FOSTERING “GLOBAL HUMAN RESOURCES”:
A STUDY OF JAPANESE ENGLISH TEACHERS’ INTERCULTURAL COMPETENCES
AND PERCEPTIONS TOWARD CULTURAL TEACHING
IN THREE HIGH SCHOOLS

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Abstract

Since globalization is the prominent phenomenon of modern society, Japan has faced a new challenge: fostering individuals who possess skills and mindsets to live in the globalized world, “global human resources.” Although, understanding cultural difference is one of the global human resources’ criteria that Japanese government’s considers, they put weight only on teaching English. This research focused on disclosing current English teaching situations at three Japanese public high schools from an intercultural communication perspective by measuring teachers’ intercultural competence and conducting in-depth interviews. The results showed the schools’ academic level affects teachers’ capability of teaching cultural aspects in their classes because of the pressure of the college entrance examination. The more the school becomes centered on preparing students to get into universities, the less time teachers have to teach cultural aspects to students. As a suggestion to improve the situation, providing intercultural training within teaching courses for college curriculum could be recommended for future English teachers.
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1. INTRODUCTION

As the world becomes more globalized, opportunities to encounter new cultures and have more interaction with culturally diverse people have increased drastically, lessening the distance between countries and bringing races closer together. People now have more opportunities to travel the world and live in different places with greater ease. In addition to this, developing technology and diffusion of mass media allow people to easily access news and information from around the world. Globalization has affected various aspects of modern society, including interdependence of economy, environmental change, and multicultural society. Japan is one of the countries influenced by the phenomenon of globalization.

The word, globalization, first appeared in the Webster’s Dictionary was in 1961 according to Kilminster (1997), while Robertson (1992) mentioned that the beginning of globalization could be traced back fifteen centuries when the Catholic Church spread from Europe to the world (Block & Cameron, 2002).

Since the Japanese domestic economic power is not as powerful as a few decades ago, Japan has tried to compete in the global market. Numerous Japanese companies have expanded their businesses overseas. In addition to this business change, an increased number of immigrants to Japan has been seen because of the decrease of the workforce in Japan. Since Japan has had a low birth rate in the last few decades, the Ministry of Justice has applied the points-based preferential immigration treatment system for highly skilled foreign professionals, since 2012 (Immigration Bureau of Japan, 2013). Thanks to this new system, the number of foreign workers marked about 720,000 in October in 2013 (Ministry of Health, Labor, and Welfare, 2013). Besides
the recent increase of immigrants in Japan, the fact that Japanese society has been multicultural for over 100 years must be acknowledged. Ainu from Ezo, part of Hokkaido and Okinawan from Ryukyu flourished their own cultures. Koreans called Zainichi, a term from the military occupation during 1900s, also moved to Japan. Migrants from specific countries, such as Brazil, Philippine, and Peru have lived in Japan. Japanese society is still often considered a homogeneous society; however, it has been multicultural for a prolonged period of time (Nomoto, 2009). The globalization has increased the number of immigrants, and this has expedited Japanese society as a multicultural society more than ever. Japanese society is gradually globalized, even within the country, and it proactively interacts with the outside. Under these circumstances, the greatest challenge in Japanese modern society has faced is fostering "global-jinzai," or global human resources.

According to the proposal of fostering global human resources from the Keidanren Japan Business Federation (2011), the Japanese need to improve their communication skills in a multicultural society in a second language, especially English (Nippon Keizaidantai Rengō Kai, 2011). In response to this, The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) proposed the "English education reform implementation plan that corresponds to the globalization" in 2014. In this proposal, they suggested the English education system needs to be reformed in elementary school to high school with concrete plans from three aspects: teachers' education, development of educational materials, and effective use of Assistant Language Teachers (MEXT, 2014b). Furthermore, to support fostering global human resources in higher education, 37 universities in Japan were selected as Super Global Universities in 2014. This
project is a funding support by MEXT and expects to enhance globalization within university environments by increasing the number of foreign students and professionals from abroad (Japan Society for The Promotion of Science, 2015). These new systems and programs represent the Japanese society has tried to establish the best educational ways to foster global human resources. The tendency of the Japanese society to connect English language learning and globalization could be strongly identified.

Even though The Council on Promotion of Human Resource for Globalization Development (2011) indicated the importance of understanding cultural difference as one factor of global human resources, the Japanese government and school-based education seem to give considerable weight to only language teaching. Although, Japanese society shows its understanding of global human resources' characteristics as people who can understand and speak English, individuals' appropriate intercultural understanding plays a significant role in building better relationships with culturally different people. However, as opposed to the ideal global human resources’ characteristics, the Japanese younger generations' lack of intercultural sensitivity and inward-oriented characteristics have been pointed out. Inward-oriented is described as the passive attitude and low interests in international exchange, and introvert personality (Kojima et al., 2015). The survey by the SANNO Institute of Management (SANNO) on attitude toward working globally among new employees and the number of university students who study abroad results showed 67% of businesspersons and 49% new employees do not want to work abroad (Matsumoto, 2014). Statistic by MEXT, in 2014, based on OECD's report (2014), showed the number of Japanese studying abroad students marked the highest, 83,000, in 2004, but
gradually decreased, and it marked 60,138 in 2011 (MEXT, 2015c). These numbers revealed lack of interests outside of Japan among the Japanese younger generations. This characteristic of low interest in abroad among Japanese could be observed in junior high and high schools. The Japanese English teachers in junior high and high school mentioned their students’ lack of communication competence and interests in other countries. Those teachers knew the importance of understanding the cultural differences in intercultural communication; however, they implied difficulties teaching cultural differences in the English classes because of the strict curriculum (personal communication, February 2015). While the government has established new education systems and programs for fostering global human resources, there are several struggles in the school-based educational settings: inward oriented students and limited cultural teaching in English classes.

The present study aims to disclose the current English education situation in Japanese high school from teachers' point of view: how they consider fostering global human resources and how they assess their intercultural competence and students' intercultural sensitivity. In addition, this study also measures current English teachers' intercultural competence. To what extent can Japanese English teachers enhance students’ intercultural sensitivity by teaching another language, specifically English, and cultures in the classroom setting? The answers to this question have implications for intercultural training in educational settings in Japan to foster global human resources.
2. LITERATURE REVIEW

2.1 Globalization

Globalization is one of modern society’s prominent characteristics. It has led to a greater integration and interdependence of the world economically, culturally, and socially (Steger, 2009). The concept of globalization is the phenomenon of uniformity and standardization (Gray 1998; Ritzer 1998), but some researchers pointed out it is as hybridization (Pieterse, 1995) of the global and the local cultures (Block & Cameron, 2002).

While many scholars define the concept of globalization differently, Steger (2009) claimed four characteristics of globalization. The first phenomenon of globalization is it multiplicities the existing traditional character of politics, culture, and economy and creates new values. The second is it expands the social relations and led the interdependence. The third characteristic is it emphasizes and stimulates the social exchanges. The last phenomenon of globalization is it does not only affect materials, but also to humans’ consciousness as well (Steger, 2009).

Steger’s (2009) four characteristics of globalization led him to define globalization as “a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant” (p. 13). While his definition focuses on globalization as the phenomenon that affects various aspects, including people’s consciousness and behavior, Japan’s perspective of globalization differs slightly.

According to *Shakai-gaku Shō-jiten*, the Compact Dictionary of Sociology, by
Hamashima et al. (2004), globalization is described as economic activities, including production, circulation, and consumption, beyond the nations. It occurs when multinational corporations optimize different circumstances in different nations, such as regulations, labor, and material cost. Globalization has been enhanced, thanks to the development of transportation, means of communication, and information technology (Shibasaki & Inoue, 2014). This definition focuses on the economical aspect of globalization.

MEXT’s definition of globalization also gives weight to the economic aspect. They stated the cause of globalization is the development of information technology, simplifying of traveling, and opening markets to the world. This emphasizes the borderless world, and each country tends to interdepend one another (MEXT, 2009a). Since the markets have opened internationally, the government’s intention has emphasized market principles. The market driven circumstance has developed the educational policy for globalization, fostering global human resources.

2.2 “Global-jinzai”

Global-jinzai, or global human resources, is a difficult term to define, because considerable knowledge, skills, and competence to become a global human resource are broad and abstract. Although, there are many definitions of global human resource, MEXT defined the term as “a [Japanese] person, who has the sense of identity as a Japanese; is educated and has an in-depth knowledge in a certain field; has a communication competence beyond the difference of language, culture and value, ability to create new values; and who are willing to contribute to
future society in Japan” (MEXT, 2011b, p. 3).

Another definition used frequently is from The Council on Promotion of Human Resource for Globalization Development, hosted by Prime Minister of Japan and His Cabinet. According to their English interim report, global human resources consist of three factors: “(1) linguistic and communication skills, (2) self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission, (3) understanding of other cultures and a sense of identity as a Japanese” (The Council on Promotion of Human Resource for Globalization Development, 2011, p. 7). Each factor describes the characteristics of global human resources Japanese society needs, but they seem abstract and unspecific.

The term global-jinzai has appeared frequently, since 2010, in the university educational context. The study by Yoshida (2014) pointed out fostering global human resources is often considered as the task for universities. This is because one of the main focuses of Japanese universities is to create effective workers. Since Japanese businesses and universities have a strong connection the society needs, in this case, fostering global human resources become the task for universities. The public has gradually changed their interpretation of fostering global human resources from the companies’ internal challenges to the task for universities (Yoshida, 2014). Japanese people think social skills should be fostered before going out into the world. Japanese students are expected to gain global human resource skills before graduating from higher education.

Yoshida (2014) also indicated the number of departments with words, such as “international,” “communication,” and “global”, has increased since 2000, such as global
communication department, international communication department, or global studies department among Japanese universities. All the departments listed one of their missions as students’ capability to use practical English (Yoshida, 2014). Not only has the number of the departments related to international inquiries increased, the system of the entrance examination to the university has been reformed, based on the criteria of global human resources.

2.3 The University Entrance Examination Test

Japanese high school students are expected to have higher English language ability than a few decades ago to prepare for entering the universities to take classes offered by the departments. Up to the present, the most common Japanese university entrance examination was taking a standardized test, called the Center Test. National Center Test for University Admissions have administered since 1990. Applicants take the test to achieve the required scores of selected subjects offered by the departments in the public or private universities. Previous English Center Tests focused on only vocabulary, grammar, and reading comprehension. In 2006, the listening test was introduced to measure practical English skills of the applicants (National Center for University Entrance Examination, 2013). Since educational background carries significant weight in the Japanese society, Japanese pay a lot amount of attention to which university they graduate from. This tendency leads junior high and high school students to associate “English for entrance examinations” (Samimy & Kobayashi, 2004, p.251). The study by Gorsuch (2000) also pointed out the “centrality of university entrance examination” (p. 699) as a Japanese education’s characteristic. The education system and curriculum focus on the students to pass the
examinations should be criticized, because not all of high school students would go to universities. While the percentage rate entering universities marked over 50% in 2010 (MEXT, 2013), the rate of enrollment for high schools reached 98% in 2011 (MEXT, 2011a), meaning the majority of junior high school students go to high schools, but half of them do not enter the universities. Therefore, high school education could be the last opportunity for many of them.

To improve this situation, the Japanese government has reevaluated the university entrance exam system and the current high school education system. MEXT launched “Kōdai Setsuzoku System Kaikaku Kaigi” (Council for Connecting High School and University’s Education System) in February 2015. The purpose of this conference is to ensure the building of a strong connection between high school education and university education. While the conventional university entrance examination evaluates applicants’ memorization skills in any subjects, the new examination system would focus on measuring applicants’ logical thinking, decision-making, communicative skill, and the ability to collaborate with many people with a proactive attitude. Each subject has its own evaluation strategy, but in terms of English, they consider applying the pre-existing tests provided by private companies, such as TOEFL by ETS, or TEAP by The Eiken Foundation of Japan, to focus on measuring applicants’ English ability in four areas: writing, speaking, listening, and reading comprehensions (MEXT, 2015a). They expect to complete this reformation of the high school and university education system and the university entrance examination system by 2024, which means it will take additional time to apply the new education system to institutions. Until then, the Japanese educational system would follow the conventional one.
This change in the education system will significantly impact teachers. Teachers must be familiar with the new entrance examination system and be capable of following the new curriculum. To apply the new education system, fostering teachers’ logical thinking, decision-making, communicative skills, and the proactive attitude toward diverse people might be addressed first.

2.4 Japanese English Curriculum Guideline

The Japanese education system is centralized. From elementary school to high school, it has followed the curriculum guidelines issued by MEXT since 1947. This guideline has been renewed frequently about every ten years. The latest update for high school curriculum guideline was 2008. It is expected to be renewed in 2016 to be administered by 2020, the year Tokyo Olympics will be held. This event is expected to have a significant number of foreigners visiting and an increase of one’s intercultural encounter (Sankei News, 2013). Japanese public high school is divided into two types: general high school and specialized high school. General high schools focus on teaching general subjects, and this is where the majority of students go. Specialized high schools address teaching in-depth knowledge in certain areas or special skills, such as technical course, agricultural course, and English course. The number of students who attend general high school was 2,415,330 in Japan, and the number of students attending specialized high schools was 628,195 in 2014 (MEXT, 2015b). While previous English curriculum guidelines for general high schools had six components (classes): English I, English II, Oral Communication I, Oral Communication II, Reading, and Writing, the
current one includes seven different components: Communication Basic English, Communication English I, Communication English II, Communication English III, English Expression I, English Expression II, and English Conversation. From the course titles, it is obvious that the current curriculum guideline’s focus is on practical communication skills in English. Each class has its own purpose; however, what is common in all these classes is that they set the aim to foster students to communicate actively through English as their comprehensive English skills (MEXT, 2009b). Even though the Japanese government revised the classes to communicative orientation, the weight of teaching four skills: reading, listening, writing and speaking dominated and cultural learning aspects could not be seen in the general high schools.

On the other hand, the guideline for specialized high schools stated the intercultural understanding as one of the criteria of English classes. The purpose of intercultural understanding in English learning is: cultivating the foundation of willingness and skills to communicate with people from different cultures and providing a better understanding of the world situation. The cultural content should cover: (1) daily lives, (2) social lives, (3) customs, (4) geography and history, (5) traditional cultures, (6) technology, and (7) other intercultural understandings (MEXT, 2009b). Even though the general high schools’ curriculum guideline emphasizes a communicative oriented approach in English use, intercultural understanding seems highlighted only in specialized high schools, while communication in English with people from different cultures demands not only competent English skills, but also appropriate intercultural understanding to become a genuine global human resources.
2.5 Intercultural Communication

Intercultural communication is a communication between people with different cultural backgrounds. Gudykunst and Ting-Toomey (1988) divided intercultural communication research into four areas: cross-cultural communication, comparative mass communication, international communication, and intercultural communication. Cross-cultural communication is associated with interpersonal communication across a variety of cultures. The comparison of mediated communication is named comparative mass communication. Interaction on the national governmental level is called international communication. Interaction on the individual level between different cultural people is intercultural communication (Takai, 2003).

From these definitions, intercultural communication can be considered in a variety of ways, because the definitions of culture vary. According to Berry (2004), Tylor (1871) is the first person to use the term culture in his anthropological work. He defined culture as “that complex whole which includes knowledge, belief, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society” (Tylor, 1871, p. 22). Based on this, Bennett and Castiglioni (2004) suggested “a typical definition [of culture] found in both anthropology and intercultural communication is the pattern of beliefs, behaviors, and values maintained by groups of interacting people” (Bennett & Castiglioni, 2004, p. 251). Berry (2004) also stated culture is “‘the shared way of life of a group of people’: what is shared is their culture; who shared it is the social group or society” (Berry, 2004, p. 167). These two definitions represent culture comprises things to share and people inside of the group to share. Berger and Luckmann (1966) pointed out two distinctions of culture as objective and subjective. Objective culture
indicates “the institutional aspects of culture, such as political and economic systems, and to the products of culture, such as art, music, cuisine, and so on” (Bennett & Bennett, 2004, p. 150). Subjective culture represents “the worldview of a society’s people” (Bennett & Bennett, 2004, p. 150). These definitions of culture by well-known scholars represent only a few. A great number of scholars present the definitions of culture, while under the influences of others. Culture is perceived as national culture; however, Fantini (1997) suggested culture represents not only the national culture, but also race, social class, and gender, could be distinct cultures. Therefore, intercultural communication is not only limited to the communication between different countries’ people. The definition of intercultural communication depends on how culture is defined.

Takai (2003) pointed out the Japanese tendency toward intercultural communication. It is often confused and integrated with English language education. The study by Fruta, Kume, and Hasegawa (1991) indicated that 24.6 % of faculties who teach communication answer their specialty in academic is literature or foreign language teaching (Takai, 2003). This result supports how Japanese associate intercultural communication with the importance of English language skills.

This study focuses on one of the criteria of global human resources defined by The Council on Promotion of Human Resource for Globalization Development: (3) understanding of other cultures and having an identity as a Japanese, which is often neglected in the English educational settings, but the most important skill to communicate interculturally as a global human resource. The skills of understanding other cultures strongly relate to one’s intercultural
Intercultural competence is defined by a lot of scholars. Intercultural competence is the skills that communicate effectively in intercultural context. Bennett et al. (1999) defined intercultural competence as having “culturally sensitive knowledge, a motivated mindset, and a skillset” (p. 19). Spitzberg and Cupach (1984) proposed intercultural competence includes four components: knowledge, affective, psychomotor, and the situational. The knowledge component indicates the degree of cultural knowledge of the other culture. The affective component influences one’s emotion in an intercultural communication situation, and it affects their motivation to communicate. Using language, including verbal and nonverbal, appropriately is in the psychomotor component. Finally, the situational component emphasizes how individuals can use their skills of intercultural communication in the context of intercultural communication (Shuang, 2014).

While Karnyshev and Kostin (2010) pointed out that intercultural competence is a crucial skill for modern people to live in the globalized society, fostering intercultural competence among younger generations is one of the challenges the society faces. To foster one’s intercultural competency, actual experience or exposure to different cultures is essential. As McCaffery (1986) suggested, experiencing the cultural difference, analyzing and generalizing the experience to other situations, and applying it to the future intercultural communication are the steps to foster intercultural competency (Penington & Wildermuth, 2005). This means, to gain intercultural competence, individuals’ direct experience of intercultural communication is expected.

