “groups of people about whose welfare one is concerned, with whom one is willing to cooperate without demanding equitable returns, and separation from whom leads to discomfort or even pain” (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988, p. 75). Stated more strongly: the “we” group (or in-group) is the major source of one’s identity and the only secure protection one has against the hardships of life. Therefore, one owes lifelong loyalty to one’s in-group, and breaking this loyalty is one of the worst things a person can do (Hofstede, 2004, p. 91).

### **3. Major Challenges in Transitioning from High to Low Contexts**

Individualism-collectivism dimension plays a crucial role in the educational sphere for students studying-abroad. There are differences not only in expected classroom behaviors, but in the very purpose of education itself, with individualistic cultures viewing education as a life-long process or “how to learn,” and collectivist cultures focusing more on “how to do” (Hofstede et al., 2010, p. 119). Training is required prior to departure for students to recognize cultural variance in

the classroom. For example, individualistic cultures expect and even encourage, students to be verbally expressive, ask questions, and openly disagree with teachers.

An individualistic student striving to excel will speak up with answers individually. Conversely, students from a collectivist culture may hesitate to speak up in the presence of a teacher, and feel more comfortable participating and answering questions in groups in order to save face. Without adequate preparation, a student from Japan may enter an educational environment in a collectivist culture and communication misunderstandings may occur due to incorrect expectations of appropriate behavior. A student must know when speaking up or remaining silent is considered culturally appropriate in another culture's learning environment. Not only can the reputation of the student be harmed along with the name and reputation of the school or university he or she is representing, but the learning experience itself may be hindered (Hofstede et al., 2010).

Hofstede's (2010) fourth dimension is labeled uncertainty avoidance and runs on a continuum from weak to strong. Uncertainty avoidance is defined as "the extent to which the members of a culture feel threatened by ambiguous or unknown situations" (p. 191). Hofstede et al. (2010) noted that "extreme ambiguity creates intolerable anxiety," that uncertainty is a subjective experience, and "feelings of uncertainty are acquired and learned" (p. 189). Cultures high in uncertainty avoidance seek to lower the possibility of ambiguity by seeking structure through specific rules and rituals. Rules provide structure and facilitate certainty by providing benchmarks from which to predict communication and other behaviors (Kaweewong, 2002). Members of cultures high in uncertainty avoidance avoid conflict and confrontation, restrain emotion, avoid competition, and deem deviant behavior as unacceptable (Gudykunst, 1997).

High context cultures avoid conflict and competition and discourage intellectual disagreement or debate in the classroom. Low uncertainty avoidance cultures consider disagreement and debate as stimulating exercises and an open exchange of ideas. Forgas and Bond (1985) found the uncertainty avoidance dimension suggests the existence of a Western bias. To clarify the basis of this bias, Western social behaviors seek to structure the unknown and value absolute truth; while Eastern philosophy is more relative and focused on virtue.

Further analysis of Hofstede's four cultural dimensions by Hofstede and Bond (1988) using the Chinese value survey found correlation with three out of four of Hofstede's (1980) original dimensions: integration, whether an individual considers it more important to be an integral part of a group or whether it is more important to be an individual, corresponds with individualism-collectivism; human-heartedness, whether an individual finds it necessary to be

## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

aware of others, socially conscious, “kind, forgiving and courteous” compares to assertiveness-nurturing; and moral discipline, “characterized by the need to be moderate, cautious and adaptable” correlates to power distance (Posirisuk, 2004, p. 3).

### IV. Research Questions

1. How are the interaction patterns between the teacher and students in Japanese university English as a foreign language and western university subject classes different?
2. How does the transition from the Japanese to western culture affect cross-cultural adaptability of the Japanese Learners of English (JLE) in terms of communication inside and outside of a western university?
3. What kinds of academic/linguistic/cross cultural skills are required when the JLE study in academic subject classes in a western university?
4. How does the transition from the Japanese to western culture affect motivation of the JLE studying at a western university?

### V. Purpose of the Research

The present study examined how dual degree (DD) program Japanese learners of English (JLE) interact in main stream English-medium subject courses at the University of Buckingham (UB) and Soka University (SU), and reasons why JLE interact in those particular ways. Moreover, JLE's academic and cross-cultural skills needed in main stream English-medium subject western learning contexts were analyzed. Pre-departure during-departure and after-departure preparation that JLE need in order to function in transition to low context cultures were also addressed. Finally, how JLE characterize the impact of a different cultural context on their motivation was investigated.

### VI. Significance of the Study

The research provides meaningful suggestions for teachers who will be involved in the development and teaching of academic skills in English for Japanese students who plan to study abroad through the dual degree (DD) program and other programs at Soka University (SU). In addition, the research aims to lay out cross-cultural preparation based on similarities and differences in the Japanese and British students in terms of linguistic and academic skills, personality and cultural issues in order to provide meaningful suggestions for future teachers who will be involved in study abroad preparation programs in English and research.

## VII. Methodology

The present study was designed to look at JLE's difficulties originated from deficient academic and intercultural foundation while JLE prepare for studying abroad at Soka University (SU) in the first year and to investigate how the cultural transition from eastern to western cultures (high to low context cultures) affects JLE's learning process in their studies at the University of Buckingham (UB). In order to collect data of JLE preparation for educational transitions to western contexts and explore the reasons why JLE use certain strategies to interact with teachers and other students in the British context, a series of classroom observations with video recording and follow-up interviews, and reflective journals were employed.