Since intercultural competence is enhanced by direct experience, it is difficult to foster it in classroom settings. This is addressed by Rahilly (1992) and Corrigan et al. (2003). They mentioned that enhancing intercultural competence in only classroom experience is limiting for students, and it has no an effective consequence to foster students’ intercultural competency. Scholars often suggest that study abroad could be the best way to stimulate students’ intercultural competence. The study by Penington and Wildermuth (2005) investigated the effects of short-term study abroad on intercultural competency among university students in the United States. The authors found that, although three weeks traveling to Ireland or China seemed very limited in interacting with local people, students showed their experience of the short-term study abroad had positive impacts on developing their intercultural competence (Penington & Wildermuth, 2005).

However, only exposing themselves to different cultures seems not to be enough to
foster one’s intercultural competence. The study by Liu (2014) examined the correlation between exposure to foreign cultures and the level of intercultural competence of university students in Australia. The author investigated whether the students’ experience of living in other cultures contributes to the development of intercultural competence. The finding of this study showed the length of residence in other cultures does not contribute to intercultural competence among students. The author suggested that intercultural awareness might be developed in a culturally diverse context; however, intercultural competence is not naturally developed. Therefore, there is no significant contribution between exposure of foreign cultures and the level of intercultural competence. The author claimed intercultural competence must be learned through intercultural training in educational institutions (Liu, 2014).

Paige (1986) defined intercultural training as training designed to prepare sojourners to live and accomplish specific tasks in other cultures. It is also designed to prepare the reentering to their home country. The participants of intercultural training have decisive goals, depending on their situations. Therefore, training is imperative, as it fosters participants’ immediate and relevant intercultural competence (Paige, 1986). Intercultural training varies, as the purpose of training is different for each person. Even intercultural training is expected to result immediate trainees’ intercultural competency, it has been gained attention from educational settings as well.

An intercultural training pilot study in an educational setting was done by a Japanese scholar. Okubo (2014) investigated the effects of her intercultural training practiced in the Japanese private high school. She organized intercultural training for senior students in private high school for two semesters from April to December in 2012. The number of students was 10
and all of them were male. The purpose of this course was to foster their intercultural competence by not only teaching the concept of intercultural communication, but also learning and analyzing communication between different cultural people to see it in more practical ways. The results showed there was an apparent change in students’ awareness of cultural difference inside of Japan, individuals’ culture and identity, different functions of communication, verbal and nonverbal, and having positive attitudes toward differences (Okubo, 2014).

Okubo’s (2014) study is one of the ideal ways to embed intercultural training and to teach the concepts of intercultural communication in the educational setting. However, this study could be done, because it was held in a private only boys’ school, which most students could directly enter the university after graduating from high school, meaning their learning styles tend not to focus on entrance examination. Applying intercultural training like this in private school might be a possible way; however, it would target limited students. In addition to this limitation, Derenowski (2011) pointed out individuals’ goals of intercultural competence levels differ from each other. Some students’ goals would be to attain the skills to analyze the cultural difference, while others’ goals would be to achieve to behave like natives. Some might not be interested in gaining any intercultural competence. Through these circumstances, assessing intercultural training in classroom is a challenge. The most effective and realistic way to teach cultural differences to Japanese high school students, therefore, is including it in language teaching and stimulating their intercultural sensitivity first, instead of setting goals to foster students’ intercultural competency directly.
2.7 Intercultural Sensitivity

The concept of intercultural sensitivity is often confused with intercultural competence (Peng et al., 2005). The most notable definition of intercultural sensitivity was defined by Bhawuk and Brislin (1992). They suggested to become interculturally sensitive, “people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures” (Bhawuk & Brislin, 1992, p. 416). It is related to cognitive and behavioral elements; however, intercultural sensitivity focuses on affective aspects (Chen & Starosta, 1997). Unlike intercultural competence, intercultural sensitivity is developed in nature, meaning individuals’ intercultural sensitiveness can change (Straffon, 2003). Hammer et al. (2003) defined intercultural sensitivity as “the ability to discriminate and experience relevant cultural differences,” while they referred intercultural competence as “the ability to think and act in interculturally appropriate way” (p. 422).

Intercultural sensitivity is fostered step by step. Developmental Model of Intercultural Sensitivity (DMIS) by Bennett (1986) identified six different stages people may move through from interculturally sensitive to interculturally competent. This model is divided into two stages: ethnocentric stage and ethnorelative stage. The first stage is denial stage. People who encounter intercultural situations deny the other culture. In this stage, people opt to isolate themselves from the cultures they do not belong to. Next is defense stage, which people consider their own cultures to be the good ones. The third stage is minimization. In this stage, people perceive their experience as a universe, so they accept the part of the culture that is similar to their own. These three stages are in ethnocentric stage. In the acceptance stage, people see other cultures as experienced, but still
consider them as different from their cultures. In the adaptation stage, people feel empathy for other cultures, and they become able to change their perspectives from their own cultures’ and others. In the last stage, integration, people become culturally marginalized, and they can see the different culture from a worldview (Bennett & Bennett, 2004). This theory represents how people take the steps and acculturate themselves to an unfamiliar culture.

Developing intercultural sensitivity leads to the first step to enhance one’s intercultural competence, because to behave culturally appropriate, the individual’s psychological state must be addressed first (Chen, 2012). A great intercultural sensitivity has a potential to foster intercultural competence. The key factor to foster one’s intercultural sensitivity is exposure to different cultures.

The study by Straffon (2003) examined the intercultural sensitivity of high school students, who attend an international school in South Asia. The author investigated whether the students’ length of time to attend the international school influences their levels of intercultural sensitivity. Straffon (2003) stated this was the first study to measure intercultural sensitivity targeted to high school students. The author used the Intercultural Development Inventory (Hammer & Bennett, 1998) to measure the students’ level of intercultural sensitivity. The findings of this study suggested the time a student has attended the international school affects to their levels of intercultural sensitivity. The more the time increased, the more students’ level of intercultural sensitivity increased (Straffon, 2003). This is because these students had exposed themselves to different cultures on a daily basis through interactions with their friends or learning cultural differences in the classes. This study supported that the students’ exposure to
different culture fosters their intercultural sensitivity, but not intercultural competence.

In the Japanese limited educational and social situation, such as the university entrance examination oriented education and students’ less exposure to cultural diversity within Japan, cultural understanding in the language classes in formal education should be addressed. Language acquisition and cultural encounter are inseparable. As Sapir and Whorf’s linguistic relativity hypothesis suggested, the language people speak influences the way they think (Tohidian, 2009). Chaika (1989) claimed, “language and society are so intertwined that it is impossible to understand one without the other. There is no human society that does not depend on, is not shaped by, and does not itself shape language” (Chaika, 1989, p.2); language and society interdepend. Krmash (1995) indicated that language acquisition is attaining skills, including verbal behavior with cultural value. Contact with a new language itself provides an encounter with a new culture, and it offers opportunities to enhance students’ intercultural sensitivity. Even with the restricted educational system, like Japan, it is possible to enhance intercultural sensitivity, and it is an effective first step to being competent interculturally.

2.8 Teaching Culture in Language Classes

Assessing cultural understanding in the foreign language classes has been discussed by numerous researchers. The research by Schulz (2007) reviewed the goals and objectives for cultural learning and suggested fundamental objectives of intercultural competence that students should learn in language learning. The author indicated there is no specific answer to how culture should be taught in the language teaching context, while the importance of integration of cultural
knowledge and intercultural competence into the foreign language curriculum is claimed by scholars, and numerous approaches for culture learning in language teaching have been introduced.

Nostrand (1970) stated a broad goal for culture learning in language teaching as students should understand the cultural value concepts, the framework of social institutions, people’s social psychology, and ecological arrangements. Seelye (1997) proposed six instructional goals, including (1) students’ curiosity about other cultures, (2) their understanding of role expectations in the society, (3) their recognition of the factors of effective communication, (4) understanding of situational variables, (5) the cultural reasons behind the behavior, and (6) exploration.

Based on these goals for cultural learning, Schulz (2007) proposed the five fundamental objectives for culture learning: (1) students’ awareness of factors of cultural perspectives, products and practices, (2) awareness that situational variable affects to communicative interaction, (3) recognition of stereotypes and generalizations, (4) awareness of each language’s culture-specific connotations, and (5) recognition of cultural misunderstandings.

Liddicoat et al. (2003) proposed the principles of developing intercultural language learning, including (1) active construction of learning, (2) making connections among language, culture, and learning, between their conceptions and new understandings, between first and additional languages, and between previous and new experiences, (3) interaction among one’s own framework of language and culture, (4) reflection of experience, and (5) responsibility of learner’s attitudes, values and development. Learners explore these principles through noticing,
comparing, reflecting and interacting phases. The ideal cultural learning style is included in the language classes at schools. While some countries, such as Europe where multicultural education seems popular, can employ culture learning in language teaching, other countries, such as Japan with a strict curriculum from the government, have obstacles to applying those systems.

Liddicoat (2008) examined how students can comprehend language education and practice from an intercultural perspective, while maintaining language learning at the core of the curriculum. The author proposed principles for developing intercultural language learning. Liddicoat (2008) clearly pointed out communication in a second language is intercultural communication. Although the native speakers can tolerate the second language (L2) learners’ problems with grammar or vocabulary, they tend not to accept the cultural mismatch. This is because cultural norms are often considered that learners should explore by themselves and become accustomed to it gradually, while they use the second language. However, this tendency brings learners’ ideas of stereotypes of the certain culture or seeing and evaluating different culture from their own cultural perspective. Learners realize the cultural differences when they face the problems. The author stated, therefore, L2 learners should be helped to notice and learn cultural difference. These two factors, language skill and cultural understanding, are qualified elements. In addition, the author suggested the learners must know the relationship between their first language and their own culture to have an effective communication in a second language.

2.9 Teachers’ Knowledge of Culture

It is important to reveal not only the key framework of cultural teaching in language
classes, but also teachers’ attitudes toward cultural aspects. Teachers’ knowledge and attitude of culture in communication play a significant role on their students’ intercultural sensitivity. 

Derenowski (2011) investigated secondary school teachers’ awareness of intercultural competence in language learning contexts and methods used for enhancement of students’ intercultural competence in Poland. The findings of this study suggested all teachers knew the importance of the relationship between the target language they teach and its culture. However, they also commented in their interviews they do not know the target language culture or their own culture. Therefore, the teaching style focused on following the selected course book. In addition, teachers used the materials already prepared, such as visual aids, video and the Internet to teach culture. Dreneowski (2011) also implied that teachers’ knowledge of culture and language influence students’ cultural awareness.

Sowden (2007) claimed it is necessary for teachers to know not only the students’ cultural backgrounds, but also their own cultures they bring to their classrooms. Three factors, teachers’ beliefs, assumptions, and knowledge, affect the implementation of curriculum. This ‘B A K’ determines how teachers carry out the structure of curriculum (Woods, 1996). Therefore, Woods (1996) pointed out each teacher has different way of pedagogy, based on his or her background. This means how teachers recognize and perceive their own culture is essential in terms of teaching culture. On top of this, Sowden (2007) indicated teacher’s intercultural communication competence plays a significant role in the classroom in which there is no clear pedagogy for cultural teaching.

Language teachers are expected to have a sociocultural background of the language
they teach. Kramsh (1998) proposed three layers of language’s sociocultural context: the social layer, the historical layer, and the imagination layer. The social layer refers to the language people use to determine who belongs to a social group. This provides the shared values among the members of the group. The historical layer of culture is important to understand. The historical aspect still has strong effects on how people in the community communicate. The imagination layer refers to the expression of a discourse community’s view of the world, for example, the art, or language works. Every community has its own perspective. The imagination layer of the sociocultural context of a language guides people’s decision and behaviors (Garcia et al., 2003). Language teachers are expected to know the sociocultural context of the language they teach.

While numerous scholars proposed the importance, objectives and approaches of cultural learning in language teaching and teachers’ cultural knowledge, researches in Japan about teaching cultural aspects to students in language classes focus on only limited topics. Okubo (2014) categorized research of intercultural education in Japanese high school into five: (1) researches of foreign language, especially English, and language classes and its materials, (2) reports of students’ international exchange learning with foreigners, (3) reports of implementation of training for overseas trip or study abroad, (4) research of foreign students’ adaptation to Japanese schools, and (5) research about Japanese returnees students’ identity and education. These categorizations show that the lack of research about culture teaching in language classes, or fostering students’ intercultural sensitivity, and educators’ intercultural competence.
3. RESEARCH QUESTIONS

The issues Japanese society has in enhancing high school students’ intercultural sensitivity could be placed in three categories by analyzing the previous studies: university entrance examination oriented education system, the lack of opportunities to encounter various cultures within Japanese society, and the lack of research focusing on students’ intercultural sensitivity. Entrance examination centered English education limits students’ possibilities to explore cultural differences and enhance their intercultural awareness, because they would rather memorize vocabulary, grammatical systems, and try to interpret English sentences mechanically. The limitation of the students’ encounters of various cultures in their real lives could be an issue, as well. The number of foreigners who live in Japan or the tourists has increased drastically, compared to a few years ago. However, it is still hard for students to connect with culturally diverse people. This fact makes students less interested in other cultures or learning a new language. Besides these societal limitations, the lack of research on cultural teaching in language classes could be pointed out. If English teachers could teach appropriate intercultural communication to their students is uncertain. Whether teachers are just skillful in teaching language by following the curriculum guidelines, or actually capable to communicate in English in intercultural context is unproved. These situations inspired the following research questions:

RQ1: What are the English teachers’ opinions toward cultural teaching in fostering global human resources in their English classes at the Japanese public high school?

RQ2: How do English teachers perceive their own intercultural competence and their students’ intercultural sensitivity?
RQ3: What is the current state of teachers’ intercultural competence at the Japanese public high schools?

3.1 Definition of Key Terms

In this study, the definition of intercultural competence adapts Bennett et al.’s (1999) definition: Intercultural competence is having “culturally sensitive knowledge, a motivated mindset, and a skillset” (p. 19). While intercultural competence focuses on one’s actual skill to interact appropriately in an intercultural context, intercultural sensitivity carries more weight on one’s affective aspects. Based on the definition of intercultural sensitivity by Bhawuk and Brislin (1992), in this study I defined intercultural sensitivity as one’s interests of cultural differences and willingness to communicate with people from different cultures.
4. METHODOLOGY

To reveal RQ1 and RQ2, qualitative analysis will be adopted. The qualitative analysis could disclose information to add to the empirical studies, which a set of data could not measure (Taylor & Bogdan, 1998). In this study, in-depth interviews are conducted for RQ1 and RQ2. In addition, to investigate RQ3, quantitative analysis is employed. The survey utilizes a scale to measure teachers’ intercultural competence. In this study, I adopt an existing scale to analyze RQ3.

4.1 The Participants & Sampling

The participants in this study are English teachers teaching at public general high schools in Kanto area, Japan. Purposive, or known group, sampling is used to select the samples. The schools are selected based on the high school hensachi, deviation value table published by Kōkō Hensachi.Net (Kōkō Hensachi.Net, 2016). The deviation value table of Japanese high school indicates the schools’ academic level. Schools marked around 80 are the highest, below 40 are the lowest, and 50 is the average. The schools in Kanto area at deviation value from 39 to 55 are selected. Among them, those who agree to cooperate in this study are selected to represent the Japanese high school as a sample.

4.2 Instruments

The guide of this study are questionnaire survey and in-depth interviews for the Japanese English teachers. First, all participants take the surveys for investigating RQ3, and the
interviews are conducted at a later date for examining RQ1 and RQ2 in Japanese. The surveys and interview questions are back translated to ensure accuracy. To investigate RQ3, the existing scale is adapted from Chen and Starosta’s (2000) Intercultural Sensitivity Scale (ISS). The ISS was selected to measure teachers’ intercultural competence, because it enables to measure respondents’ affective, cognitive, and behavioral aspects, which are the three components of intercultural competence conceptualized by Chen (2010). This scale comprises 24 questions with a 5-point Likert scale. The ISS includes five constructs: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. In addition to this ISS, demographic information questions are added as the second component of the research questionnaire. The questions include the teachers’ age, gender, a length of teaching, and experience abroad (see Appendix A & B). Teachers have 20 minutes to complete it, and it is online administered. The URL of the online survey, built in Qualtrics, was sent to one teacher at each high school and distributed to other Japanese English teachers at three schools. To explore teachers’ intercultural knowledge more in-depth, interview questions are prepared for open-ended answers.

After taking the surveys, English teachers, who agreed to take the interviews, are invited to participate in-depth interviews to investigate RQ1 and RQ2. The number of questions is 9, including asking about their experience abroad, educational background of intercultural communication, the concept of intercultural competence, their definitions of global human resources, how they perceive their intercultural competence, as well as their students’ intercultural sensitivity, and how they teach cultural aspects in the English classes (see Appendix
C & D). They were encouraged to answer the questions with their personal examples and details as much as possible. The interviews conducted via Skype, and each one interview averaged from 30-60 minutes. The schedule was decided, based on the participants’ schedule. Interviews were audiotaped after securing participants’ permission. All the results were translated into English and back translated to Japanese to ensure the accuracy.

4.3 Data Analysis

Survey results are used to evaluate the current state of English teachers’ intercultural competence level at public high schools in Japan for RQ3. Each teacher’s scores are calculated to disclose the percentage of each component of ISS. To analyze RQ1 and RQ2, all interviews by teachers were transcribed and back translated into English. After gathering the data, the key themes in each question from the interviews were analyzed and disclosed the English teachers’ opinions about cultural teaching in terms of fostering global human resources and how they perceive their own intercultural competence, as well as their students’ intercultural sensitivity.
5. RESULTS

5.1 Survey Results

Three high schools, with a deviation value, indicating Japanese schools’ academic level, from 39 to 49 cooperated in this research. They are located in Tokyo and Saitama prefecture. Among 34 Japanese English teachers, 15 teachers contributed to the online survey. The age range was from 24 to 58 years old. The number of male participants were five, and females were 10. The years of teaching vary from one year to 35 years. In this section, the results are examined by school.

5.11 High School A

The first school that cooperated with this research is high school A. High school A was established in 1981 in Machida city, Tokyo. The number of students is around 900, and each grade has 8 classes. The deviation value of this school is 49, which is average. According to the high school A 2015 report, 54.2 % of graduates went to four-year universities, and 9.6 % of students went to two-year colleges. The rate of graduates who went to professional schools is 19.6%. Less than 3 % of students started their career after graduating (see Figure 1). The number of Japanese English teachers are 10, including an ALT and a JET teacher. Seven teachers out of 10 contributed to the online survey, and two teachers agreed to have interviews via Facetime.
Hours of English classes are organized differently in each school. High school A provides the most English classes among the three high schools. For 10th grade, they teach Communication English I for three hours and English Expression I for two hours a week. For 11th grade, they have four hours of Communication English II and English Expression II for two hours. In 12th grade, they teach Communication English III for three hours and English Expression II for two hours. They have elective classes for 12th grade for two hours (see Table 1).

**Table 1: Hours of English Classes at High School A**

<table>
<thead>
<tr>
<th></th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication English</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>English Expression</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elective Classes</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The age range of the Japanese English teachers, who participated in this survey from high school A was between 28 and 58 years old. The longest length of teaching is 33 years, and
the shortest was 7 years. They have a variety of experiences abroad, including living, short study abroad, school internship, and teaching training. All of them have taken trips abroad. The average percentage of all the results of intercultural sensitivity scale at high school A marked 74.7%. Two teachers’ scores marked above 80%, and the lowest was 68.3%.

Table 2: Teachers’ Information of High School A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Age</th>
<th>Gender</th>
<th>Years of Teaching</th>
<th>Abroad Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>28</td>
<td>F</td>
<td>7</td>
<td>Indonesia (Living, 3y) / USA (Homestay, 1m) / Korea, Australia, Singapore, USA (Trip)</td>
</tr>
<tr>
<td>B</td>
<td>41</td>
<td>M</td>
<td>19</td>
<td>England (Short study abroad, no date) Taiwan, China, France, Italy (Trip), Korea (Teacher, 1y)</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>F</td>
<td>11</td>
<td>Thailand, USA, Taiwan, Finland (Trip) / Canada (School intern, 1y) / Australia (Teaching training, 10w)</td>
</tr>
<tr>
<td>D</td>
<td>56</td>
<td>M</td>
<td>33</td>
<td>Scuba diving (Guam, Hawaii, Singapore, Indonesia, Australia, Maldives, 3w each)</td>
</tr>
<tr>
<td>E</td>
<td>?</td>
<td>M</td>
<td>25</td>
<td>Canada (Honeymoon, 1w) / London (Summer School, 2w)</td>
</tr>
<tr>
<td>F</td>
<td>45</td>
<td>F</td>
<td>22</td>
<td>England, Australia (Short study abroad, 2m) / Europe, Asia, USA, Canada, Mexico, Peru, Egypt, Turkey…more than 40 countries (Trip, a few days to weeks)</td>
</tr>
<tr>
<td>G</td>
<td>58</td>
<td>F</td>
<td>32</td>
<td>USA (CA, Teaching training, 3w) / Australia, New Zealand (Trip)</td>
</tr>
</tbody>
</table>

Among seven participants from high school A, Teacher A has the longest experience
abroad. She lived in Indonesia for three years in her first grade to third grade and experienced a homestay in the USA for a month when she was in college. Other than these experiences, she went on trips to Korea, Australia, Singapore, and other states in the USA (see Table 2). She has taught English for 7 years, which is the shortest among participants from high school A. Although, her abroad experience is longer than other participants, Teacher A’s total score on Intercultural Sensitivity Scale was 78.3%, which is the middle among six teachers. Respect for cultural differences marked 86.6%, which is the highest in her result, while interaction confidence marked the lowest, 68% which is the average compared to other teachers (see Table 3).

Teacher E’s length of abroad experience is the shortest among them. He has been to England for summer school for two weeks and Canada for his honeymoon for a week (see Table 2). His years of teaching English is 25 years, which is the third longest among them. As his short abroad experience reflects in his survey result, the total score marked 68.3%, which was the lowest in high school A. His respect for cultural differences marked 83.3%, which was the highest in his results, while his interaction confidence and interaction attentiveness were both under 50%, 48% and 46.6% (see Table 3). This result represents that his less experience abroad affected his confidence and attentiveness in interaction with people from different cultures.

Similar results are seen in Teacher G’s score. Her abroad experience is limited to trips to Australia and New Zealand and teaching training in California for three weeks (see Table 2). Her years of teaching English is 32 years, which is the second longest among them. Her total score marked 69.1%, which is the second lowest in high school A. This score seems to reflect her
limited experience abroad. The highest score in five categories of her result was interaction attentiveness, 80%, and the lowest was intercultural confidence, 52% (see Table 3).

Teacher D’s and F’s scores marked above 80%. Teacher D has the longest experience in teaching, 33 years, but his abroad experience was limited to a particular purpose, scuba diving. He has been to Guam, Hawaii, Singapore, Indonesia, Australia, and Maldives for three weeks each (see Table 2). Although his abroad experience seems less than others, his total score marked 81.6%, which is the second highest among other teachers. While his respect for cultural differences marked the highest in his results, 90%, his interaction enjoyment was 66.6%, which was the lowest (see Table 3).

Teacher F, who has been an English teacher for 22 years, marked 82.5% on her survey, which was the highest in high school A. Even though her experience abroad is not as much as Teachers A, B and C, her interaction engagement, respect for cultural differences, and interaction attentiveness were over 90% (see Table 3). She has been to England and Australia for a short study abroad for two months each. She has also traveled to over 40 countries, including Europe, Asia, USA, Canada, Mexico, Peru, Egypt and Turkey (see Table 2). Her highest score among five categories was interaction engagement, 97.1% and her lowest score was interaction enjoyment, 53.3%. Her interests in exploring many countries reflect her high scores in interaction engagement, respect for cultural differences, and interaction attentiveness (see Table 3). For Teachers D and F, their long years of teaching seem to reflect their high scores.

Teacher B and C both marked 71.6%. Teacher B has been a teacher for 19 years. His experience abroad includes a short study abroad to England, teaching English in Korea for one
year, and trips to Taiwan, China, France and Italy (see Table 2). Teacher C has been teaching 11 years. She has been to Canada for school internship for one year, and Australia for 10 weeks for a teaching training program, provided by the government of Tokyo. Besides these, she has been to Thailand, USA, Taiwan, and Finland for trips. Her experience abroad is quite recent, compared to other participants. Teacher B’s interaction attentiveness was 80%, which was the highest, and interaction enjoyment was 60%, which was the lowest in his result. Teacher C showed her interaction enjoyment as 80%, while interaction confidence marked 56%.

**Table 3: Table of Individuals’ Scores of High School A**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>80</td>
<td>65.7</td>
<td>74.2</td>
<td>85.7</td>
<td>74.2</td>
<td>97.1</td>
<td>77.1</td>
</tr>
<tr>
<td>Respect</td>
<td>86.6</td>
<td>76.6</td>
<td>76.6</td>
<td>90</td>
<td>83.3</td>
<td>93.3</td>
<td>70</td>
</tr>
<tr>
<td>Confidence</td>
<td>68</td>
<td>76</td>
<td>56</td>
<td>72</td>
<td>48</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>73.3</td>
<td>60</td>
<td>80</td>
<td>66.6</td>
<td>80</td>
<td>53.3</td>
<td>66.6</td>
</tr>
<tr>
<td>Attentiveness</td>
<td>80</td>
<td>80</td>
<td>73.3</td>
<td>86.6</td>
<td>46.6</td>
<td>93.3</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>78.3</td>
<td>71.6</td>
<td>71.6</td>
<td>81.6</td>
<td>68.3</td>
<td>82.5</td>
<td>69.1</td>
</tr>
</tbody>
</table>

Among five categories, the results showed the mean value of respect for cultural differences marked the highest, 82.3%, while interaction confidence was 61.7%, which was the lowest. Interaction engagement was 79.1%, interaction enjoyment marked 68.5%, and interaction attentiveness was 77.1% (See Figure 2).
Every teacher showed high scores in respect for cultural differences, while they have low confidence in interacting with people from different countries. Lack of confidence affects their enjoyment in interaction, although they perceive their behaviors are engaged and attentive in communication with culturally different people.

5.12 High School B

The second high school that participated in this research is high school B. It is in Tokyo, as well, and was established in 1974. The number of students at this school is about 700. The deviation value is 48, which is slightly lower than high school A, but it is still considered as average. Even though, the deviation values of high school A and high school B show similar ratio, the difference of students’ paths after graduating is seen. Nearly half of the students went to professional schools, 42.4% at high school B, while high school A marked 19%. Less than 40%
of students went to universities after graduating. Students who started working after graduating was 4% (see Figure 3). The number of Japanese English teachers is eight, including one ALT and two JET teachers. Five teachers out of eight participated in the online survey. Among them, one teacher agreed to have a video interview via message application, LINE.

**Figure 3: Students’ Paths after Graduating from High School B**

![Pie chart showing the distribution of students' paths after graduating from High School B.](image)

High school B offers 12 hours of English classes in total. The hours of teaching English are also arranged differently from high school A. They offer three hours of Communication English I for 10th grade, four hours of Communication English II for 11th grade, and four hours of Communication English III for 12th grade. Only 10th grade has English Expression classes for two hours a week (see Table 4).
Table 4: Hours of English Classes at High School B

<table>
<thead>
<tr>
<th></th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication English</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English Expression</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

The age range of five participants from high school B is from 35 to 57. The longest years of teaching is 35 years, and the shortest is 10 years. Most participants were female. Similar to high school A, all of the teachers have different experience abroad, including homestays, working holidays, and trips. The average percentage of all the results of the Intercultural Sensitivity Scale at high school B marked 74.3%, similar result to high school A. The highest result was 81.6%, and the lowest was 65.8%.
### Table 5: Teachers’ Information of High School B

<table>
<thead>
<tr>
<th>Subject</th>
<th>Age</th>
<th>Gender</th>
<th>Years of Teaching</th>
<th>Abroad Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>50</td>
<td>F</td>
<td>27</td>
<td>England (Homestay, 3w) / Australia (Homestay, 5w) / USA (Homestay, 3w) / Europe (Trip, 3w) / Germany (Homestay, 1w) / Hong Kong, LA, Paris (Trip, 3days each)</td>
</tr>
<tr>
<td>I</td>
<td>×</td>
<td>F</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>J</td>
<td>57</td>
<td>F</td>
<td>35</td>
<td>USA (Homestay, 1m) / England (Language school, 1m)</td>
</tr>
<tr>
<td>K</td>
<td>35</td>
<td>M</td>
<td>10</td>
<td>Spain (Language School, 1m) / Canada (Working holiday, 10m) / Australia (Working holiday, 10m) / USA, CA (Teaching training, 3m) / USA, HI (Trip, 3d)</td>
</tr>
<tr>
<td>L</td>
<td>43</td>
<td>F</td>
<td>15</td>
<td>USA (Short study abroad, 1m) / England (Short study abroad, 1m) / USA (NY, MA, DC, LA, HI, trip) / France, Italy, Spain, Australia, Hong Kong, Taiwan, China, Korea, Thailand, Mexico (Trip)</td>
</tr>
</tbody>
</table>

Teacher H, who has taught English for 27 years, the second longest in high school B, marked the highest score, 81.6%. The remarkable point of her result was her interaction enjoyment, marked 100%. The lowest score was interaction attentiveness, 73.3% (see Table 6). Her scores in each category marked over 70%. Her experience abroad is mostly homestays from 3-5 weeks, for example, in England, Australia, and the USA (see Table 5). Similar to Teacher D’s and Teacher F’s results from high school A, Teacher H’s years of teaching English seem to reflect her high result.

The second highest score was marked by teacher K, who has been teaching English for
10 years, which is the least among the five. His score marked 77.5%. His abroad experience varies and is the longest among teachers from high school B, such as attending a language school in Spain, working holidays in Canada and Australia, and teaching training in California (see Table 5). His highest score among five categories is respect for cultural difference, 93.3%, and the lowest was interaction confidence, 52% (see Table 6). His diverse experience of cultural difference seems relevant to his result.

The lowest score in high school B was 70% by Teacher L. Her teaching experience is 15 years. Her abroad experience includes study abroad for a month each to the USA and England, and trips to various countries, such as Europe and Asian countries. Her interaction engagement marked the highest in her result, 80%, while interaction confidence was low, 46.6% (see Table 6). Her result represents that she is eager to engage with people from different countries; however, her lack of confidence in interacting with them affected her interaction attentiveness.

Teacher J has the longest teaching experience of all participants of this survey. She has been teaching English for 35 years. Although, her experience abroad is only for a homestay for a month in the USA and attending a language school in England for a month, her score marked 76.6%, which was higher than Teacher I and L from high school B (see Table 5 & 6). Her notable point of results was that every category marked from 70% to 80%. Her results in five categories were well-balanced, compared to other participants.
Table 6: Table of Individuals’ Scores of High School B

<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>80.0</td>
<td>74.2</td>
<td>80</td>
<td>82.8</td>
<td>80</td>
</tr>
<tr>
<td>Respect</td>
<td>76.6</td>
<td>73.3</td>
<td>76.6</td>
<td>93.3</td>
<td>76.6</td>
</tr>
<tr>
<td>Confidence</td>
<td>84</td>
<td>52</td>
<td>72</td>
<td>52</td>
<td>46.6</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>100</td>
<td>66.6</td>
<td>80</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>Attentiveness</td>
<td>73.3</td>
<td>53.3</td>
<td>73.3</td>
<td>80</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>81.6</td>
<td>65.8</td>
<td>76.6</td>
<td>77.5</td>
<td>70</td>
</tr>
</tbody>
</table>

Figure 4: Scores in Different Categories of High School B

Among five categories, the results showed that the mean value of interaction engagement marked the highest, 79.4%; following this, respect for cultural differences marked 79.3%, while interaction confidence was 63.2%, which was the lowest. Interaction enjoyment was 78.6%, and interaction attentiveness was 66.6% (see Figure 4).

Most high school B’s English teachers’ scores marked over 70%. Some teachers are
confident enough to have interactions with people from different cultures, but two teachers out of five marked below 55% on interaction confidence. Teachers at high school B seemed to engage a lot and enjoy interacting with culturally different people.

5.13 High School C

The third, high school C, was established in 1978 and is located in Saitama prefecture. They provide a full-time and part-time schooling system and have a general course and a physical education course. The number of students who attend this school is about 600. The deviation value is 39, which is low in academic level. According to the report provided by the school in 2014, unlike high schools A and B, almost half of the students, 48.3%, started their careers right after the graduation. The percentage of students who went to universities was 15.9%. The rate of students who went to professional schools is 22.6% (see Figure 5). The number of Japanese English teachers is six. One part-time Japanese English teacher and one ALT work there, as well. The number of teachers who contributed to the online survey is three out of six. Among them, one teacher agreed to have a video interview via Skype.
Since high school C has the general course and the physical education course, the hours of English classes they provide in each course are slightly different. The general course provides Communication English Ⅰ for four hours in 10th grade, Communication English Ⅱ for four hours in 11th grade, and Communication English Ⅲ for four hours in 12th grade.

English Expression classes are taught for two hours in 12th grade as an elective course. The hours of English classes for the physical education course are one hour less than the general course. They provide Communication English Ⅰ for three hours in 10th grade, Communication English Ⅱ for three hours in 11th grade, and Communication English Ⅲ for three hours in 12th grade.

English expression classes are also elective in the physical education course (See Table 7 & 8). Compared to high school A and B, the hours of English classes are fewer, and English Expression classes are elective. This means students from high school C have less exposure to English, compared to students from high school A and B.
Table 7: Hours of English Classes (General Course) at High School C

<table>
<thead>
<tr>
<th>Subject</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English Expression (Elective)</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Table 8: Hours of English Classes (Physical Education Course) at High School C

<table>
<thead>
<tr>
<th>Subject</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Expression (Elective)</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The average percentage of the results among three teachers was 75.4%, which is similar to the result of the other two schools. The highest score was 80%, and the lowest was 69.1%. The longest length of teaching is 30 years, and the shortest is 1 year. Among the three participants, the number of male teachers was only one.

Table 9: Teachers’ Information of High School C

<table>
<thead>
<tr>
<th>Subject</th>
<th>Age</th>
<th>Gender</th>
<th>Years of Teaching</th>
<th>Abroad Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>27</td>
<td>F</td>
<td>5</td>
<td>Australia (Homestay, 1m), England (Language school, 1y), Thailand, France (Trip)</td>
</tr>
<tr>
<td>N</td>
<td>?</td>
<td>F</td>
<td>30</td>
<td>India, Thai, Korea, USA (NY), Greece, Italy, Portugal, Czechoslovakia, Spain (Trip)</td>
</tr>
<tr>
<td>M</td>
<td>24</td>
<td>M</td>
<td>1</td>
<td>USA (Study abroad, 7m) Cambodia / England / Germany (Trip)</td>
</tr>
</tbody>
</table>

Teacher M’s teaching experience is one year. He has been to study abroad in the USA for eight months and to Cambodia, England, and Germany for trips (See Table 9). His total score was 80%, which was the highest among the three. While interaction confidence marked 64%,
which was the lowest in his result, interaction engagement was 94.2%, which was the highest. (see Table 10).

Teacher N has taught English for 30 years. Although, her experience abroad was only trips, including to Asia, the USA, and Europe, her total score marked 77.3%, which is the second highest among the three (see Table 9). Respect for cultural differences was 90%, which was the highest in her results, and interaction engagement was the lowest, 71.4%. (see Table 10).

Although, Teacher O’s experience abroad seems to be the longest among the three participants, her score marked 69.1%, which was the lowest. Her abroad experience includes a homestay for a month in Australia, attending a language school for a year in England, and trips to a few countries (see Table 9). The highest score was interaction attentiveness, 93.3%, while interaction enjoyment and confidence were below 50%, 46.6% and 48% (see Table 10).

**Table 10: Table of Individuals’ Scores of High School C**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td>94.2</td>
<td>71.4</td>
<td>77.1</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>83.3</td>
<td>90</td>
<td>76.6</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>64</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td><strong>Enjoyment</strong></td>
<td>80</td>
<td>70</td>
<td>46.6</td>
</tr>
<tr>
<td><strong>Attentiveness</strong></td>
<td>66.6</td>
<td>80</td>
<td>93.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td>77.3</td>
<td>69.1</td>
</tr>
</tbody>
</table>

The highest mean value of the C high school’s result was respect for cultural differences, 83.3%, and the lowest was interaction confidence, 61.3%. The second lowest was interaction enjoyment, 65.5%. Interaction engagement marked 80.9%, and interaction attentiveness was 79.9% (see Figure 6). Although, the number of teachers who contributed to the
survey was smaller, compared to other two high schools, their scores showed similar results to other high schools’ teachers.