### 1. Participants

Participants were five first year DD Soka University students (SUDD1) who registered for Academic Foundations for Dual Degree II in the fall semester 2014 and two instructors of the course (SUT1/2), five second year DD Soka University students (SUDD2) studying at UB and six teachers at UB (UBT1/2/3/4/5/6). Students' ages ranged from 20 to 22 years old, and teachers were all adults.

**Teachers.** SUT1 is a native speaker of English (NES) whom research has been concerned with the need to intentionally address the role of the teacher as transformational agent and teacher preparation programs. In addition, SUT1 teaches and develops courses in Nonviolent Communication, Nonviolent Social Action, Conflict Resolution, Gender and Peace, Human Rights, and the Psychology of Peace and Nonviolence. SUT2 is not a native speaker of English (NNES); however, the instructor is regarded as near-native due to the level of English and his valuable academic background which includes participations to conferences and lectures including specialties in the field of language and culture such as American and India studies and South Asian Studies. The teacher has been teaching stylistics, British and American literature related issues in English for more than two years. Both SUT1/SUT2 belong to the Faculty of Letters at SU.

In the British context, all UB teachers are NES. UBT1 is specialized in English language teachings such as English for academic purposes (EAP), teaching applied linguistics, TEFL skills and methods and Teaching Academic English and has been working as an EFL teacher for a long time. UBT2 has been teaching interpersonal and intercultural communication in content classes for the department or course needs at BU for a number of years. UBT3 has substantial experience and expertise in EFL and EAP, especially ESAP (particularly Business Management English), as well as ELT Management and Teacher Education. Being a regular attendee of professional issues



## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

meetings in the field, UBT3 is particularly interested in contemporary EAP teaching practitioner competencies, and research informed teaching and learning in EAP and TEAP. UBT4 is an expert in English language and English language teaching, with over forty years' experience and extended expertise in teaching academic writing and English grammar. UBT5 had a previous business career, starting in Paris and continuing in London, and did translation projects for the BBC and the Open University. UBT5 tutored adults for GCSE French for Buckinghamshire County Council, which provided teacher-training teachings focus on Translation Skills and Methods. Lastly, UBT6 taught at an international preparatory school in Cambridgeshire, UK and at a boarding school in France. UBT6 has been teaching EFL at UB for 14 years, primarily ESP for Business and EAP study skills, but also English Language Studies (EFL) degree courses.

**Dual Degree students.** Students who enroll in the Dual Degree Course spend their freshmen and senior years studying at Soka University, but study abroad in their second and third years at the University of Buckingham. Those who complete the program are eligible to earn baccalaureates from both Soka University and UB. Participants were five first year DD Soka University students (SUDD1) who registered for Academic Foundations for Dual Degree II in the fall semester 2014 and five second year DD Soka University students (SUDD2). Both SUDD1 and SUDD2 were required at least TOEIC- IP 570. In addition, TOEFL iBT 80 is required prior departure to demonstrate study English abilities for their studies in the UK; in some cases, IELTS 6.0 might be required. Prior departure, SUDD1 and SUDD2 were academically trained in Academic Foundation for Dual Degree I/II classes.

Table 1

### *Description of the Target Classes*

Teacher Type	No.	Class	Students
UBT	1	Stylistics	8, mixed
	2	Transl. Skills	7, mixed
	3	Eng. in Society	9, mixed
	4	Int.Communication	15, mixed
	5	TEFL Skills	12, mixed
	6	T.T. Materials	9, mixed
SUT	1	AFDD II	17, Japanese
	2	AFDD II	17, Japanese

## 2. Data Collection

Six one-hundred-minute classes were observed once in August 2014 at UB and two ninety-minute classes were observed twice from September to October in 2014 at SU. All the classes at both UB and SU were video recorded. The modified Communicative Orientation of Language Teaching (COLT) A and B developed by Frohlich and Spada (1985) (Appendix A1, A2) and revised by Inoue (2013) were employed as the instrument of the classroom observation to analyze activities, content, modality, and materials (COLT A) and determine frequencies of teacher and student verbal interactions such as sustained speech, reaction to form and negotiation of meaning (COLT B). The Communicative Orientation of Language Teaching (COLT) originally developed by Allen et al. (1984) as an instrument for a large-scale evaluation of communicative language teaching and later reliably tested in traditional FSL, immersion FSL and ESL classes by Frohlich and Spada (1985) was employed as the instrument of the classroom observation. In addition, the COLT observation scheme was developed for classroom-oriented studies which target communicatively-oriented classes. Also, the COLT has been constantly employed in previous classroom-observation research (Sesek, 2007; Huang, 2011; Lyster, 2002).

The Cross-Cultural Adaptability Inventory (CCAI) (Appendix B1) developed by Kelley and Meyers (1995) was employed to determine participants' cultural adaptability during their study-abroad in the United Kingdom. CCAI was conducted with ten Dual Degree (DD) students at UB. According to Kelley and Meyers (1995) CCAI Self-Assessment, a self-scoring assessment instrument, can help learners identify their current strengths and weaknesses within four critical skill areas important for effective cross-cultural communication and interaction. Based on the existing research, the CCAI instrument helps provide insight into the ability to adapt to new situations, interact with people different from oneself, tolerate ambiguity, and maintain a sense of self in new or different surroundings. Kelley and Meyers (1995) indicate that the CCAI instrument can be used to facilitate multi-cultural discussions in a training setting, assist individual self-selection for assignment abroad, develop readiness for travel or study abroad, counsel learners considering life changes involving other cultures, improve the effectiveness of intercultural teams and work groups, and build and sustain a corporate culture that values and embraces cultural diversity.