**Figure 6: Scores of Different Categories of High School C**

The mean value of total scores of all teachers who participated in this online survey was 75.1%. Interaction engagement marked 79.8%, respect for cultural differences was 81.6%, interaction confidence marked 61.4%, interaction enjoyment was 70.8%, and interaction attentiveness marked 74.5%. Interaction confidence marked the lowest, and respect for cultural differences marked the highest in this survey.

The findings of the online survey show these English teachers seem to have similar results, despite of the schools’ academic levels. The years of teaching seem to reflect their scores more, compared to experience abroad. They have less confidence in interacting with culturally different people; however, they respect for cultural differences.
5.2 Interview Results

After the participants took the online survey, four teachers out of 15 agreed to participate in the video interviews. Two interviewees are from high school A and one each from high school B and C. The ratio of male to female interviewees is even. The age range is from 24 to 37, which is younger than the mean age of the participants of the online survey. The longest years of teaching is 11 years, and the shortest is one year. The length of interviews was from 30 minutes to an hour. They answered nine questions, related to their perceptions of intercultural competence and attitudes toward cultural teaching (see Appendix C for interview questions).

5.21 Abroad Experience

The first question was “Have you ever lived or studied abroad? Please share your experience.” Participants elaborated on their experience abroad in more detailed. Interviewees have various abroad experiences and purposes abroad. All of them had lived in abroad for over 8 months.

Teacher A, who is from high school A and scored 78.2% on the scale, spent her time from 1st to 3rd grade in Indonesia. Although she went to the Japanese elementary school and did not have interaction with local people, she mentioned that her experience in Indonesia played a significant role in her life. In the interview, she clearly stated, “Some people say it was only three years from 1st to 3rd grade [and I might not remember], but those experiences were very significant for me.” By exposing herself to different cultures, such as children and disabled people begging for money and food on the streets, she mentioned, “I knew there were such things in the world and it has stayed in the corner of my head.” Also, she stated, “I think the reason why I do not feel scared when I go
abroad for vacation is thanks to the experience in Indonesia.” This experience made her interested in the field of international relations and decide to attend an international high school. She also had a short study abroad for a month when she was in the university. It was a nursery volunteer program, and she stayed at a homestay. She is the only one teacher with abroad experience when she was a child among interviewees.

Teacher C, who is also from high school A and scored 71.6% on the survey result, mentioned she hadn’t had opportunities to study abroad when she was in college. This made her apply for a school internship program in 2012. During the interview, she also mentioned the reason she applied to this program was “we have opportunities to communicate and teach with ALT teachers during the classes. I got nervous before so I wanted to overcome this.” The aim of this program was teaching the Japanese culture. She went to Canada for one year and taught Japanese language and culture, such as origami, to students from kindergarten to 3rd grade. She stayed in a dormitory and had interactions with local teachers. This experience made her confident to communicate with foreign teachers, like ALT. Also, she attended the teaching training program in Australia provided by the government of Tokyo for 10 weeks. This program was established to prepare for Olympics 2020 to foster English teachers’ teaching competence. They went to college there to learn TESOL. She mentioned she expected they would take the same classes as local students, but the classes were organized for only Japanese participants. They also had opportunities to observe local high schools. Her abroad experience is the latest, compared to other teachers, and it is more related to her specialty, English education.

Teacher K from high school B, who marked 77.5%, has a lot of experience abroad. When
he was a college student, he went to Spain for a language school for a month from his university. He spent his time at a homestay. The reason he chose his first study abroad to Spain was he thought, “only going to English speaking countries is not fun so I decided to go to Spain because I was taking Spanish as my second language at college.” After his experience in Spain, he went to Canada for 10 months under the working holiday visa. He mentioned he did not work in Canada and went to language school for the first six months. After he came back from Canada, he went to Australia for working holiday for 10 months as well. He found a job that time and experienced working. After he became a teacher, he went to California for teaching training for three months, the same program as Teacher C attended.

Teacher M from high school C marked 80% on the scale, which was the highest among four interviewees. He studied abroad in Vermont in the United States. It was an exchange program, and he took courses for only international students and courses with undergraduate students. The courses for international students focused on English reading, writing, grammar, and reading and writing classes. He also took human nutrition, linguistic, and religious classes with undergraduate students. He decided to study abroad to see the different country for his experience and polish his English skills to become an English teacher. He mentioned his close friend influenced him as well, “as we talked about it [going study abroad], I felt like going as well.” He is the only one who experienced studying with native English speakers in an academic institution.

All of them mentioned they did not have a hard time adjusting to new cultures, nor did they have reentry culture shock. Teacher C mentioned she realized that what she thought common in Japan was not always standard in other countries, such as punctuality, working hours, and the
amount of work teachers must do.

5.22 Educational Background in the Area of Intercultural Communication

To analyze interviewees’ educational background of intercultural communication, this question was asked. Three answered they learned the area of intercultural communication at educational institutions.

Teacher A went to an international high school, and she took cross-cultural and international society classes. The high school she went to addresses international education; therefore, she had opportunities to listen to guest speakers’ talks from all over the world every week. Other than this, students researched current world situations and presented in the classes or had debates in Japanese. Although her major was English literature at the university, she mentioned that she was more interested in second language studies and international society courses. Therefore, she took courses those subjects and international relations course. Her favorite course was the international society, which students needed to take an exam to register. Through what she learned from this course, she and her friends established a small organization about refugees in Japan and organized events. She mentioned, “I think my experience in Indonesia might have made me choose high school I went, and want to learn these topics in college.” She is very active and spontaneous to learn these topics and capable of making actions.

Teacher K has taken an intercultural communication course when he was in the university. However, he mentioned he forgot what he learned through this course. His major was also English literature.
Teacher M majored in Humanities, and he was in an English cross-cultural course. In this major, he learned to compare language, dietary culture, and religions with English speaking countries. He stated that he learned cross-cultural topics through lectures, but at the same time, he actually experienced it within exchange program.

Teacher C also majored in English literature, but she had no experience learning cultural aspects under the educational institutions. However, this little exposure to foreign cultures made her decide to go to Canada for the internship.

5.23 Definition of the Term “Intercultural Competence”

The term intercultural competence is new in Japan. All of the interviewees mentioned they have heard of the term intercultural competence, but they seemed not to be familiar with the definition. Teacher A mentioned she has heard of the term, but she thinks the term “intercultural communication” is more popular in Japan. Teacher C has also heard of this term in the educational context. She stated, “I think I’ve heard of it like we need to foster that kind of skills.” Teacher K implied that he has heard of it, but he was not sure if he knew the concept of intercultural competence. Teacher M mentioned he thinks he has heard of the term at college, but he is not sure what the definition of intercultural competence is.

All teachers mentioned that when they hear the term intercultural communication, they consider it as the communication with foreigners. They have heard of the term intercultural competence, but they seemed not to be familiar with it.
5.24 Definition of the Term “Global Human Resources”

Every teacher had their own understanding of definitions of global human resources. It implies that the concept of global human resources is vague and unclear. However, all of them understand it as some kind of skills, such as negotiating, applying, and accepting differences.

Teacher A defined global human resources as “people who can think of their connections to the world.” She mentioned that global human resources often seem to be interpreted as Japanese people who go out to the world. She clearly stated that Japanese people should be global human resources, even when they are in Japan. She mentioned they can be “global human resources by being interested in the world, or capable of thinking and knowing how what they are doing can affect to the world. I think everything is connected to each other somehow.”

While Teacher A mentioned the importance of being global human resources within Japan, Teacher C addressed the importance of accepting differences. She defined global human resources as “people who can think like out-of-the-box and who can adapt themselves to a different environment and accept the differences flexibly.”

Teacher K pointed out it is the ability to interact with foreigners. His definition of global human resources is “people who can talk to or negotiate with foreign people at ease and equally when they go abroad.” He interprets global human resources as people, who actively interact with others outside of Japan.

Teacher M’s definition of global human resources focused on whether people can use their abilities in a different context. He defined them as “people who can apply their skills, knowledge, and abilities through some kind of tools like language, or understanding of culture,”
without difficulties in any intercultural contexts.”

5.25 The Relationship between Fostering Global Human Resources and English Teaching

Since the government has been working on reforming English curriculum to foster global human resources, this question aims to reveal how teachers consider fostering their students’ skills in their English classes. All teachers answered that they have a difficult time fostering their students as global human resources, based on two reasons: the pressure of the entrance examination and students’ academic levels.

Teacher A commented that she does not think she fosters students as global human resources, which makes her frustrated, because she stated that she is passionate about teaching cultural aspects, more than the English language itself. The reason she could not focus on teaching, other than language, is because she needs to follow textbooks and prepare for the examination.

Teacher C mentioned that she thinks there is a relationship between English teaching and fostering global human resources. She stated English is necessary to communicate with foreigners; however, she thinks “English we teach right now in Japan is not for fostering communication competence,” and “it is more leaned to [passing] the entrance examination.”

While Teacher A and C commented about the examination, Teacher K and M mentioned students’ academic level. Although Teacher K teaches English, hoping his students would be interested in the world outside of Japan, he thinks fostering global human resources in his English class seems to be a too big picture. He mentioned it is related to students’ low academic level. They tend not to like studying English, because they think it is difficult. He also mentioned that students
might not like studying. Teacher K pointed out his students’ low academic level. He mentioned:

Their academic abilities are pretty low. Some of them might not even know the alphabet……They have a hard time to study. So…I think a few students will become that kind of resources. But, to be honest, I don’t expect it for all students.

Teacher K and M both think it is difficult for them to connect fostering global human resources in their English classes because of the limitation of students’ academic level.

High school A is more centered on preparing students to get into university, compared to high school B and C, as the rate of students who went to universities is higher in high school A (see Figure 1, 3 & 5). This is the reason Teacher A and B feel the pressure of the entrance examination more, compared to Teacher K and M.

5.26 Perceptions toward their intercultural competence

Most answered their intercultural competences are higher than average, for various reasons, for instance, from their experience abroad and daily conversation with foreign teachers. Teacher A was the only person who seemed to consider and be aware of cultural difference within the Japanese culture. She mentioned her volunteer work with the American nonprofit organization. In her experience of volunteering, she had worked with other Japanese volunteer staff. She stated, “Although we are all from Japan, I thought working with each other over there was an intercultural context,” and she pointed out that she does not think she could work as a volunteer staff without intercultural competence. Teacher C mentioned she can have a casual conversation with the JET teacher without anxiety, so she considered her intercultural competence as average. Teacher K
thinks his intercultural competence is higher than average, but it is not high. He indicated that because of his experience abroad, his intercultural competence was fostered. Teacher M considered his intercultural competence high, as well, because he is ready to accept cultural differences and is able to apply his skills in an intercultural context.

5.27 Perceptions toward Their Students’ Intercultural Sensitivity

Three teachers out of four consider their students’ intercultural sensitivity is low, because they feel students do not show interest in the world outside of Japan. An interesting comment from Teacher A was she feels that students do not even have communication competence. She felt this in her class during activities. Some students are passive in communication, and they avoid interacting with other students. She considered this is because of diffusion of social networking services and their lack of communication in person. In addition, Teacher A pointed out regional unique characteristics affect students’ intercultural sensitivity. She mentioned about Machida Kanketsu-gata Jinsei, Life completed only in city of Machida, which is people born in this area tend to stay in Machida and complete their lives in only Machida. She mentioned, “Some students even cannot go outside of Machida either... Like Harajuku or Shinjuku are far away for them. That’s because Machida has everything, including fashion and entertainment.” This regional characteristic was also mentioned by Teacher C.

Teacher C thinks one-third of her students seems interested in foreign countries. She perceives their intercultural sensitivity through their attitudes toward English class. She mentioned that students who prepare for the English classes are more interculturally sensitive. Also, she
mentioned that students consider English as one of the subjects they need to memorize for the examination, not as a communication tool.

Teacher K mentioned that 5% of students seem interested in the world outside of Japan. He interprets this because he teaches 10th grade; therefore, they have little experience, and their worlds are still small. He thinks they might not be ready to see the outside of Japan yet.

While three assessed their students’ intercultural sensitivity low, Teacher M had an interesting opinion. In terms of knowledge, his students’ intercultural sensitivity is low. However, he pointed out that students show interest in other countries when he talks about topics related to foreign countries. He also mentioned students are more familiar with foreign pop music than he is. He stated, “Maybe their intercultural sensitivity is high,” as he answered this question. Also, he mentioned that some of his students say they want to go study abroad, and he sees their potential for future.

5.28 Cultural Teaching in English Classes and Engagement with JET Teacher

Although teachers have a hard time teaching cultural aspects to their students, they teach them differently and in a variety of ways within a limited time. Among all the interviewees, Teacher A shared detailed information about how she arranges cultural teaching in her classes with the JET teacher. She commented, “I don’t really have opportunities to discuss cultural differences, unless it is in the textbook. But thanks to JET teacher, sometimes I let her share her story in the class.” One example she mentioned was lyrics of “Heal the World” by Michael Jackson in the textbook. She used this material as a fill-in-the-blank quiz first, and then she shared the story with her students.
She brought up the Paris terror attacks in November 2015 and shared how she felt about this incident. The JET teacher from California also shared her story about the gun shooting incident at the supermarket, which was close to her parents’ house. Through this story, Teacher A told the class:

*We watch the news about Paris on TV and we know what is going on in the world and we might feel it is very sad or we hope for peace in the world. But when you think about the incident in California and relate it to your acquaintance’s [JET teacher’s] family..., we cannot help hoping for the world’s peace and happiness.”*

She also told students:

*I don’t know if telling you this story or sharing my thoughts could actually affect the world’s peace directly...but I hope this story could remain in the corner of your head and if this could move you to the next level in the future, I’d be very, very happy.*

She stated she is very passionate about teaching these topics in her class.

Another example she mentioned was a choral festival. They had a choral festival as a school event, and during the English class, she asked the JET teacher to share how she felt after seeing this event. She said she was fascinated by the unity of the class and proud of them doing their best. She also mentioned that they do not have homeroom class or teachers in America, so she was envious that students have a homeroom teacher who cares about them. Teacher A mentioned that through these casual conversations, students can be aware of the cultural differences. Also, she pointed out this casual conversation between the JET teacher and her students creates the environment where students must speak English. She hopes this helps to foster her students’ attitudes to communicate in English.
Under the rule created by the government of Tokyo, at least, one native speaker must be in English class for 10th grade. This guideline was established to prepare for the 2020 Olympics to foster students’ English abilities. However, Teacher A is passionate about teaching English and cultural aspects in her class; therefore, she asked the principal to make sure the JET teacher comes to her class as much as possible, even though she teaches 11th grade. This is the big action she made and the way she differentiates from other teachers. The challenge she has is how to make the JET teacher involved in her classes more effectively. She hopes the training hosted by the government of Tokyo for English teachers would focus on this aspect more. She also commented that a lot of other teachers do not know how to work with the JET teachers, and they tend to be used to read the textbooks like audio records. Her opinion of cultural teaching is there is no right or wrong way to teach about these topics. However, she believes, “English is the education which can connect them [students] to the world.”

Teacher C does not think she teaches cultural aspects in her classes. She mentioned, “I don’t teach them at all I think... If I have something to discuss when some topics are in the textbook, I’d introduce though...” However, as she answered the question, she shared a few examples of cultural teaching she has done before. She used the example of the color of traffic lights. She mentioned:

So in English, it says it’s green but in Japanese, we call it ao [which means blue]. So I asked them if the color is really blue or not. In Japanese, we tend to say blue instead of green, such as aoringo, [blue apple] to mean green apple.

She taught perspective difference from this small, but familiar topic. She also thinks students are
more interested in this kind of topic, related to our daily lives, compared to language learning. Besides this, she often shares her experience from Canada and Australia if she gets the chance. In her class, the JET teacher uses a computer and screen to show the sentences and vocabulary. She also reads the paragraph out loud as a model reading.

Teacher K also talks about cultural difference, based on seasonal events. He mentioned that the JET teacher at his school shared Valentine’s day in America in February. Before that, she / he talked about how American people celebrate Halloween. He also pointed out that he communicates a lot with the JET teacher about how they should teach and follow the curriculum.

Teacher M shared an interesting cultural teaching they did at their school. Since his school’s academic level is lower than most schools, he mentioned, “If we focus on teaching language itself too much, students get bored easily. They like using their bodies, and actually seeing and listening.” To attract students’ interests, English teachers planned to see movies during the class. He mentioned other English teachers, who teach the physical education course, let their students play sepak takraw, which is similar to soccer volleyball from southeast Asia, when they covered it in the textbook. He mentioned that English teachers at his high school try to teach culture, rather than English as the entrance examination, because the number of students who take the Center Test is small. They are able to focus on cultural teaching, because they feel no pressure of the entrance examination. This characteristic differs from high school A and B. Other than these examples, he shares his experience of studying abroad and teaches slang, not in the textbook. He often picks cultural topics in textbooks and compares it with Japanese culture. Another example he mentioned was how he taught the difference between Japanese language and English language. He explained
the difference between English and Japanese grammar in his writing class with the example of logical grammar. He was teaching topic sentence at that moment, and he shared:

*The way of Japanese people think is like a circle and our thoughts are often jumping around. On the other hand, foreign people think more straight. This appears in English grammar, too. Like verb comes first, right? So we know a sentence is negative or positive in the first place.*

He tries to teach why English grammar structure differs from Japanese and relates to people’s ways of thinking. The interesting characteristic of this school, he mentioned, was English teachers do not standardize the examinations; therefore, teachers feel no pressure, such as the need to follow other teachers’ curriculum and cover certain themes in the textbooks. This affects teachers’ teaching methods positively. They have more freedom to teach English. The challenge of teaching cultural aspects, for him, is it often goes to different topics. Unlike the other two schools, this school is in Saitama; therefore, they do not have JET teachers. ALT teacher comes to school every Monday; however, he mentioned that the ALT teacher came to his class only once last year.

Even though there are restrictions, such as limited time and the entrance examination pressure, four teach cultural aspects differently. The interesting finding of this question was the school, which is lower in academic level, has more freedom to teach cultural aspects, since they do not have the pressure of the entrance examinations.
5.29 School Trip Abroad

No schools have school trips abroad. One reason was that they have a limited budget; therefore, it is difficult for them to organize the school trip abroad. Besides this, students’ financial backgrounds vary, and schools cannot force them to get passports. However, one school has an alternative program in which students can have an intercultural experience.

Teacher K mentioned that they have a program, visiting British Hills in Fukushima. British Hills is a hotel run by foreigners, and students can experience a different environment. This program takes place when enough students apply for it. He has never been there, because this is his second year at high school B.