In addition, along with CCAI, a CCAI self-evaluation sheet (Appendix B2) was employed to collect learners' reflections and perceptions for each of the following categories: Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy. Data collected from the second year DD students in August 2014 via CCAI were compared to data previously collected

## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

by Dr. Ozaki (advisor) in January 2014 in Soka University from the same students prior to their departure to the University of Buckingham (UB). Students were asked to reflect and comment on the changes apparent in the differences between the first and second results.

Interviews were conducted at UB with six teachers and ten students in August 2014 to investigate the effectiveness of academic and cross-cultural preparation, students' difficulties in communicating in English and learners' interactions with British students and teachers, and motivation (See attached documents "Interview Questions for Instructors at the University of Buckingham " [Appendix C1], "Interview Questions for Dual Degree Students at the University of Buckingham " [Appendix C2]) and at Soka University, two teachers and five students from September to November in 2014 (See attached documents "Interview Questions for DD Instructors at Soka University" [Appendix D1], and "Interview Questions for Dual Degree Students at Soka University" [Appendix D2]). Each interview occupied 30 to 40 minutes, and the interviews were audio-recorded. Interviews were conducted in English with both teachers and students.

Lastly, reflective journals in the form of open-ended questions (See attached document: "Directions for Writing a Journal" (Appendix E) were employed to explore in-depth students' perceptions and challenges in academic contexts in the United Kingdom. Reflective journals were employed at both SU and UB. The actual samples of teacher-student and student-student interactions were collected by a series of classroom observations with video recording.

### **3. Data Analysis**

Through re-watching the video recordings from the observations, each component of the teacher-student and student-student interactions was counted using the COLT scheme to investigate the frequency of the strategies employed by the teachers in their classes and how the students received such strategies. The frequencies counted for the features considered were analyzed using the COLT scheme to find any differences or similarities. Words or ideas which emerged frequently in the data were considered as key elements. The following were the main target features:

- A. The rate of the content control at both the UB and SU
- B. The frequency of L1 use at both the UB and SU
- C. The frequency of each question type at both the UB and SU

In addition, complementary investigation focused on:

- D. Information gap: display, referential, open, and closed
- E. Reaction to student/teacher utterances

- F. Incorporation of student utterances: comment, recasting, repetition, paraphrase, elicitation, elaboration request, clarification request
- G. Negotiation for meaning: comprehension check, confirmation check, and clarification check
- H. Metalinguistic feedback

## VIII. Results and Discussion

The results and discussion from classroom observations, teachers and students' interviews, students' reflective journals, CCAI questionnaires and self-evaluation sheet from the learners are presented in this chapter and the research questions introduced in the first chapter are addressed. Each class was observed twice using the modified COLT observation scheme; the classes at the University of Buckingham (UB) were video and audio recorded, while at Soka University (SU) teachers preferred the researcher to be seated and take notes. The videos of the observations at the University of Buckingham, the journals and the transcriptions of the interviews were carefully checked to detect and correct mistakes. As a result of the classroom observations, the tendency and the characteristics of the teacher-student interactions have been found in each type of classes at both UB and SU. The data of the interviews and the journal entries were compared and contrasted, and qualitatively analyzed using the KJ method.

Moreover, CCAI questionnaires and self-evaluation sheet measured the Dual Degree (DD) students' cross-cultural adaptability between January and August 2014. First, CCAI analyzed DD students' changes in Personal Autonomy such as particularly behavior in unfamiliar settings, respect for others and level of pressure perceived. Second, CCAI indicated changes in DD's flexibility/openness; for example, level of enjoyment toward different way of thinking and way of behaving toward negative feedback. Third, CCAI indicated variations in Perceptual Acuity; for instance, confidence in student's ability to accurately perceive the feelings of others and valuing and not judging other cultures. Lastly, CCAI provided some hints regarding Emotional Resilience such as DD's capacity in regulating emotions (Emotional Equilibrium) and capacity in dealing with setbacks.

### 1. Results of the COLT Part A: Teacher and Students Interactions

According to the results of the COLT Part A, the general characteristics of the UB and SU classrooms were revealed in terms of parameters such as content, student modality, content control, and materials.

**Content.** This section includes management, language and subject matter. At the University of Buckingham (UB) the 6 classes spent most of the time on the subject matter while at Soka

## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

University (SU) language instruction was provided as the two Academic Foundation classes focused on English for Academic Purposes. The differences in management, language and subject matter among the two universities were found in the degree of instructional activities provided to the students. That is, whereas UB subject-matter instructors tended to translate the reading materials sentence by sentence, their counterpart SU English as Foreigner Language (EFL) teachers favored exploitation of more question-answer chains in English as one of the main techniques in EAP reading instruction. Likewise, subject-matter instructors' courses assigned their students translation and investigative tasks more frequently than EFL teachers. Further, EFL specialists generally insisted on English as the main medium of instruction. On the other hand, UB subject-matter instructors taught in a full-English context.

**Student modality.** Student modality consists of four components which are listening, speaking, writing, and reading. Overall, writing was not found in any of the classes at both universities. The modalities observed most often were speaking and listening at both UB and SU. Reading happened more frequently, especially in "English in Society" class at the University of Buckingham (UB) where the students read passages of novels together with other classmates during the lesson. In observed classes, the classroom activities were either a lecture style or interactive discussions. When the teacher gave a lecture, the students were mostly just listening. However, the Dual Degree (DD) students at UB "Intercultural Communication" lecture style class actively interacted with the teacher and the teacher asked for specific questions while lecturing. For instance, the DD students asked questions or commented on the topic. Thus, although the control was under the teacher, the DD students actively participated.

**Content control.** Content control refers to who controls the classroom content. The possible controllers are teacher/text, teacher/text/students, and students. For example, when teacher/text/student controls content, a teacher and students are discussing the textbook content.

Table 2

*The Rate of Content Control*

Teacher	Class	Teacher/ Text (%)	Teacher/ Text/ Stud. (%)	Student (%)	$\chi^2$
UB					.467
1	Stylistics	42.9	38.3	18.8	
2	Transl. Skills	66.4	9.4	24.2	
3	Eng. in Society	76.4	19.1	4.5	
4	Int.Communication	66.4	19.4	14.2	
5	TEFL Skills	76.4	9.5	14.1	
6	T.T. Materials	66.8	18.8	14.4	
Average		65.4	19.3	15.3	
SU					
1	AFDD II	46.2	39.2	14.6	
2	AFDD II	53.6	32.2	14.2	
Average		49.9	36.2	14.4	

Table 2 shows the result in percentage of how much the controller had content control in the classroom. The rate of Table 2 reports on the total time the controller continued to control the classroom contents. Teachers and text have more control than students at both Universities (UB=65.4%, SU=49.9%). Teachers taught the contents by frequently referring to textbook and/or handouts. In addition, Teacher/Text /Students rate is higher at SU where DD students controlled the contents longer by playing a more active part in the group discussions. Accordingly, students control was relatively high at SU classes (SU=36.2%) where the students were engaged in multiple group works such as checking the answer from the task of the textbook and reading the material out loud with group members. Lastly, it has to be noted that in UB classes, there was no fixed time for discussion.

## 2. Results of the COLT Part B: Teacher Verbal Interactions

The COLT Part B teacher verbal interactions consist of target language, information gap, reaction to form or meaning, incorporation of student utterances, and negotiation for meaning.

**The target language.** The first language (L1) refers to Japanese throughout this paper because the research focused on Japanese learners of English. Table 3 indicates the result in frequency of how much Buckingham Teachers (UBTs) and Soka Teachers (SUTs) used the L1.

## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

UBTs and Soka Teacher 1 (ST1) L1 use was completely absent. However, the L1 use of Soka University Teacher 2 (SUT2) is considerably high as it was counted a total of 66 times. Post interviews revealed that the L1 was used to assist the students with insufficient L2. In addition, SUT2 indicated that the L1 was useful for managerial purposes such as organizing the class, maintaining the pace of activities, and respecting students' identity.

Table 3

*The Frequency of L1 Use of the Teachers*

Teacher	Class	L1 use
UB		
1	Stylistics	0
2	Transl. Skills	0
3	Eng. in Society	0
4	Int.Communication	0
5	TEFL Skills	0
6	T.T. Materials	0
Total		
SU		
1	AFDD II	0
2	AFDD II	66
Total		66

**Information gap.** Information gap is divided into request info and giving info. Request info refers to asking questions from teachers, and the types of questions consist of display, in which the answer is already known by the speaker, referential, whose answer is not known by the speaker, open, and closed. Display questions are often used as comprehension checks or checking the answers of the task in general. A referential question is used to ask opinions of the students. Closed questions can be answered by yes/no, or a single word, while open questions elicit longer answers. Table 4 shows the result of the frequency of the request info from the teachers. In the UB and the SU classes, display questions were more frequently asked by the teachers. Although the number was slightly different, open question was the most frequent type in SU teachers. The SU teachers asked questions an average of 30.5 times, and the number was the highest between

the two groups. The difference from the UB 10.6 was considerably high; however, chi square test did not prove the significance of the difference. Thus, this result cannot confirm that questions types are influenced by the characteristics of the teachers. Teachers are aware of students asking for questions, thus they stimulate questions.

Table 4

*The Frequency of Each Question Type*

Teacher	Class	Display (n=69/62)	Referential (n=59/55)	Open (n=76/58)	Closed (n=43/40)	$\chi^2$	Total
UB						429	
1	Stylistics	12	7	11	8		38
2	Transl. Skills	8	8	7	9		32
3	Eng. in Society	14	10	22	2		48
4	Int.Communication	16	13	15	14		58
5	TEFL Skills	13	12	16	9		50
6	T.T. Materials	6	9	10	5		30
Total		69	59	81	47		256
Average		11.5	9.8	13.5	7.8		10.6
SU							
1	AFDD II	27	23	32	18		100
2	AFDD II	35	32	44	23		134
Total		62	55	76	51		244
Average		31	27.5	38	25.5		30.5

Furthermore, it has been found that open questions frequency was higher at SU (38). During post-interviews SU teachers suggested that open questions encourage active learning. In addition, SU instructors indicated some of the functions that open questions might address in terms of eliciting students' learning process. For instance, to ask a student to clarify a vague comment, to explore attitudes, values, or feelings - when appropriate, to prompt students to see a concept from another perspective, to direct students to respond to one another and to assess learning (Lee-Cunin, 2005).