Teacher A, C, and M mentioned some students have been to abroad as family trips, but others have never been outside of Japan. A lot of students’ families might have financial difficulties, and they do not have opportunities to visit abroad. Only Teacher M mentioned students of mixed race in his school. He stated those students have opportunities to visit their other home country, but other students have few opportunities. This implies that high school C is more interculturally diverse in terms of students’ background compared to high school A and B.

5.3 Other Themes from the Interview

5.31 Evaluation of Other English Teachers

Each teacher commented on other teachers’ teaching methods. Teacher C and K mentioned that some other teachers follow the traditional ways of teaching, such as reading and translating. Teacher C also pointed out some focus on reading aloud and memorizing. Some
teachers are passionate about having quizzes in every class. Other English teachers at school A and B seem to like teaching English in traditional ways. As Teacher M shared other teachers’ example of cultural teaching, playing Sepak Takraw, he thinks other English teachers at high school C are also passionate about teaching cultural aspects and try to apply unique methods in their English classes.

5.32 All English

Since the MEXT proposed the English education reform plan corresponding to globalization (MEXT, 2014), and has enhanced teachers to conduct English classes in all English, all interviewees mentioned “all English.” However, through their comments, it is still hard for them to conduct the classes in all English because of lack of teachers’ confidence and students’ academic level.

Teacher A is the only one who has changed her English class into only English since last semester. She mentioned that not all other teachers even try to change it to all English. She stated:

*I think the reasons vary. Maybe some of them think they are not capable enough to do it in all English. And others think students might not understand if they change it to all English and students might not learn any. I’m worried about it too, though.*

Other teachers also made similar comments about conducting classes only in English.

Teacher C mentioned she wants to try teaching it in only English; however, she thinks it would be difficult because of students’ level and her lack of confidence in her skill. Therefore, she hasn’t tried it yet. However, she has made progress. Before going to Australia for teaching training,
her English classes were taught in mostly in Japanese; however, after she came back, she has been teaching classes in English more. Also, she mentioned she was not sure how she can teach communicative English; however, after the training in Australia, she gained tips to teach communicative English. The training provided by the government plays a positive role to foster English teachers’ confidence and the latest teaching methods.

Teacher M mentioned he conducts his classes in English, gradually. He is also eager to teach in only English; however, he is not sure if his students will understand either. He has taught his class 70% in Japanese and 30% in English. He hopes he can increase English gradually, without letting students realize it, in the near future.

Teacher A also had a hard time changing her class to all English. Her struggle was the teacher who paired with her focused on the entrance examination oriented style of teaching. She mentioned that:

*I know that teacher is good at teaching English and students’ scores get actually higher with her teaching. But from my perspective, that is not English. It’s just like answering quizzes. So I don’t think that English is a tool for communication. Like under these circumstances, teaching classes in only English is very challenging.*

After she struggled with how she would carry out her classes, she got advice from another English teacher, who teaches her classes in only English. That teacher told her:

*Other teachers made negative comments to teaching in only English for sure, and I was worried about it too, of course. But, I’ve also seen students’ progress as well and they could successfully pass the entrance exams. So there are ways to teach ‘accuracy’*
and ‘fluency’ at the same time for sure.

After this advice from the teacher, Teacher A decided to teach her classes in only English.

5.33 The Pressure of Entrance Examination

Based on the levels of school they teach, teachers feel the pressure of entrance examination differently. Teachers A and C, who teach at high school A, seem to feel the entrance examination pressure more, compared to other teachers. Teacher A commented, “I don’t really feel the strong pressure from MEXT. I think the entrance exam plays a significant weight in the English classes.” She also stated she needs to work on hard to cover and follow the curriculum. Interestingly, she thinks the entrance examination is not measuring students’ actual English skill. The role of the English examination is more to measure students’ sustained efforts. The vocabulary students must remember is huge, and it is not the amount that they can remember in a few months. Therefore, she thinks, “They want to see if the person can actually make efforts steadily or not.”

Teacher C shared her experience in another school. She felt little pressure of entrance examination at the school where she taught before, because it was lower in academic level, compared to high school A. She did not feel as much the pressure to cover certain parts of textbook at that school. She also mentioned that there were three English teachers in one grade at the former school; therefore, she could try different teaching methods. High school A is centered on preparing students to get into university, hence; English teachers cannot do something besides follow textbooks. She also stated that she feels parents’ pressure.

Teacher K, who teaches at school B, commented that he does not really feel the pressure
from entrance examination, because his school’s academic level is not that high. This characteristic could be seen at school C, as well. Teacher M pointed out that only one student took the Center Test this year, and among 180 students, about 100 students get jobs after graduation. The other 80 students continue to go to college; however, they use recommendation entrance examination, which does not require taking the Center Test. This school characteristic enables English teachers there to teach cultural aspects, rather than English for the entrance examination.
6. DISCUSSION

The survey results represented that most teachers’ Intercultural Sensitivity Scale score marked from 60% to 80%, meaning, there seems to be no relationship between the academic level of the school and teachers’ intercultural competence. Every teacher had experience traveling abroad. The older the age of participants, their experience abroad seems limited to traveling. This is because studying abroad or homestay were not as familiar, when those teachers in their 50s were students. This could be one reason older English teachers prefer to follow traditional Japanese ways of teaching English, such as reading and translating, as Teacher K mentioned in his interview.

The interesting finding of this survey is that teachers’ years of teaching have more impacts on participants’ scores, rather than the experience abroad, meaning the longer the years of teaching, the higher participants’ scores. This could be analyzed from the result of Teacher D, F, H, and N. Their abroad experiences are not significantly longer; however, their score marked higher, compared to other teachers in their schools. This information is similar to Liu’s (2014) findings that the length of residence in other cultures does not correlate to ones’ intercultural competence level (Liu, 2014). Exposing themselves to intercultural context may help enhance one’s intercultural awareness; however, this does not directly contribute to fostering one’s intercultural competence.

Overall, interaction confidence marked the lowest, and the respect for cultural differences marked the highest. The characteristic of the lack of confidence among participants in interacting with culturally different people in English seems to reflect the Japanese culture,
pointed out by Bjornsen et al. (2007). Japanese often tend to be modest when they evaluate their abilities or potential (Edwards, 2012). This is one reason for low interaction confidence among teachers.

One of the interesting findings of the interviews from four teachers was all of them participate or try new teaching methods spontaneously; for instance, Teacher C and K attended the school internship and the teaching training. Teacher A has conducted her classes in only English with the JET teacher, and Teacher M also organizes extra activities for students, such as seeing movies during the class. This implies that interviewees who volunteered for this research are passionate about teaching English as a communication tool, rather than English for the entrance examination and try to let students learn and think beyond language learning.

As the backgrounds of teachers’ abroad experience vary, teachers’ educational backgrounds in the areas of intercultural communication varied, as well. Some teachers had opportunities to explore the areas of intercultural communication; however, others have not had studied this area in the educational institutions. As the demographic information of the interviewees shows, three out of four teachers majored in English literature in the universities. This reflects the report by MEXT (2014a) and Takai (2003) that most English teachers majored in English literature or foreign language departments. It shows the inclination of teachers’ educational backgrounds, as Teacher C mentioned she had no educational background in the area of intercultural communication.

However, as every interviewee stated in the interviews, they are aware of the importance of teaching cultural aspects in their classes, even though they have limited time and
feel the pressure of the entrance examination. They shared a variety of cultural teaching based on their experience. This echoes Schulz’s (2007) view of cultural teaching that there is no specific answer to how culture should be taught in the language teaching context. This opinion was also mentioned by Teacher A.

All interviewees hope students will be interested in other cultures through their classes, which is one of the goals in cultural teaching in the language classes, indicated by Seelye (1997): students’ curiosity about other cultures. Although Seelye (1997) proposed six instructional goals in cultural teaching in a language learning context, it would be a challenge for Japanese English teachers to achieve the other five goals because of the limited time and the pressure of the entrance examination. Teacher M’s explanation of how Japanese people think differently from English speakers, using grammatical structure difference, follows one of the principles of developing intercultural language learning by Liddicoat et al. (2003), which is making connections among language, culture, and learning, between first and second additional languages. Teacher C’s direct questions about a certain term’s perception difference, such as blue and green, enhances students’ recognition of stereotypes and generalization (Liddicoat et al., 2003). Every interviewee has tried to inspire students’ intercultural sensitivity in various ways.

The significant finding of this research is the academic level of school affects teachers’ capability of teaching cultural aspects in their classes. Through the interviews, teachers from high school A, which is more centered on preparing students to get into university compared to the other two high schools, seemed to feel more pressures of the entrance examinations, compared to teachers from high school B and C. As Teacher A and C mentioned, they spend
more time focusing on covering the textbooks, and other teachers at high school A teach entrance examination oriented English, such as addressing memorization and holding quizzes in every class. Teacher A also mentioned that some students demand to learn English for passing the entrance examination. This entrance examination centered education system, which was pointed out by Gorsuch (2000), should be criticized if the Japanese government is eager to foster genuine global human resources.

On the other hand, Teacher M from high school C, which is the lowest in academic level among three high schools, was the only teacher who perceives his students’ intercultural sensitivity might be high in terms of curiosity about other cultures. He could observe this, because he does not feel strong pressure of the entrance examination and has more time to teach cultural aspects to his students. As he mentioned in the interview, English teachers at high school C try unique teaching methods, such as playing sports to gain and enhance students’ curiosity about the world outside of Japan and the English language itself. This contribution seems to affect students’ interests in living in abroad or studying abroad, as Teacher M stated some of his students want to live in other countries in the future. He could think this, because he has enough leeway to care about students’ curiosity, rather than their grades, compared to teachers at high school A. This characteristic is only seen at high school C.

The academic level of school may affect students’ attitude toward studying English. Students who go to high schools centered on preparing students get into university would consider English as one of the subjects to pass the entrance examination, while students who go to low academic level schools and do not worry about taking the entrance examination would
perceive English as one of the communication tools to connect themselves to the world outside of Japan.

6.1 The Government’s Role

As two schools that contributed to this research are in Tokyo, high school A and B have a different English education policy compared to high school C in neighbor prefecture, Saitama. For instance, in Tokyo, the government provides teaching training in abroad, makes JET teachers stay in 10th grade every class, and organizes mandatory training for English teachers. As Teacher C and K, who attended teacher training in abroad, mentioned, it gave them new insights of English pedagogy by learning TESOL and observing local high schools overseas. While Teacher C and K made positive comments on teacher training abroad, Teacher A criticized the mandatory training organized by the government of Tokyo. This training consists two sessions: lectures and observing other high schools’ classes. She pointed out this training is not very efficient, since it just introduces how other high schools organize their English classes. Some teachers who attend the training are less motivated, because they think it is impossible for them to follow the examples, since they think the class environments differ from one another. She mentioned she is more interested in learning how to organize classes in all English or how to make JET teachers get involved in classes more effectively, not only focusing on introducing teaching methods done by other teachers. Her comment represents there is a gap between what the government offers and what teachers would like to gain from the training.

Although the definition of global human resources provided by The Council on Promotion of Human Resource for Globalization Development (2011) addressed the importance
of understanding other cultures and a sense of identity, as Japanese as one of the criteria of global human resources, the trainings provided by the government of Tokyo seem to address only English pedagogy and neglect the importance of including teaching cultural aspects in the English classes, according to the interviewees. This could be analyzed, because passing the entrance examination and getting into prestigious universities are still considered the most promising way to succeed in the Japanese society. The demands from students and their parents may still lean toward getting better English scores and passing the entrance examinations, and gaining the knowledge of cultural differences seems often to be left until students acquire a certain level of English skills.

This Center Test oriented education system is reconsidered by MEXT. The conventional entrance examination, the Center Test, will be replaced with pre-existing tests provided by private companies, such as TOEFL by ETS, or TEAP by The Eiken Foundation of Japan by 2024 to foster Japanese prospects’ English ability (MEXT, 2015a). However, as Teacher C mentioned in her interview, some teachers, including her, are not sure how it will be changed and what the government expects English teachers to do in their classes. This top-down approach by the government has produced the gap between the government and English teachers.

6.2 Suggestions

This research revealed several issues Japanese English education has faced: (1) the more school becomes centered on preparing students to get into universities, the less time teachers have to teach cultural aspects to students, (2) training provided by the government for
teachers focuses on only English pedagogy, and (3) English teachers’ educational background in intercultural communication area varies from none to some, and there is no educational policy that lets English teachers learn this area.

This study indicated lower academic leveled schools might have better cultural teaching in English classes compared to schools in higher academic level. University entrance examination oriented education system affects students’ intercultural sensitivity and teachers’ capability of teaching cultural differences in their classes. One of the suggestions to use this circumstance effectively is teachers can try different cultural teaching methods in those lower academic leveled schools. It enhances and flourishes cultural pedagogy in English education in Japan. By doing this it would help their students to foster intercultural sensitivity and also provides opportunity to acquire skills to be “global human resources.”

Despite the limited cultural exposure for students, providing intercultural interaction opportunities to students can be also one of the suggestions to enhance students’ intercultural sensitivity. As high school B’s example of visiting British Hills, teachers can create intercultural programs outside of classrooms within Japan. Students might not be able to interact with culturally diverse people in a daily basis by themselves, however; teachers can help them to expose themselves to new cultures as an extracurricular.

Not only organizing outside programs, but using technology in classrooms allows students to have cultural interaction. Japanese and other countries’ high schools can corroborate and have projects together through video calls and introducing their own cultures. It does not only improve students’ English skills, but also it would affect students’ willingness to
communicate with culturally diverse people. To organize intercultural projects inside classrooms, English teachers’ higher intercultural competence is expected.

To promote better English education to foster global human resources, teachers’ education must be reconsidered. Reevaluating the conventional entrance examination and applying new ones might bring better outcomes and foster global human resources’ skills, defined by MEXT, of future high school students. However, the government has responsibilities to English teachers to provide appropriate knowledge about the new entrance examination and teaching method training, first.

In addition, providing proper training for JET teachers could be recommended as well. Working in a different cultural circumstance is challenging for them. As the teachers from the interviews seemed to have difficulties using JET teachers effectively in their classes, the government should include tips on how Japanese English teachers and JET teachers can corroborate efficiently in the classrooms. The government should train, not only Japanese teachers side, but JET teachers should also be trained before coming to Japan, and while working at Japanese schools as well. This helps both sides’ understanding their roles in the classroom and enforce better communication between them.

The best way to provide training for Japanese English teachers is reevaluating the teaching course curriculum at the university. To gain the teaching license in Japan, completing the teaching course in university is mandatory. The subject future teachers can teach is decided, based on their major; for example, students who major in English literature major will gain an English teachers’ license in junior high school or high school. Reevaluating English language
teaching classes provided by teaching course should be the first and prominent step to provide a foundation of teaching for new education system.

The idealistic way to reevaluate English teaching course classes is to add intercultural communication as a required course. This will provide opportunities for future English teachers to think about the communication in a second language and the importance of the awareness of cultural differences. Prospective English teachers can explore intercultural communication and get the insight of teaching English as a communication tool for their future students.

However, as the Japanese educational system is hard to change in the short term, reforming the English teaching course system and adding a mandatory intercultural communication course would take significant time. In addition to this concern, there is a need to arrange the professors who specialized in this area in every university. Even though prospective English teachers’ learning and gaining fundamental understanding of the intercultural communication area seems one of the important roles for teachers’ intercultural competence, changing the Japanese education system would take a certain time.

Reforming the entire teaching course education system seems to be challenging; providing intercultural training for future English teachers in teaching course as an elective course could be a realistic suggestion to enhance teachers’ educational background of intercultural communication area. The purposes of intercultural training in teaching course would be to provide proper knowledge about intercultural communication and experience it through the activities. Prospective English teachers have opportunities to explore communication from cultural aspects and learn the basic concepts of intercultural communication. The main approach
of the intercultural training should be a didactic culture-general approach, which is lectures or discussion based. In addition to this technique, some activities would be added in each class to give future teachers of the insights into teaching methods, focusing on not only language teaching, but cultural differences. The reason the didactic culture-general approach is suitable for this specific intercultural training is they should have general knowledge of culture since they deal with the language teaching. Through intercultural training, future English teachers would gain the ideas of teaching language as one of the communication tools to their future students.

The further goal of this training is to increase Japanese junior high school or high school students taught by the English teachers with enough knowledge of intercultural communication. These English teachers’ teaching style might stimulate students’ intercultural sensitivity. Further, those students who have higher intercultural sensitivity would explore other cultures and enhance their intercultural competence. Intercultural training in teaching course fosters future English teachers’ intercultural competence, but at the same time, it contributes to foster the Japanese younger generations’ intercultural sensitivity and competence as a part of the skills that global human resources should have.
7. Conclusion

The world has become more globalized than ever. The opportunities for people to interact with people from different cultures have dramatically increased. This modern phenomenon brings a lot of challenges in Japanese society, including the need to foster global human resources. The government has worked on reforming the English educational system, and it will bring significant impact on prospects in Japan. Although the government applies new systems to Japanese education, it seems there is a gap between what the government expects for English teachers and what they actually can do in their classes.

This research focused on examining the current Japanese public high school’s English education situation limited to a few schools in Kanto area, including measuring English teachers’ intercultural competence and conducting further in-depth interviews about their perceptions toward cultural teaching in their classes and students’ intercultural sensitivity. The finding of this research showed that, even though participants’ abroad experience and schools’ academic levels vary, their intercultural competences marked from 60% to 80% and showed their intercultural competences are higher than the average.

In-depth interviews revealed an interesting point of the relationship between schools’ academic levels and the levels of pressure of the entrance examination teachers feel. Teachers who teach at schools centered on preparing for the entrance examination feel more pressure of the entrance examination and have less time to focus on teaching cultural aspects in their classes. A school in lower academic level need not spend considerable time on preparing the entrance examination, because the number of students who go to university is very limited; therefore,
English teachers can try new cultural teaching in their classes and have more freedom to teach English, compared to a school in higher academic level.

Although this research applied quantitative and qualitative methods to reveal English teachers’ intercultural competence and their perception toward cultural teaching in their classes, the sample size was limited to only three schools. The schools contributed to this study’s deviation values were from 39 to 50, and it did not include higher academic levels of high schools, such as around 60 to 70.

On top of this, the teachers who agreed to participate in the interviews was limited to four. These four interviewees seemed more interested in teaching English as a communication tool than English for the entrance examination. Therefore, there is not enough information and opinions from teachers who prefer teaching English in traditional ways, such as reading and translating sentences one by one.