### 3. Results of the Cross-Cultural Adaptability Inventory (CCAI)

The Cross-Cultural Adaptability Inventory (CCAI) determined participants' cultural adaptability during their study-abroad in the United Kingdom. CCAI was conducted twice in a period of eight months; first, in January 2014 at Soka University and then in August 2014 at the University of Buckingham. According to Kelley and Meyers (1995), the CCAI provides information to teachers about students' potential for cross-cultural effectiveness. In addition, the CCAI has been designed as a counseling tool for learners in the process of cross-cultural adjustment. In this study, the CCAI was not targeted to one specific culture, rather to be culture-general. The culture-general approach addresses the universal aspects of cultural shock and cultural adjustment (Kelley and Meyers, 1995).

The inventory contained 50 items that assessed Dual Degree Students' (DDs) cross-cultural adaptability. The ten DDs circled their responses to the items and calculated their own scores on the four dimensions of Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy. Then, the 10 participants plotted their scores on the CCAI profile. Lastly, DDs were asked to write a CCAI self-evaluation sheet which aimed at stimulating their inner feelings after studying in the UK for eight months.

Personal Autonomy measured DDs' behavior in unfamiliar settings, their respect for others and the British value system, and the level of pressure they perceived in the UK. Flexibility/Openness informed DDs' level of enjoyment toward different ways of thinking, and ways of behaving toward negative feedback. Perceptual Acuity reported on DDs' confidence in their ability to accurately perceive the feelings of others, valuing and not judging the British culture. Lastly, Emotional Resilience described DDs' capacity in regulating emotions (Emotional Equilibrium) and their capacity in dealing with setbacks.

In Table 5, major changes were not noticed although students transitioned from a high context - Japan to a low context - UK; however, some interesting although minor variations were noticed. The strongest area of change for DDs is Personal Autonomy (PA) (+ 0.8), and the weakest area is Perceptual Acuity (- 0.3). Compared to these areas, Flexibility/Openness (+ 0.6) and Emotional Resilience (+ 0.2) maintain average values. According to Kelley and Meyers (1995), PA and ER both focus on the learners' inner dimension and how they manage feelings, values, and self-esteem. In addition, the researchers (1995) indicate that a learner who scores high on PA and ER is probably self-assured, positive, and resilient. FO and PAC both focus on the dynamics between learners - that is, how they pay attention to communication cues and how they react to different ideas and experiences in the new context.

Table 5

*The CCAI Self-evaluation Sheet Results*

	Perceptual Acuity	Emotional Resilience	Flexibility/ Openness	Personal Autonomy
January 2014 (Average)	(4.7)	(3.6)	(3.3)	(3.6)
August 2014 (Average)	(4.4)	(3.8)	(3.9)	(4.4)
Difference (Average)	(-0.3)	(+0.2)	(+0.6)	(+0.8)

*Note.* The values in parentheses represent percentages and the word “Difference” indicates the variation in percentage from January to August 2014.

**Personal Autonomy (PA).** One of the most significant results provided by the CCAI is founded in DDs’ PA that increased January to August 2014 (+ 0.8). DDs’ CCAI self-evaluation sheet indicated that SOKA students perceived the University of Buckingham as their second home after overcoming the cultural shock; also, DDs felt that they became more responsible without being supported by friends/family and finally they thought that their identity depends on their surroundings. Lastly, DDs learned to say what they want to do or not to do straightforwardly. This point is related to the progression of clarity in personal value system, sense of identity, and self-respect. (Kelley & Meyers, 1995). DDs 2 specified in the CCAI Self-Evaluation sheet:

My identity greatly depends on my surroundings. All people whom I meet affect the way I think and my personality.

(DD2, CCAI Self-Evaluation sheet, August 2014)

DD student 3 added in the CCAI Self-Evaluation sheet:

I realized that I need to say what I want to do and not to do. My friends will be happy if I join them, but they also respect me when I say “no”, so I realized that I can say what I think if it does not cause suffering to others.

(DD3, CCAI Self-Evaluation sheet, August 2014)

**Emotional Resilience (ER).** ER showed results that indicate a change in DDs cross cultural awareness. Accordingly, the CCAI Self-evaluation sheet reported that DDs became more emotionally resilient. That is, DDs developed increased emotional equilibrium and a positive attitude toward the UK academic environment. Table 15 shows that ER (+ 0.2) slightly increased; according to the CCAI Self-evaluation sheet, DDs adaptability developed by living and studying in a foreigner context such as the UK; however, they needed the family support through Skype

and Social Media such as Face Book in order to maintain their emotional equilibrium. In addition, DDs felt that if they could speak to trusted friends and professors on UB campus, their stress diminished. Lastly, the DDs identified loneliness and limited English language skills as leading factors to “potential depression” ? especially during the first six months.

In connection to this point, DDs indicated fear of unknown as an additional leading factor to depressive feelings, while a sense of inferiority contextually emerged toward Japanese seniors on campus. In this respect, DDs felt consciously and/or unconsciously to be under observation and experienced feelings of not being able to reach the same level English language proficiency throughout the first six months upon their arrival at the University of Buckingham.