Because this research was online based, including online survey and video interviews, some participants who are older might have a hard time completing the online survey. This prevented other samples from participating in the video interview, as well, since they are not very familiar with using digital devices.

For future research, the sample schools should be varied, compared to these research samples, including academic levels of high schools and regional differences. Furthermore, participants should be diverse in their ages and in-person interviews should be held to provide equal opportunities for participants to join the in-depth interviews.

This research only focused on English teachers’ perceptions toward students’
intercultural sensitivity; therefore, future research also could focus on revealing students’ perspective of their own cultural awareness and opinions toward English language learning. It could address the difference of teachers’ perception of students’ intercultural sensitivity and students’ opinions toward curiosity about other cultures and English language learning. In addition, analyzing the government educational policy could be addressed for future research to clarify the government’s aim and concerns in fostering global human resources.

As the Japanese society focuses too much on one’s English skills, the purpose of language learning in educational institutions has become getting high scores on the examinations or passing the university entrance examinations. Learning another language, English, gives Japanese people the opportunity to connect and explore the world. As Liddicoat (2008) indicated, communication in a second language is intercultural communication, while using English and communicating with people from outside of Japan is intercultural communication. Acquiring language skills would reduce the boundaries in communicating with culturally different people; however, gaining skills of using perfect language and pronunciation does not mean they are global human resources. Awareness and acceptance of the cultural differences and showing the willingness to communicate are the most prominent first steps to forging a bridge between Japanese prospects to the world and being global human resources.
Appendix A: Online Survey: Consent Form and Intercultural Sensitivity Scale

Consent Form to Participate in Research for Teachers:

Fostering global human resources:
The state of Japanese English teachers' intercultural competence and their opinion toward cultural teaching at public high school in Japan.

My name is Arisa Yoshida. I am a graduate student at the University of Hawai'i at Mānoa in the Department of Communication. I am asking for your help to evaluate your intercultural competence and attitudes toward cultural difference in the survey. After the survey, I invite you to participate in an interview to give your opinion about global human resources and your evaluation of your students' intercultural sensitivity at a later date. I am asking you to participate in this project because you are an English teacher at a public high school in Japan. The results of this research may be included in my thesis.

Activities and Time Commitment:

Participants will answer the 27 questions related to cultural exposure, the attitudes toward different cultures, and demographic information. Survey questions are primarily multiple choice and will take approximately 20 minutes to complete. The survey will include questions on your attitudes toward foreign cultures. (e.g., You will be asked your agreement with statements like "I enjoy interacting with people from different cultures.")

At a later date, participants will have a Skype interview with me and answer 9 questions. The interview is designed to take 30 minutes. The interview will include questions on your evaluation of your own intercultural competence. (e.g., You will be asked, "How do you access your intercultural competence?") I will audio-record the interview so that I can later transcribe the interview and analyze the responses.

Benefits and Risks:

The project may help to understand the current state of English teachers' intercultural competence as well as their students' intercultural sensitivity. I believe that there is no risk to participating in this study. However, if you feel uncomfortable to answer, you can skip any questions. You can also stop the interview or you can withdraw from the project.

Privacy and Confidentiality:

I will keep all information in a safe place. Only my thesis adviser and I will have access to the information. Your responses to the survey will be anonymous. Your name will not be included anywhere on the survey or the project and complete privacy will be guaranteed.
For the audio recordings, after I write a copy of the interview, it will be erased. I will use pseudonyms and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

**Voluntary Participation:**

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

**Questions:**

If you have any questions regarding this survey, please call me at 1 (808) 754-1421. You can email me at srisol@hawaii.edu too. You may also contact my adviser, Dr. Hanae Kramer, at hanae@hawaii.edu.

If you agree to participate in this project, please select "yes" as the answer to the following question:

I have read and understand the information provided to me about participating in the research project.

*Fostering global human resources:*
*The state of Japanese English teachers' intercultural competence and their opinion toward cultural teaching at public high school in Japan.*

☐ Yes  
☐ No

If you would like to be involved further in this study, please provide your e-mail address below and the researcher will contact you to ask a few more, in-depth questions. (Please remember that you are under no obligation to provide this information).

**E-mail**

I consent to be audio-recorded for the interview portion of this research.

☐ Yes  
☐ No

Before you proceed, please be aware that once you begin answering the questions on this survey you will only be able to move forward by clicking on the "Next Page" button. You will not be allowed to go back to previous pages because of the system.
Please read the instructions and answer the questions.

Thank you again for your participation in this survey.

**Intercultural Sensitivity Scale**

Below is a series of statements concerning intercultural communication. There are no right of wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement.

1. I enjoy interacting with people from different cultures.
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Uncertain
   - [ ] Disagree
   - [ ] Strongly disagree

2. I think people from other cultures are narrow-minded.
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Uncertain
   - [ ] Disagree
   - [ ] Strongly disagree

3. I am pretty sure of myself in interacting with people from different cultures.
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Uncertain
   - [ ] Disagree
   - [ ] Strongly disagree

4. I find it very hard to talk in front of people from different cultures.
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Uncertain
   - [ ] Disagree
   - [ ] Strongly disagree
5. I always know what to say when interacting with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

6. I can be as sociable as I want to be when interacting with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

7. I don’t like to be with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

8. I respect the values of people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

9. I get upset easily when interacting with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree
10. I feel confident when interacting with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

11. I tend to wait before forming an impression of culturally-distinct counterparts.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

12. I often get discouraged when I am with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

13. I am open-minded to people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree

14. I am very observant when interacting with people from different cultures.
   - Strongly agree
   - Agree
   - Uncertain
   - Disagree
   - Strongly disagree
15. I often feel useless when interacting with people from different cultures.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

16. I respect the ways people from different cultures behave.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

17. I try to obtain as much information as I can when interacting with people from different cultures.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

18. I would not accept the opinions of people from different cultures.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

19. I am sensitive to my culturally-distinct counterpart’s subtle meanings during our interaction.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree
20. I think my culture is better than other cultures.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

21. I often give positive responses to my culturally different counterpart during our interaction.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

22. I avoid those situations where I will have to deal with culturally-distinct persons.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.
   ○ Strongly agree
   ○ Agree
   ○ Uncertain
   ○ Disagree
   ○ Strongly disagree

Demographic Information
Age

Gender
- Male
- Female

Length of teaching

Experience in abroad (Place, length, and the purpose, including traveling)

The end of survey

This is the end of the questions.
Thank you very much for completing this survey.
Appendix B: Japanese Translation of Appendix A

グローバル人材育成における英語教員の異文化能力に関する調査研究
調査説明書 参加同意書

ハワイ大学大学院コミュニケーション学部前期博士課程に在籍しております吉田有紗と申します。
この研究は、グローバル人材育成における英語教育現場での文化教育の現状、また英語教員の方々の
異文化コミュニケーション能力を明らかにすることを目的としています。
研究手段として公立高校における英語教員の異文化能力をアンケートにより測り、後日にインタビュー
調査を行います。日本の公立高校で教える日本人英語教員の方を研究対象としてこの調査に参加を
お願いしています。
このアンケート調査とインタビューの分析結果は、修士論文に含まれる予定です。

調査方法と時間配分

オンラインでのアンケートにお答えいただきます。アンケートには28問の異文化に対する質問、簡単
な基本信息が含まれます。
質問項目は選択問題となっており、所要時間は約20分程度です。
このアンケートは、あなたの異文化に対する姿勢についての質問（例：私は異なる文化の人々と交流
することを楽しむ）等が含まれています。

アンケートの後、調査参加者はスカイプインタビューにお答えいただきます。（日時は追ってお知
らせします。）インタビューは9問の質問に30分程度で答えいただく予定です。
質問項目は、あなたの自身の異文化能力、生徒の異文化感受性についてお答えいただきます。（例：あ
たたご自身の異文化能力をどう評価しますか？）
インタビューに関しましては、後に文字起こし、分析をするために録音をさせて頂きます。

調査に参加することによる利益と不利益

本研究はグローバル人材育成における英語教員の異文化能力と教員の方々の文化面の教育に対する姿
勢を明らかにすることを目的としています。

この調査に参加することによる個人的不利益はございません。また、質問の答えに関しましても、正
解不正解はございません。ご自身の意見をできる限り正直にお答えください。
この調査は任意なものなので、質問のなかで答えたくない質問がありましたら、回答されなくても結構です。

個人情報とデータの取扱い

あなたのこのアンケートに対する回答は全て匿名となります。あなたの名前はアンケート、論文内に記載されることはありません。

この研究に関して何か質問等ございましたら、アメリカ国番号1 (808) 754-1421までお電話をしていただくか、arisay@hawaii.eduまでメールをお送りください。また、担当教授であるDr. Hanae Kramer宛 (hanae@hawaii.edu) にご連絡頂くのでも構いません。

この研究に参加することを同意される場合は、以下の文章の後に「はい」をお選びください。

私は以下の調査内容の情報を利用し、本研究に参加することに同意します。

グローバル人材育成における英語教員の異文化能力に関する調査研究

〇はい
〇いいえ

後日、インタビューによる調査に参加を同意される方は、ご自身の連絡可能なメールアドレスをお書きください。こちらから直接連絡をさせていただきます。同意されない方は、右下のボタンを押し、次のページへお進みください。

（メールアドレスの記入は義務ではありません。インタビューにご協力いただける方のみよろしくお願いいたします。）

メールアドレス

インタビューの際、録音することを許可します。

〇はい
〇いいえ
一度アンケートを始めると、右下のボタンを押すことにより、次のページに進むことしか出来なくなっています。
前のページに戻ることは出来なくなるのでお気をつけください。

説明をよく読みお答えください。

ご協力、ありがとうございます。

異文化に対する感受性尺度

下記の質問は異文化コミュニケーションに関するものです。正解、不正解等は一切ありません。全てで24問ございます。項目ごとに、当てはまる回答をあなたの直感でお選びください。

ご協力ありがとうございます。

1. 私は異なる文化の人たちと交流することを楽しんでいる。
   ○ 非常にそう思う
   ○ そう思う
   ○ どちらとも言えない
   ○ そう思わない
   ○ 全くそう思わない

2. 私は異なる文化の人々は視野が狭いと思う。
   ○ 非常にそう思う
   ○ そう思う
   ○ どちらとも言えない
   ○ そう思わない
   ○ 全くそう思わない

3. 私は異なる文化の人たちと交流することに十分自信がある。
   ○ 非常にそう思う
   ○ そう思う
   ○ どちらとも言えない
   ○ そう思わない
4. 私は異なる文化の人たちの前で話すことは非常に難しいと感じる。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

5. 私は異なる文化の人たちと交流する際、いつも何を言えばいいか心配している。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

6. 私は異なる文化の人たちと交流する際、社交的になりたいだけになることが出来る。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

7. 私は異なる文化の人たちと一緒にいることが好きではない。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

8. 私は異なる文化の人々の価値観を尊重している。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
9. 私は異なる文化の人たちと交流をする際、すぐにうろたえてしまう。
- 非常にそう思う
- そう思う
- どちらとも言えない
- そう思わない
- 全くそう思わない

10. 私は異なる文化の人たちと交流する際、堂々としている。
- 非常にそう思う
- そう思う
- どちらとも言えない
- そう思わない
- 全くそう思わない

11. 私は文化の異なる相手に対し、先入観を持たずに印象を持つことができる。
- 非常にそう思う
- そう思う
- どちらとも言えない
- そう思わない
- 全くそう思わない

12. 私は異なる文化の人たちと一緒にいると、勇気をくじかれるでしょう。
- 非常にそう思う
- そう思う
- どちらとも言えない
- そう思わない
- 全くそう思わない

13. 私は異なる文化の人たちと交流する際、寛容である。
- 非常にそう思う
- そう思う
どちらとも言えない
○ そう思わない
○ 全くそう思わない

14. 私は異なる文化の人たちと交流する際、細部までとても注意を払う。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

15. 私は異なる文化の人たちと交流する際、たまに何も役にたてないと感じる。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

16. 私は異なる文化の人たちの行動の仕方に敬意を払っている。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

17. 私は異なる文化の人たちと交流をする際、出来る限りの情報を得ようとしている。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

18. 私は異なる文化の人々の意見を受け入れられない。
○ 非常にそう思う
○
19. 私は文化の異なる相手の微妙な意図をくみ取ることに気を配る。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

20. 私は自分の文化は他の文化よりも優れていると思う。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

21. 私は異なる文化の相手との交流において前向きに応答をする。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

22. 私は文化的に異なる人々と関わらなければならない状況を避けられる。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わない
○ 全くそう思わない

23. 私は文化の異なる相手に対してよく言葉やしどり、身ぶりなどで理解していることを示している
る。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わぬ
○ 全くそう思わぬ

24. 私は文化の異なる相手と自己との文化的な違いを楽しむことができる。
○ 非常にそう思う
○ そう思う
○ どちらとも言えない
○ そう思わぬ
○ 全くそう思わぬ

基本情報

年齢

性別
○ 男性
○ 女性

教員歴

海外経験（場所、目的、期間も含めて書きください。旅行経験も含みます。）
以上で質問は全てとなります。
ご協力、大変ありがとうございました。

スカイプインタビューに関しましては後日連絡をさせていただきます。

ハワイ大学大学院コミュニケーション学部
吉田有紗
Appendix C: Interview Questions for Teachers

Interview Questions

- Age: ________________________________

- Gender: ________________________________

- Length of teaching: ________________________________

1. Have you ever lived or studied abroad? Please share your experience.

2. Have you ever studied intercultural / cross-cultural / multicultural relations in any educational institutions?

3. Have you ever heard of “intercultural competence”? Could you describe it in your words?

4. Could you describe global human resources in your words?

5. What is your opinion about the relationship between fostering global human resources and English education?

6. How do you assess your intercultural competence?

7. How do you assess your students’ intercultural sensitivity?

8. How do you teach cultural aspects in your English classes?
   - What are the challenges for you to teach cultural aspects in the classes?
   - How do you engage with ALT or teachers from JET program during the classes?

9. Does your school have a school trip outside of Japan? If yes, could you elaborate on the activities?
インタビュー質問

・年齢:

・性別:

・教員歴:

1. 海外に住んだ経験、留学の経験はありませんか？あなたの経験を教えてください。

2. 今までに教育機関で異文化、比較文化、多文化関係について学んだことはありますか？

3. 「異文化コミュニケーション能力」という言葉を聞いたことはありますか？

4. グローバル人材をあなたの言葉で説明してください。

5. グローバル人材育成と英語教育にどのような関係性があると思いますか？

6. あなたの自身の異文化コミュニケーション能力をどう評価しますか？

7. あなたの生徒の異文化的受容性(Intercultural Sensitivity)をどう評価しますか？

8. あなたの英語のクラスで、文化の違い等をどのように教えていますか？
   - その中で、困難だなと思うことを教えてください。
   - ALTやJETプログラムの先生とはどのように授業の中で関わりますか？

9. あなたの学校では海外修学旅行はありますか？ 詳しくアクティビティ等も教えてください。
Appendix E: Letter for School Principal

[Date]
School of Communications, College of Social Sciences
University of Hawai‘i at Mānoa
2550 Campus Road, Crawford Hall 320
Honolulu, Hawaii 96822-2217

Dear [Name of the Participant]

My name is Arisa Yoshida and I am a graduate student at the University of Hawai‘i at Mānoa as a Crown Prince Akihito Scholar. For my master thesis, I am examining the Japanese English teachers’ intercultural competence and their perceptions toward cultural teaching in terms of fostering global human resources at a public high school in Japan. I am sending this letter to you because I would like your school to join this research project.

As the research, all Japanese English teachers will be asked to participate in the survey. Surveys to measure English teachers’ intercultural competence are designed to complete in about 20 minutes and the number of questions are about 30. After the survey, participants are invited to participate in the Skype interview with me at a later date. The interview questions include asking their opinion about cultural teaching during the English classes, and it will take approximately 30 minutes. I will audio-record the interview after I get the approval from the teachers so that I can later transcribe the interview and analyze the responses.

If you approve for your school to be investigated as a research project for my thesis, please send an email at the below, including how many English teachers at your school will possibly cooperate in this project.

If you have any questions or concerns, please contact me at 1 (808) 754-1421. You can also send email me at arisay@hawaii.edu. You can also contact my advisor Dr. Kramer in Japanese at hanae@hawaii.edu.

Thank you very much for taking the time and cooperating with me in my educational endeavor. I look forward to hearing from you.

Sincerely,

Arisa Yoshida
Email: arisay@hawaii.edu
Phone: 1 (808) 754-1421

Advisor Dr. Hanae Kramer
Email: hanae@hawaii.edu
貴校の英語教員、生徒を対象としたアンケート、インタビュー調査依頼

（名前） 殿

新春の候、貴校にはますますご清祥のこととお慶び申し上げます。

立教大学卒業後、皇太子明仁親王奨学生としてハワイ大学大学院コミュニケーション学部前期博士課程に在籍しております吉田有紗と申します。修士論文のテーマとして、日本の公立高校でのグローバル人材育成における英語教員の異文化能力と文化面の教育に関する研究を行っております。この度は、私の修士論文の研究参加にご興味を頂き、ありがとうございます。是非とも、貴校の英語教員の方々に研究に参加して頂きたくお手紙を送らせて頂いております。

研究方法としまして、貴校の英語教員の方を対象に、約30問のアンケートに回答していただきたく思っております。アンケート内容は、異文化能力や文化に対する相違に関して、また外国文化に対する興味等となっております。後日、教員の方にはスカイプを通してのビデオインタビューを受けていただくことを予定しております。インタビューの質問に関しては、英語の授業の中での文化教育について等の質問を行う予定です。

つきましては、研究の趣旨をご理解の上、ご協力くださいますようお願い申しあげます。

お手数をおかけして申し訳ありませんが、この研究に関して何か質問等ございましたら、アメリカ国番号1(808)754-1421までお電話をしていただくか、arisay@hawaii.eduまでメールをお送りください。また、担当教授であるDr.Hanae Kramer宛(hanae@hawaii.edu)に日本語でご連絡頂くのでも構いません。

ご協力の可否と配布してくださる調査票（日本人英語教員数）の数を記載の上、上記のアドレスにEメールでお返事をいただけると幸いです。

ご理解いただきありがとうございます。

吉田有紗 Arisa Yoshida
Email: arisay@hawaii.edu
Phone: 1(808)754-1421

School of Communications, College of Social Sciences
University of Hawai‘i at Mānoa
2550 Campus Road, Crawford Hall 320
Honolulu, Hawaii 96822-2217
Appendix G: Interview Transcript of Teacher A

**Researcher (R):** Thank you very much for helping me with this interview.

**Teacher A (A):** No problem!

**R:** Let’s start the interview. I know some of the questions are similar to the ones I’ve asked you before, but I’d appreciate it if you could answer some questions again.