According to Kelley and Meyers (1995), ER is not only related to emotional equilibrium and attitude toward changes, but also to will to perfectionism, perception on how others feel where you may make a mistake or show some imperfection. DD student 4 stated in the CCAI Self-Evaluation sheet:

Since I came to Britain, I discovered that I am extremely sensitive about how others feel about my English. I become so depressed when I felt that my English or knowledge of world issues is neither enough nor rational, especially during in class lectures

(DD4, CCAI Self-Evaluation sheet, August 2014)

**Flexibility/Openness (FO).** Table 15 shows that Flexibility/Openness (FO) increased (+ 0.6). Although not a major change, in the CCAI Self-evaluation sheet DDs indicated that they became gradually interested in discovering cultural differences. Nevertheless, DDs needed to feel safe first, and then they could open to “the other”; also, DDs learned how to recognize and accept the differences and accordingly they preferred spending time with non-Japanese than with their conationals. Lastly, DDs were able to overcome stereotypes through one-to-one dialogue with international students and by adapting to the local customs. DD student 5 stated in the CCAI Self-Evaluation sheet:

I'm trying to change my behavior depending on people in order not to make them feel uncomfortable. For example, I change the way of greeting such as kissing, hugging, or shaking hands

(DD4, CCAI Self-Evaluation sheet, August 2014)

**Perceptual Acuity (PAC).** Table 15 seems to indicate a general positive trend in DDs across cultural awareness from January 2014 to August 2014. However, one dimension that contrasts with the general trend is the PAC (-0.3). The CCAI Self-Evaluation sheet written by the students confirmed that DDs challenged themselves in their confidence and ability to correctly perceive the

feelings of others and, appreciating and not judging British students. Accordingly, DDs reported that they believed that non-Japanese do not read non-verbal communication such as non-said feelings; thus, DDs were very sensitive to facial expressions and body gestures of other international students; however, they made efforts to understand international students' feelings. This connection is related to the process of self-discovering experienced by the DDs in terms of attentiveness to verbal/non-verbal cues, awareness of communication dynamics and empathies (Kelley & Meyers, 1995). DD student 1 stated in the CCAI Self-Evaluation sheet:

I think I am sensitive to differences, so I found many unique expressions in the UK. And, after I found the differences, I have tried to mimic them. For example, say 'bless you' when someone sneezes.

(DD1, CCAI Self-Evaluation sheet, August 2014)

To conclude, the DDs cross-cultural awareness generally increased from January to August 2014. However, PAC slightly decreased (- 0.3) as DDs faced challenges in their self-confidence and capacity to properly perceive the feelings of British and other international students on campus at the University of Buckingham. On the other hand, DDs' PA increased evidently (+ 0.8). This result showed the DDs' progress of clarity in their personal value system, sense of identity, and self-respect toward students with different cultural background on campus. Lastly, although numerically less evident ER (+ 0.2) and FO (+ 0.6) also indicated a change in DDs cross cultural awareness. DDs ER changes manifested in their improved emotional equilibrium and attitude toward changes; on the other hand, DDs' inclination to perfectionism and perception on how others felt about their mistakes seemed to represent a limitation for the Soka students. Lastly, FO improvement indicated that DDs needed to feel safe first, and then they could open to students from different countries; also, DDs learned how to recognize and accept the differences by spending time with non-Japanese; however, DDs had the tendency to adapt their behavior depending on the interlocutor in order not to make them feel uncomfortable.

#### **4. Results of the Interview to Teachers at the University of Buckingham and Soka University**

The transcriptions of the interviews to teachers at UB and SU were analyzed using the KJ method. According to the results, some of the major issues and possible solutions to academic/linguistic/cross cultural skills required when the DDs study in academic subject classes were found as suggested by the UBTs and SUTs. From the analysis, several issues for each of the global skills ? Listening Skills, Writing Skills, Reading Skills, and Speaking Skills ? were revealed. In addition, Cross-Cultural skills and Motivation were analyzed and several concerns and suggestions from the teachers were revealed. The issues emerging in the interviews were

## INTERCULTURAL COMMUNICATION IN JAPANESE LEARNERS

organized based on the keywords from the data. The issues were listed, compared and organized in (1) Academic Skills and (2) Cross-Cultural Skills, and some possible solutions were revealed and displayed in the Table 6 and Table 7.

### Interviews to Teachers at the University of Buckingham

Table 6

*Suggestions from Teachers at the University of Buckingham*

Academic Areas	Dual Degree Students (DDs) Issues	Possible Solutions
Listening Skills (LSs)	<ul style="list-style-type: none"> <li>Listening to Western Teachers Lectures</li> <li>“Listener Responsibility”</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Capture: using authentic Buckingham lecture recordings in Japan</li> </ul>
Speaking Skills (SSs)	<ul style="list-style-type: none"> <li>Not able to articulate critical thoughts on contemporary British society/world affairs</li> </ul>	<ul style="list-style-type: none"> <li>Colloquial language/Critical thinking should be enhanced in Japan through open discussions</li> </ul>
Reading Skills (RSs)	<ul style="list-style-type: none"> <li>Do not read enough about the British society prior departure</li> <li>Not able to explain grammar terminology (E.g. What is a Transitive/Intransitive verb)</li> </ul>	<ul style="list-style-type: none"> <li>Extensive reading on British society (British Newspapers)</li> <li>Watch British TV programs and/or movies and carefully read the subtitles in English</li> <li>Learn how to explain grammar terminology prior departure</li> </ul>
Writing Skills (WSs)	<ul style="list-style-type: none"> <li>Answer essay questions directly</li> <li>Know how not to plagiarize</li> </ul>	<ul style="list-style-type: none"> <li>Practice more essay writing in Japan</li> <li>Using indicative questions prior the test to support preparation and focus</li> </ul>
Cross-Cultural Skills (CCSs)	<ul style="list-style-type: none"> <li>Cross-cultural skills are not sufficient to manage daily life in the UK</li> <li>Do not always seat with native speakers of English in both tutorials/open lectures</li> </ul>	<ul style="list-style-type: none"> <li>Student “be-friend” formula</li> <li>DDs to seat in different tutorials</li> <li>DDs to seat next to international students (open lectures)</li> </ul>