**A:** Sure.

**R:** Oh, before moving on to the interview questions, could you tell me how many students are in your school?

**A:** All of them?

**R:** Yes. Approximately...?

**A:** I think it is more than 900 but less than 1000.

**R (Here I ask question 1):** Thank you! So... You’ve lived in Indonesia for three years, trips to Korea, Australia, and the United States, right?

**A:** Yes.

**R:** And then, study abroad for a month in the States?

**A:** Yes!

**R:** How was the study abroad?

**A:** It was a volunteer program. In the morning, we had the language school and studied English. My homestay house was a nursery, so I helped them in the afternoon.

**R:** That sounds fun! In the school, were there a lot of Japanese?

**A:** Yeah, I remember there were a lot of Japanese students and Asians.

**R:** I see. How about in Indonesia? Did you go to the Japanese school?

**A:** Yes, I went to Japanese school.

**R:** Did you make any Indonesian friends?

**A:** No, I don’t think so. There were mixed kids in the school but...

**R:** So, it was a the Japanese school, so you hung out with Japanese friends, often?

**A:** Yes.

**R:** You didn’t really have interactions with local people?

**A:** Not really. Like, the drivers and maids were Indonesian... but, I think that’s all.

**R:** I see. Do you sometimes recall the memories in Indonesia?

**A:** Yes, yes.
R: For you, the memories of Indonesia play what kind of role? Were they positive or negative memories?
A: Yeah, I think if I did not have those three years’ experience, I would not have chosen the high school I went to.
R: Uh huh.
A: I think the reason why I do not feel scared when I go abroad for vacation is thanks to the experience in Indonesia.
R: I see.
A: Indonesia is a motorized society, so transportation was almost car only. When I was in the car, I remember there was a big road and... you know? The thing between the lanes... I don’t know what to call it though...
R: I know what you are talking about.
A: Well, at those places, there were children or disabled people, and they were begging for money or foods.
R: Really?
A: Yeah, and there were a lot of cars. So, for some lanes, there were restrictions, like cars with more than three people can only use the specific lanes.
R: Oh yeah I’ve heard of it.
A: Yeah, so there was such a restriction. But some random people rode together in the same car by paying to use that lane.
R: Oh is it like share taxi!
A: Yeah, something like that. I’ve seen those things. I don’t remember if I ever felt something by seeing those, but I know there are such things in the world, and it has stayed in the corner of my head.
R: I see.
A: And students in the Japanese school were very active too. Some people say it was only three years from 1st grade to 3rd grade [and I might not remember], but those experiences were very significant for me.
R (Here I ask question 2): Uh huh. Interesting. Ok, let’s move on to next question. I think you’ve already shared it with me, but have you ever studied intercultural / cross-cultural / multicultural relations in any educational institutions? I remember you talked about your high school.
A: Yeah. It was an international school, so we had a cross-cultural course and international society courses. In senior year, people from different countries came to our class every week, and they shared their stories with us. We wrote reflection papers as well.

R: Oh that’s interesting.

A: And we needed to search for current world situations by ourselves, and we presented during the class. And we had debates as well.

R: Was it in Japanese?

A: Yeah, it was in Japanese.

R: I see.

A: That’s because it was social studies’ class. It wasn’t English class so… Oh, but international students from other countries coming to class was in English class. So English teachers were in charge. But, I think we wrote the reflection papers in Japanese.

R: Ok

A: So, I think international students who presented about their countries spoke in English.

R: Do you remember where were they from?

A: Hmm… It was various. Some of them wore their national costumes.

R: Wow. Did the school invite those students?

A: Maybe. But I don’t know how they recruited them.

R: I see. How about the university? Do you feel you learned more about intercultural, cross-cultural, or multicultural things in university compared to high school?

A: I think it is about the same. But I think what I’ve learned in college was more advanced. My major was English literature, but I did not really like it. So, I took different courses of study for my elective classes, like second language studies, international society, and so on. In my department, there were four different courses, English literature, Japanese literature, international society, and… I forgot the other one. And we could take some classes from different courses as well. So in my sophomore and junior years, I took some classes about international relations, while other students were taking English classes. Also, I could take a different seminar from other students in the same course as well. So yeah… I think I chose those kind of classes spontaneously. All of them were very interesting.

R: What was the most interesting class you took in college?

A: Hmm… I really liked the classes from the international society course. It was a small class, like 25 students, and we needed to apply to register for the classes.
R: Oh I see.
A: So yeah, I think there was only a writing test, but students were chosen, based on the test results, so everyone was very passionate about studying. So in the university, I had a debate in English and presented in English as well. Oh, and my friends and I established a small organization, based on what we learned from this course. We learned about refugees in the classes, and we realized that there were refugees in Japan, as well. When we heard “refugees,” we felt like they were far from us, and think like they were in the refugee camp or something.
R: Like apart from us. Different world.
A: Yeah. We talked like, “Oh we didn’t know there were refugees in Japan as well, right?” and “Oh, we could make other people realize this, and it is important.” So we established an organization called “Rakumin.” Because nanmin’s [refugees] nan is muzukashii [difficult / tough], so we decided to use the opposite character, raku [ease / comfort] with min [people].
R: Wow.
A: And we organized the events or something. (laugh)
R: Oh wow, that’s very interesting. You are very active. (laugh)
A: Oh, if you google “Rakumin,” I think you can find my article I wrote.
R: Oh! I must read it.
A: Yeah, I think you can still find it.
R: So, I feel like you’ve been interested in this kind of topic for so long.
A: Yeah, I think my experience in Indonesia might have made me choose the high school I went to and want to learn these topics in college.
R (Here I ask question 3): I see. Have you ever heard of the term, intercultural competence? I know, I asked this question before too, though…
A: Haha. (laugh) Yeah, so I’ve heard of it, but…
R: Haha (laugh) But, this term is not very popular in Japan, right?
A: I think we use intercultural communication.
R: Oh yeah?
A: But, I don’t think we have the intercultural communication competence.
R: I see. When you hear “intercultural communication,” do you associate it with communication with people from different countries?
A: Yeah I think so.
R (Here I ask question 4): Ok. Could you describe global human resources in your own words?
A: Defining global human resources… hmm… When I hear that term, I feel like it is only about going to the world, like from Japan to the world. But I don’t think it’s always about from Japan to the world. For example, it’s not like global human resources are people who go on business trips to other countries. Hmm… I think [Japanese] people need to be global human resources, even when they are in Japan. That’s not only having the opportunities to interact with foreigners, but also, you can be a global human resource by being interested in the world, or capable of thinking and knowing how what they are doing can affect the world. I think everything is connected to each other, somehow.

R: Yes.

A: But there are a few people who can think this way. So including this, people who can think of their connections to the world are global human resources, I think.

R: I see. So…Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has promoted English education to foster global human resources, right?

A: Yes.

R: But first, the Keidanren Japan Business Federation stated, “Oh I want this kind of people”, who are global human resources. So, from the business needs, MEXT provided and promoted the newest English education curriculum. So, global human resources are related to business.

A: Uh huh.

R: But you are an English teacher, and you are actually out in the field and teaching English to students. Do you have any ideal image or characteristic for students to become in the future?

A: Hmm…

R (Here I ask question 5): Or, what do you think of fostering global human resources and teaching English to your students? How do you feel?

A: Ok. Hmm… to be honest, I don’t think I do anything for students to become global human resources in daily classes. And I really feel frustrated about this, but I think there are no teachers who work on it, sadly. Hmm maybe “no” is too exaggerated, but I think most teachers cannot do anything about it.

R: That’s because…?

A: In the class after the test in December, I could do something different from the normal class. So in the textbook, there were lyrics of “Heal the World” by Michael Jackson. I let my students read them and we did a small quiz. We listened to the song, then we did the fill-in-the-blanks questions, and then…Oh wait, it’s shaking. Earthquake!
R: What? Are you ok?
A: Yeah, but it’s really shaking. Wow, wait. I think it’s ok though…really shaking.
R: Really? Are you ok?
A: Yeah, like there was an earthquake day before yesterday too.
R: Scary. Is it still shaking now?
A: Yeah…
R: Oh that’s big. Let me check the magnitude on twitter.
A: Haha. (Laugh)…. Oh, something is making a noise.
R: Really??? (Laugh)
A: Oh, I was surprised.
R: Oh, it was in Ibaraki and magnitude was 5.1.
A: Haha. (Laugh) Information from Hawaii. (Laugh)
R: Haha. (Laugh)
A: Ok. Um… what was it about?
R: Oh yeah, Heal the World!
A: Oh right! Haha. So yeah, after the quiz, I started talking to students like, “the reason why I did this is….” and I talked about the incident in Paris. Oh, and at that time, a JET teacher happened to be in my class. And she was about to cry; I was about to cry too. Then she started to share her story. She is from California, and there was a gun shooting incident at the supermarket, which was close to her parents’ house.
R: Oh yeah?
A: So she said when she listened to this song, she felt sad and scared. And then, after I heard her story, I told my students, “We watch the news about Paris on TV, and we know what is going on in the world, and we might feel it is very sad or we hope for peace in the world. But when you think about the incident in California and relate it to your acquaintance’s [JET teacher’s] family…, we cannot help hoping for the world’s peace and happiness.”
R: Yeah yeah yeah.
A: I want to make this kind of time in the class and tell my students that we live our lives unintentionally, but actually, you are connected to the world, somehow, like through the person in front of you, and it might be correlated with each other.
R: Uh huh.
A: And then in that class, I told them, “I don’t know if telling you this story or sharing my thoughts
could actually affect the world’s peace directly, and I, myself, don’t think about peace every second, but I really hope this story could remain in the corner of your head and if this could move you to the next level in the future, I’d be very, very happy.”

R: I see.

A: So yeah, I’d love to spend the time to share these kind of things with my students, and I don’t think there is a right way to teach this kind of thing, but [I think English is the education, which can connect them to the world and] I don’t think math or Japanese can go this deep.

R: Yeah I agree.

A: So, I have a passion for teaching these things in my class, but in fact, it is hard to teach because we have the exam, and textbooks to follow… Balancing it is very difficult.

R: Like the gap?

A: Yeah, and we have the university entrance exam too and I need to cover the curriculum, and that’s what students want me to do as well. But I also feel like preparing for the entrance exam is not enough.

R: So…the reason it is hard for you to make the time to teach this kind of thing is because MEXT gives you the strict curriculum you need to follow? Like you need to cover all of it in the class, and entrance exam is waiting for students there…?

A: Hmm… Like, I don’t really feel the strong pressure from MEXT. I think the entrance exam plays a significant weight in the English classes. Like, preparing for the entrance exam and teaching grammar in two hours a week…I need to work on hard to cover all of them.

R: I see. I heard that they are going to change the exam system, soon. What do you think of it?

A: I don’t know. But…hmmm… The role of English exam is like… measuring students’ sustained efforts, not like English skills. How do you say? Like measuring if they are perseverant enough to do things?

R: I see.

A: For example, think about the amount of vocabulary that they need to remember. It’s huge, right? We can’t remember all of them in 6 months. They need to start to working on it as a freshman or sophomore. So, I think they want to see if the person can actually make effort steadily.

R: I see.

A: I feel like that. So yeah, as you go to top rank schools, the vocabulary and questions get more difficult, like you can’t answer with only a little knowledge. So I feel like it does not only measure English skills.
R (Here I ask question 6): I see. Hmm…How do you perceive your intercultural competence? I think you have high intercultural competence though…
A: I don’t mean to brag, but I couldn’t do the Young Americans [which is an American non profit organization providing outreach music education all over the world] volunteer staff without this skill.
R: Haha. (Laugh)
A: Haha. (Laugh) Like not only with the member of the Young Americans, but you know, there were a lot of kind of Japanese people, as well.
R: Yeah, I know what you mean.
A: Like including parents volunteer staffs.
R: Yeah, I think it was a very special environment.
A: Right. Although we are all from Japan, I thought working with each other over there was an intercultural context.
R: Yes.
A: So, yeah, I couldn’t help to work as a volunteer without intercultural competence. (Laugh)
R: Yeah, I agree with you. How about other English teachers at your school?
A: Hmm…I think there are some teachers who think. But…
R: What do you mean by think? Thinking about their intercultural competence, or making their classes more interesting, like not only teaching grammar?
A: Hmm…. Uh… I think there are a lot of teachers who are motivated in my school. Almost all the teachers are motivated, and they have different opinions about English teaching as well. I think they have positive attitudes too. So…the government told us Communication English Ⅱ should be taught in all English. But few teachers actually do it. I changed my class to all English this semester.
R: I see.
A: And one teacher came to observe my class, and she told me a positive comment. But I don’t think others would try to change their classes to all English.
R: Is it because of the lack of confidence? Or…
A: I think the reasons vary. Maybe some of them think they are not capable enough to do it in all English. And others think students might not understand if they change it to all English, and students might not learn. I’m worried about it too, though.
R: I see.
A: I think these are two major reasons they don’t try it.

R: Um… Could you tell me what kind of English classes your school has?

A: Ok. There are two types: English expression classes and Communication English. 10th grade is Communication English I and it’s going II and III in 11th and 12th. In 10th grade, they have three classes a week for this class. And in 11th, they have four classes a week. It’s called Communication English II, and in 12th grade, they have Communication English III three times a week.

R: I see.

A: And we have English Expression class. English Expression I is for 10th grade, and we have twice a week. English Expression II should be taught four times a week, so our school divided them into 11th grade and 12th grade, so twice a week each. So students in 10th grade have five classes in a week, and 11th grade has six classes in a week. 12th grade students also have five classes. But in 12th grade, they have elective classes, which are for preparing for entrance exam, and they are twice a week. So students who take those classes have seven classes a week.

R: Ok.

A: Communication English focuses on reading articles and answering quizzes, or true or false questions. Plus, a little bit of grammar questions.

R: I see.

A: And English Expression classes are more like grammatical questions, such as teaching relative pronouns or gerunds.

R: I see. No English conversation classes?

A: No. I don’t think a lot of public general high schools have those classes. The school I graduated from had it.

R: I had it too.

A: I see.

R: Ok. The number of English teachers is ten, right?

A: Yes, it’s ten.

R: Plus…?

A: ALT and JET.

R (Here I ask question 7): Got it! Oh. How do you perceive your students’ intercultural sensitivity? Like, are they interested in the world outside of Japan?

A: Like abroad?
R: Yeah, do they want to be able to speak English in the future or interested in what is happening in the world...something like that.

A: Ok.

R: Yeah, so what do you think of your students’ intercultural sensitivity?

A: Hm. I think it’s close to none.

R: Oh

A: They don’t even have communication competence seriously.

R: Haha. (Laugh)

A: Yeah, they are Japanese, but they have really low communication competence.

R: When do you feel like that?

A: Um...So I changed my class to all English, right? And I gave my students handouts, including six quizzes like Q&A. And among six, one person has one answer. So what they needed to do was stand up, walk around, talk to other students, and ask the question they had in their hands.

R: Ok.

A: If they don’t have the answers they wanted to get, then they could say “that’s right”, or “no” or “look at this” and point it out in the textbooks. That’s all they needed to do.

R: Yeah?

A: When I did this for the first time, they were like, “Oh I don’t have communication competence, so I cannot do this activity!”

R: Hahaha. (Laugh)

A: Yeah, they didn’t even stand up.

R: Hahaha. (Laugh) I see...

A: Yeah so, when I did this activity for the first time, everyone stood up very slowly... and I was like, “Ok, stand up! Stand up, everyone! Ok, walk around!!!”

R: Haha. (Laugh)

A: And I decided to do this persistently. I thought I shouldn’t give up. So I’ve been doing this activity since in the middle of last semester. Now, they are more active, compared to before.

R: Oh, that’s good!

A: Yeah. It took about two to three months. And still, there are some students who don’t even stand up. They just sit and wait for others to come.

R: Do they interact with others who come to them?

A: Yes. They have communication, but they don’t communicate with others spontaneously.
R: They are passive. (Laugh)
A: Yeah and half of the students are still like that.
R: I see.
A: I think that’s because of SNS.
R: The effect of SNS?
A: Yeah.
R: Does it mean they don’t communicate in person very much anymore [because of SNS]?
A: Yes.
R: I see. I’m wondering what current high school students are thinking or interested in… Like if they aren’t interested in the world, then…
A: Hmmm…Especially, our school is in Machida, and I told you about “Machida-kanketsu gata Jinsei” “Life completed only in Machida.”
R: Yeah yeah yeah, I remember. Like they were born and grew up in Machida. Then they get married to someone from Machida, as well, right?
A: Yes. So I think some students even cannot even go outside of Machida, either… Like Harajuku or Shinjuku are far away for them. That’s because Machida has everything, including fashion and entertainment, though. So they don’t need to go out for stimulation.
R: I see.
A: It depends on school characteristic and the area as well, so I cannot say every student is like this.
R: Yeah.
A: But my school definitely has this characteristic. But I feel like some students think they want to speak English, and they think English is kind of cool.
R: I see.
A: When I speak to ALT or JET teachers in English, a few students say, “Oh I want to speak English like you.”
R: Oh yeah?
A: But this does not mean they want to work abroad or even take trips to other countries.
R: Vacation as well?
A: Hmm…some students go on vacation to other countries as family trips. So some students have been to other countries, but there are students who have never been abroad.
R: I see. Interesting. Yeah, I think Machida kanketsu-gata Jinsei is very interesting!
A: Hahaha. (Laugh)

R: Yeah, when I heard that for the first time, I was surprised.

A: Yeah, but we really have that kind of students, like their parents are from Machida and from this school…

R: I would understand that kind of situation if it was a countryside. Machida is in Tokyo, though.

A: Machida is a countryside, too. It’s not even Tokyo anymore. Haha. (Laugh)

R (Here I ask question 8): Hahaha. (Laugh) Interesting. Ok, let’s move on to the next question. Oh, you’ve already talked about “Heal the World” as an example, but do you have any examples how you teach cultural difference in your classes?