**Interview to Teachers at Soka University**

Table 7

*Suggestions from Teachers at Soka University*

Academic Areas	Dual Degree Students (DDs) Issues	Possible Solutions
Listening Skills (LSs)	<ul style="list-style-type: none"> <li>• DDs LSs are poor when DDs come to Soka University from High School</li> <li>• Building Listening speed</li> </ul>	<ul style="list-style-type: none"> <li>• Outside the classroom listening practice (the internet, television, and DVDs provide students with endless opportunities for English practice)</li> <li>• Students to share what they have listened to or watched with the class, this will also improve their speaking skills</li> </ul>
Speaking Skills (SSs)	<ul style="list-style-type: none"> <li>• DDs should develop critical thinking in Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking should be enhanced in open/group discussions</li> </ul>
Reading Skills (RSs)	<ul style="list-style-type: none"> <li>• DDs must learn skimming and scanning</li> <li>• DDs must learn reading faster</li> <li>• DDS readings should focus on vocabulary development and reading faster</li> </ul>	<ul style="list-style-type: none"> <li>• DDSs should read news articles — both from ESL articles and from newspapers such as the Daily Mail</li> <li>• Readings should involve DDs enjoyment and personal interests</li> </ul>
Writing Skills (WSs)	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Note Taking</li> <li>• Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• A more focused preparation on essay writing, note taking, and summarizing</li> </ul>
Cross-Cultural Skills (CCSs)	<ul style="list-style-type: none"> <li>• Lack of self-confidence toward cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding about the diverse characteristics and backgrounds of the students they will meet in the UK</li> <li>• Reading material on British society</li> <li>• Acknowledge the negative impact of bias, prejudice and discrimination</li> </ul>

### Results of the Interview to Dual Degree Students

The frequency of the comments made by the DDs in interview sessions on their perception on ESL areas they need to improve was counted by the researcher. Table 8 shows that DDs' top five areas of interest are (a) respond to others naturally, (b) speak more actively, (c) improve listening skills, (d) think in English, and (e) learn more vocabulary.

Table 8

The Frequency of the DDs Comments on ESL Area of Interest

ESL Area of Interest	Comments Frequency
Respond to others naturally	27
Speak more actively	24
Improve listening skills	22
Think in English	20
Learn more vocabulary	15
Speak more fluently	14
Use more examples	11
Express opinions much more clearly	10
Speak logically using data for support	8
Be able to convince / persuade others	7
Improve pronunciation	6
Would like to lead discussions	5
Use more gestures and make eye contacts	4
Speak more about social issues	4
Use more useful expressions	3
Improve grammar	2

*Note.* Numbers represent the DDs' total comments counted by the researcher in specific ESL areas they want to improve

## IX. Conclusion

The present study demonstrated that the rate of the content control was strongly teacher oriented, and UBTs and SUTs taught the contents by frequently referring to textbook and handouts. Teacher/Text /Students rate was higher at SU where more group interactions were counted (COLT A). In addition, COLT B revealed that SUT2 in AFDD II class used the Japanese

language 66 times to assist the insufficient L2 and for managerial purposes such as organizing the class and maintaining the pace of activities. Accordingly, DDs' L1 use was also very high. Interviews to DDs confirmed that DDs frequently used the L1 for reasons such as habit, avoiding embarrassment, and not losing face. The in-depth analysis of the frequency of each question type (COLT B) revealed that DDs were more active at SU through group discussions and more active at UB when asked open questions by the instructors.

The results from the CCAI (Questionnaire, Self-Reflection Journals) showed that Personal Autonomy (+0.8) increased. However, Perceptual Acuity (-0.3) diminished; thus, DDs confidence in their ability decreased because they experienced cultural shock. Lastly, although numerically less evident Emotional Resilience (+ 0.2) and Flexibility/Openness (+ 0.6) also indicated a change in DDs cross cultural awareness. DDs changes manifested in their improved emotional equilibrium and attitude toward changes; on the other hand, DDs' inclination to perfectionism and perception on how others felt about their mistakes seemed to represent a limit for the Soka students.

The KJ results from the interviews to UBTs, SUTs and DDs indicated that listening and writing skills need a particular attention prior to departure. In addition, video-recording will help DDs to improve global skills and develop intercultural adaptability. Interviews to DDs clearly indicated that Soka students want to improve on five ESL academic areas: respond to others naturally, speak more actively, expand listening skills, think in English, and learn more vocabulary in English.

The strengths of this study were that "Real Voices" were collected from SUTs, UBTs, and DDS through ground work such as interviews, journals and class observations. The results were frame worked to provide a useful agenda for teacher and learners involved in pre/during/after departure study abroad programs at Soka University. Specifically, this study supports current Soka educators and faculty members involved with study abroad prep/during/after departure study abroad programs (Department of Letters/Faculty of International Liberal Arts/World Language Center).

Lastly, I would like to conclude with one of my favorite quotes:

"When a seedling is transplanted from one place to another, the transplantation may be a stimulus or a shock. The careful gardener seeks to minimize shock so that the plant is re-established as easily as possible"

(Cleave, Jowett & Bate, 1982, p.195)



## References

- Altbach, P.G. (2002) Knowledge and Education as International Commodities: The Collapse of the Common Good, *International Higher Education*, Vol. 28, p.2-5.
- Altbach, P. (2004) Higher Education Crosses Borders, *Change*, Vol. 36, No. 2, pp.18-25.
- Altbach, P.G. and Knight, J. (2007) The Internationalization of Higher Education: Motivations and Realities, *Journal of Studies in International Education*, Vol.11, p. 290-305.
- Allport, G. (1954). *The nature of prejudice*. New York: Addison-Wesley.
- Altbach, P. G. (2004a). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10, 3-25.
- Altbach, P. G. (2004b, March-April). Higher education crosses borders. *Change*, Retrieved October 12, 2006, from [http://www.bc.edu/bc\\_org/avp/soe/cihe/publications/pub\\_pdf/Student%20flows.pdf](http://www.bc.edu/bc_org/avp/soe/cihe/publications/pub_pdf/Student%20flows.pdf)
- Alred, G., & Byram, M. (2002). Becoming an intercultural mediator: A longitudinal study of residence abroad. *Journal of Multilingual and Multicultural Development*, 23(5), 339-352.
- Amir, Y. (1969). Contact hypothesis and ethnic relations. *Psychological Bulletin*, 71, 319-342.
- Amir, Y., & Ben-Ari, R. (1985). International tourism, ethnic contact, and attitude change. *Journal of Social Issues*, 41, 105-115.
- Andersen, P. A. (1999a). Dimensions of culture. In *Nonverbal communication: Forms and functions* (pp. 82-105). Mountain View, CA: Mayfield Publishing Company.
- Andersen, P. A. (1999b). The body codes of nonverbal communication. In *Nonverbal communication: Forms and functions* (pp. 74-82). Mountain View, CA: Mayfield Publishing.
- Anderson, L. F. (1982). Why should American education be globalized? It's a non-sense question. *Theory Into Practice*, 11(3), 155-161.
- Antonio, A. L. (2004). The influence of friendship groups on intellectual self-confidence and educational aspirations in college. *Journal of Higher Education*, 75(4), 446-471.
- Arasaratnam, L. A. (2004). Sensation seeking as a predictor of social initiative in intercultural interactions. *Journal of Intercultural Communication Research*, 33, 215-222.
- Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural communication competence: Identifying key components from multicultural perspectives. *International Journal of Intercultural Relations*, 29, 137-163.
- Arnett, J.J. (2002) The Psychology of Globalization, *American Psychologist*, Vol. 57, No. 10, pp. 774-783.
- Aycan, Z. (2000) Cross-Cultural Industrial and Organizational Psychology: Contributions, Past Developments, and Future Developments, *Journal of Cross-Cultural Psychology*, Vol. 31, pp.

110-128.

- Berry, J. W. (1997a). Immigration, Acculturation, and Adaptation. *Applied Psychology: An International Review*, 46(1), 5-34
- Berry, J. W. (1997b). Constructing and Expanding a Framework: Opportunities for Developing Acculturation Research. *Applied Psychology: An International Review*, 46(1), 62-68.
- Berry, J., & Sam, D. (1997). Acculturation and adaptation. In J. Berry, M. Segall, & C. Kalitcibasi (Eds.), *Handbook of cross-cultural psychology, Vol. 3: Social behavior and applications* (2nd. Ed; pp. 291-326). Needham Heights, MA: Allyn & Bacon.
- Brislin, R. (2008). *Working with cultural differences: Dealing effectively with diversity in the workplace*. Westport, CT: Praeger.
- Breen, M. (2001). *The social context for language learning: A neglected situation?* In Candlin, C. & Mercer, N. (Ed.) *English language teaching in its social context: A reader*. London: Routledge.
- Bogler, R., & Somech, A. (2002). Motives to study and socialization tactics among university students. *The Journal of Social Psychology*, 142, 233-248.
- Callan, H. (1998). Internationalization in Europe. In P. Scott (Ed.), *The globalization of higher education* (pp. 44-57). Buckingham, UK: Society for Research into Higher Education & the Open University Press.
- Callan, H. (2000). The international vision in practice: A decade of Evolution. *Higher Education in Europe*. 25(1), 15-23.
- Carbaugh, D. (1995). Are Americans really superficial? Notes on Finnish and American cultures in linguistic action. In L. Salo-Lee (Ed.) *Kieli & kulttuuri oppimisessa jaopettamisessa [Language & Culture in Teaching and Learning]* (pp. 53-60). Jyväskylä, Finland: Publications of the Department of Communication, University of Jyväskylä. Cleave, S., Jowett, S. & Bate, M. (1982). *And so to school. A study of continuity from preschool to infant school*. Great Britain: NFER- Nelson.
- Crystal, D. (2003). *Why a global language? English as a Global*