A: I don’t really have opportunities to discuss cultural differences, unless it is in the textbook, but thanks to the JET teacher, sometimes I let her share her story in the class. For example, we had a choral festival the day before yesterday. So, I asked her how she felt about it. And she said they don’t have homerooms or homeroom teachers. Students go to classes by themselves. So she was fascinated by the unity of the class. She also said she was proud of them for doing their best. And she was envious about having homeroom teachers who cares about students. Through this kind of casual conversations, I think we can tell students about the cultural differences. The JET teacher can speak Japanese, so she understands what students say in Japanese, but she responds to students in English.

R: Oh yeah?

A: So, she doesn’t speak Japanese in the class, but she knows what they are saying and responds to them in English, and students try to speak in English to her. So I think there is an environment that students need to speak in English… [the environment that] English as a communication tool which is difficult for Japanese English teachers to create. I’m happy about that since she’s been in my class since last semester.

R: I see.

A: It is like real communication in English and not English for activities. I hope we are fostering students’ attitude to communicate in English.

R: So…does the JET teacher come to your class every time since last semester?

A: Well, the government of Tokyo told us to make sure that one native English speaker has to be in the classes for 10th grade every time.

R: Ok.

A: So, basically, she is in 10th grade classes. But I wanted her to be in my classes, so I asked the
principal to make it happen.

R: Uh huh.

A: I have classes four times a week, but some classes she doesn’t come because she needs to be in the class for 10th grade.

R: I see.

A: I think she comes to my classes twice or three times a week.

R: Oh that’s good. How about ALT teacher?

A: She / he comes to school on Monday and Thursday. She / he does some activities but they don’t really relate to the classes we are covering.

R: Oh I see. So JET teacher is much closer to students?

A: I think so, because she comes to classes regularly.

R: Where is ALT teacher from?


R: Ok. Hmm…Do you have any challenges when you communicate with the JET teacher, like how to organize classes and so on?

A: I want her to be more engaged or active in the classes. So, I wish I could figure out a productive way to make her engaged in the classes… I’m trying now, too.

R: I see.

A: I’ve included activities a lot since last semester, so during the activities, she walks around and interacts with students. But I think a lot of JET teachers in different schools are used to read the textbooks, like audio records, sadly.

R: I see. That’s sad. They are too good for just reading the textbooks.

A: Yeah, I know. I think Japanese teachers don’t know how to use them effectively. Because I’m the only one who asked for her to be in my classes among six other teachers who teach 11th grade.

R: Oh…

A: So she comes to only my classes for 11th grade.

R: I see.

A: I think some of the teachers think it’s easier to teach without a JET teacher.

R: I understand. So there are some teachers who have difficulties to communicate with the JET teacher, as well?

A: Yeah, there are. Some teachers keep speaking Japanese to them. Like come on, are you really
an English teacher?
R: Hahaha. (Laugh) Yeah, that’s sad too.
A: I know it is really sad.
R: When I think about these, I think there is a need for training for teachers as well. Like they cannot just say, “Oh here is the new curriculum or new system, so you need to follow it.” So I think they should organize some training, as well, besides teacher training course in college… But it might be too idealistic, because everyone is busy…
A: Yeah, I know what you mean. And the trainings by the government in Tokyo are not interesting at all. It’s basically a lecture style, and one teacher tells what he / she is doing, but we feel like they can do those things, because the school has a different environment from us. And yeah, we think like this, so I don’t see any motivation to learn from this training.
R: I see.
A: But the government thinks they need to provide training, too. Some training is mandatory and, at least, one teacher from each school needs to attend. So we have two pieces of training every year.
R: You mean twice a year?
A: It’s like two courses.
R: Courses?
A: I went to training this time. The first one was attending the guest speaker’s talk, and another one is actually observing the teacher’s class. So, one course has two or three sessions, and they organize them two to three times in a year. And then a teacher from each school needs to go to the training. I’m interested in how to use the JET teacher effectively or how to do all English class, so I actually use some tips I learned from observing other teachers in my classes. But there are some teachers who think they cannot do it in their classes too.
R: Oh…
A: So yeah, sometimes, I feel like that training is kind of useless for those teachers.
R: So, at least, one teacher needs to attend right? Are they going to share what they learned or saw after with other teachers?
A: We are supposed to do it. Yeah, but we don’t really do it.
R: I see. Do you know who is in charge of that training?
A: Tokyo Metropolitan Board of Education.
R: Ok.
A: I think they have the branch that organizes this training. I forgot the name, though.

R: I see. Do you know if other subjects have these too?

A: I think they do. But after Tokyo was selected as Olympics’ host city, they put a lot of weight on English education. Also, they created overseas training for English teachers, and the number of this training has increased too.

R: I see. Yeah, they are making a lot of efforts.

A: Yeah but I don’t know where it is going.

R (Here I ask question 9): Hahaha. (Laugh) Does your school have a school trip outside of Japan?

A: No

R: Ok.

A: I went abroad for a school trip, though.

R: I see.

A: I think a few public high schools in Tokyo have school trips abroad. We have budget restrictions as well.

R: Oh yeah?

A: So it’s difficult. And we can’t make students get passports, because it costs money too.

R: I see.

A: When we think about the financial aspect, we can’t do it. There are a lot of types of family circumstances.

R: Right…well, these are all my questions…

A: Yeah, but it’s very difficult.

R: Through this research, I found that a lot of teachers have different levels of intercultural competence, and the experience abroad is different as well. Some of them have lived in abroad like you, but others have only been for a three-day trip. And what I noticed was the teachers who agree to do interviews are more passionate about teaching English as a communication tool.

A: Yeah, I know what you mean. I really think so too.

R: Yeah. (Laugh) So it’s difficult; if they are not interested in [teaching English as a communication tool], then they don’t really want to do the interview. Hahaha. (Laugh)

A: Yeah, I think so too… Yeah… It’s really difficult! Seriously! There is an English teacher I really admire, and I went to observe her class. After that, I talked to her about my situation and what I am worried about. The teacher I paired with is more toward teaching English for the
entrance exam, and I know that teacher is good at teaching English, and students’ scores get higher with her teaching. But from my perspective, that is not English. It’s just like answering quizzes. So I don’t think that English is a tool for communication. Like under these circumstances, teaching classes in only English is very challenging. Of course, students are worried about it too. So I wasn’t sure if teaching English in only English is actually effective to students or not. And that teacher I respect told me, “it is all right.” She said “other teachers made negative comments to teaching in only English, and I was worried about it, of course. But, I’ve also seen students’ progress, as well, and they could successfully pass the entrance exams. So there are ways to teach ‘accuracy’ and ‘fluency’ at the same time.” And she told me “let’s do our best together.” This made me decide to teach in only English.

R: I see.
A: But, most schools in Japan focus on only “accuracy”, and I think the tests only can measure accuracy, because there are no human resources who actually can judge “fluency” in Japan.
R: Oh…
A: There are few people who can assess students’ communication skills in English, or judge students’ expression skills in writing in terms of fluency. That’s why the entrance exam focuses on measuring “accuracy.” If English conversation was the entrance exam, how would they assess it? Or were there any people who could judge it? I don’t think so.
R: Uh huh.
A: And also fluency is hard to quantify. So it highly depends on the person’s individual…
R: Value?
A: Yeah yeah… and I don’t think Japan likes that.
R: Ah… Because it’s not fair?
A: Yeah.
R: I see. It’s difficult.
A: Yes, it’s difficult.
R: But… we think it’s difficult because of… the entrance exam?
A: Hmm… For me, yes.
R: I see. Yeah, I agree with you.
A: Haha. (Laugh) So I want to create effective teaching methods, which focus on fluency, but also get them ready for the entrance exam too. But it’s really tough. Hahaha. (Laugh)
R: Hahaha. (Laugh)
A: So difficult because no one knows how to do it. There’s no pioneer.
R: Yeah, it is difficult…Well, thank you so much for sharing a lot of great opinions and your thoughts with me! I really appreciate it.
A: No problem! Was it enough?
R: Yes! Of course! Hope to talk to you soon!
A: Yes. Well, goodnight!
R: Thank you again! Goodnight!
Researcher (R): Hi, nice to meet you.

Teacher C (C): Oh hi! Nice to meet you, too. Sorry about last time; I didn’t reply your email.

R: No worries! Is it a good time for you now?

C: Yes, it is!

R: Ok. I’d like to move on to the interview and ask you a few questions. Could you tell me how long you’ve been working at your school now?

C: It’s been two years.

R: Which grade are you teaching?

C: I teach 10th grade.

R: You’ve been teaching only 10th grade?

C: I taught 12th grade as well.

R (Here I ask question 1): Ok. Thank you for answering the online survey! So… your experience abroad, you wrote you’ve been to Canada for one year as a school intern and Australia for 10 weeks for teacher training. Could you elaborate on these experiences more? What was it like as a school intern? I’ve never heard of it.

C: Ok. Well… I think it was organized by a private company. There was a [Japanese] company which sends interns to the world. For example, a journalist goes to a newspaper company in the USA as an intern. One of the programs was sending [Japanese] school teachers to foreign schools. So I applied for it. And this program was certified by the government of Tokyo’s teacher training.

R: I see. So… I know the government of Tokyo provides the training abroad for English teachers. Can you go to this program, instead of that training?

C: Yes. They consider this program as an official training by the government of Tokyo. So I took a leave of absence and attended this program.

R: When did you go?

C: I think it was from April in 2012 to March in 2013.

R: What kind of thing did you do? Did you actually teach?

C: Yeah. The purpose of this school intern was teaching Japanese culture at local schools. So I taught Japanese language and origami to them. This program was not only for English teachers, so for example, there was a history teacher who taught Japanese history at other schools too.

R: I see.
C: For me, the school I went was for little kids. So I taught origami and…
R: How old were they?
C: They were from kindergarten students to 3rd grade.
R: I see. How was it? Like difficult?
C: I think so. It was difficult, because I couldn’t rely on written language to teach. I needed to be able to speak and understand what they were saying. So in terms of that, it was kind of difficult. But it was very interesting.
R: I bet! I think it was a good experience too for you. There are few opportunities like this!
C: I think so too.
R: Did you stay at homestay?
C: There was a dorm at my school so I stayed at the dorm. It was a private school from kindergarten to high school so…
R: I see. How many teachers did you go with from Japan?
C: I went there by myself. It was a program for individuals.
R: Ok.
C: So, only one teacher went to the school you’d be assigned. But there were other teachers, who went to different places at the same term. I don’t know how many though.
R: Did you communicate a lot with local teachers at your school?
C: Yes, I think so.
R: What made you apply for this program?
C: Well…I didn’t have any study abroad experience when I was a student. Also, we have opportunities to communicate and teach with ALT teachers during the classes. I got nervous before, so I wanted to overcome this. That’s why I applied for it. My teacher friend used this program, so I knew about this so I applied.
R: I see. Are you confident now?
C: I think so! I couldn’t have a conversation with foreign teachers [like ALT] without feeling nervous before, but now, I don’t have that feelings anymore.
R: How about Australia for 10 weeks? How was it?
C: It was organized by the government of Tokyo two years ago. It is called Foreign Language Teacher’s Training in Abroad. Maybe this was established because of the Olympics [in 2020]. I applied for it.
R: Is this training mandatory? Or teachers who want to go?
C: When this training started, it was meant for all teachers who have experience for three years, but I think a lot of teachers could not make it, so the government changed it to teachers who have experience in teaching for 10 years. Teachers who want this training can apply for it.

R: I see. What did you do for these 10 weeks?

C: Well… This program, I went there with other high school and junior high school teachers in Tokyo. We were divided into groups, and there were 15 teachers in one. We went to college over there.

R: Was it like second language studies?

C: Yes. It was like TESOL, but I’m not sure if what we learned was TESOL… but the purpose of this program was learning TESOL.

R: So you learned English teaching method?

C: Yes. It was explained to me, like we were going to college over there, so I expected that I was going to take the same classes as undergrad students, but it wasn’t like that. The program was organized for us, so we didn’t have opportunities to take undergrad classes. There was an instructor, and we took classes every day. Also, we observed high schools over there.

R: I see. Australia right?

C: Yes. It was close to Sydney.

R: Do you apply what you learned through this program to your classes?

C: Yes. I don’t think it changed drastically, but I’m trying it gradually.

R: I see. Did you get a culture shock in Canada or Australia?

C: Well, I don’t think I got a strong culture shock, but… Japan is very punctual, right? But I realized foreign countries are more generous about time. I don’t say it was like a culture shock, but I felt the cultural differences.

R: How about reentry culture shock? Did you feel different about Japan when you came back?

C: Um…(Laugh) The biggest thing was I found that Japanese working hours are very long. And the amount of work is also bigger, compared to teachers in Canada or Australia.

R: I see.

C: Should I say the amount of work? Or the range we need to take care.

R: Ok.

C: Well, teachers in Japan need to check students’ cleaning after the school too, right?

R: Oh, yes!

C: But in foreign countries, a company cleans the classrooms, right?
R: Yes.
C: So yeah, something like that. Also, in public high schools in Japan, we have a fixed time system, like we have to work from 8:20 am to 4:30 pm. What I felt was they don’t have this kind of system. They can go home after their classes.
R: So, you realized all the Japanese systems you took for granted?
C: Yes. And I realized Japanese teachers are in harsh circumstances. (Laugh) Like, I know the results of the OECD, but… yeah, like it is very accurate. Hahaha. (Laugh)
R: I see. Thank you. What was your major?
C: My major was literature.
R: I see. English literature?
C: Yeah, it was English literature course.

R (Here I ask question 2): Ok. Let’s move on to the next question! Have you ever studied intercultural communication / cross-cultural / multicultural relations in any educational institutions?
C: Well… at university?
R: Or, high school!
C: Hmm…I don’t think so.
R: I see. What did you learn in your English literature course?
C: Like literature and linguistics.
R: I see.
C: But I don’t really remember. Hahaha. (Laugh)
R: What made you want to become an English teacher?
C: Hmm… Well, I liked my English teacher when I was in high school. For high school students, the closest adults are only teachers at school right?
R: Yeah, I understand.
C: So, I respected her, and I liked English, thanks to that teacher.
R: I see. You didn’t really have experience in abroad until you went to Canada?
C: No. Like only trips! So I didn’t have any experience. Zero.
R: But it’s amazing that you decided to go!
C: Hahaha. (Laugh) Yeah, I thought, this is the time to go. Otherwise, I thought I’d never go. I wasn’t a homeroom teacher at that time, so I thought it was the best timing.
R: I see. But I think it was a really big decision! Not everyone can do it.
C: Hahaha, yeah I think so. (Laugh)

**R (Here I ask question 3):** Ok, let me move on to the next question. Have you ever heard of “intercultural competence”?

C: Yes.

R: Um… Where?

C: Hmm… I think I’ve heard of it like we need to foster that kind of skills.

R: It’s kind of trend?

C: Yeah, I think so.

R: So what kind of competence is it?

C: Hmm… intercultural competence… I think it includes several factors, but first, language skill, and second, ability to accept differences, like tolerance or flexibility.

R: I see. It is a little bit related to intercultural competence, global human resource is kind of a trend these days.

C: Yes.

**R (Here I ask question 4):** How do you define global human resources?

C: Hmm… Definition of global human resources?

R: Yes.

C: Global human resources… Hmm… it is difficult. Hahaha. (Laugh)

R: (Laugh)

C: I think global human resources are [Japanese] people who can think out-of-the-box and who can adapt themselves to a different environment and accept the differences flexibly. Oh, it is difficult.

**R (Here I ask question 5):** Ok. So… these days, the government tries to provide better English education in order to foster global human resources, and especially, to prepare for the Olympics 2020. So do you think there is a relationship between fostering global human resources and English education?

C: Yeah, I think so. When you try to communicate [with people from different countries], English is necessary. Hmm… but I think English we teach, right now, in Japan is not for fostering communication competence. That’s my impression.

R: I see.

C: It’s more leaned to the entrance examination.

R: Yeah, I think so. Another teacher from your school said the same thing as well.
C: Oh yeah? She tries a lot of things to foster communication competence.
R: Yeah, I heard that. Her interview was interesting.
C: Yeah, she tries new things.
R: You mentioned the entrance examination. It’s said that it will be changed, so no more Center Test, and… they would use the existing exam as a new test. What do you think about it?
C: Hmm… well… I am not very sure that how it will be changed, but I think it is very difficult to measure communication competence through the exams.
R: I see. And if exams are changed suddenly, teachers would have a hard time as well, right?
C: Yeah. So, we cannot really see what the government wants or the purpose.
R: Like what the government expects you to do?
C: Yes.
R: I see.
C: I know the Center Test will be changed gradually, but I don’t know how it will be changed and how we should change in terms of teaching English. We cannot see, and I think the government also doesn’t know where they are going…
R (Here I ask question 6): I see. Well… How do you perceive your intercultural competence?
C: Hmm… (Laugh) It is difficult. Hahaha. (Laugh) Hmm… Do you know the JET program?
R: Yes.
C: So yeah, I enjoy communicating with the JET teacher every day. So, I think I’m average? (Laugh) Hmm… but I think I can communicate with her without fear. We talk silly things too.
R: So you have a conversation with her casually?
C: Yes.
R: I see. Does the JET teacher… Oh, yeah, you teach 10th grade, right?
C: Yes.
R: So she comes to your class a lot?
C: Yes, I teach with her.
R: She is from California, right? (Laugh)
C: Oh yes, you heard that from another teacher? She is Asian though. So, she looks Japanese.
R (Here I ask question 7): I see. How do you perceive your students’ intercultural sensitivity? I asked about your intercultural competence, but are your students interested in abroad? Or do they show they want to know more about the world outside of Japan?
C: Hmm… well, like one-third of students…
R: Are they interested?
C: Yes. I think one-third of the students are interested in abroad.
R: When do you feel like that?
C: Well… For example, the attitudes toward English classes, like students who study more and prepare for the classes, which are one-third, seem to be interested in the world outside of Japan. They think English is important. Also, when I got back from Australia, I showed them the pictures I took in a presentation. Some students showed their interests like, “Oh, I want to go too!” or “I’ve been there, too!” They shared their thoughts too, so in terms of this, I thought they are interested.
R: I see. That sounds good. But the other two thirds don’t really like English or show their interests?
C: Not really… I think a lot of students think English is difficult and hard to study. So they don’t think English is a tool to communicate. It’s more like one of the subjects they need to study or memorize.
R: But they need English for the entrance exam, right?
C: Yeah, so they understand the need for studying English. But they feel it’s troublesome, so they tend not to prepare for the classes.
R: I see. The other teacher mentioned about an interesting characteristic of your school, “Machida Kanketsu-gata Jinsei.”
C: Hahaha. (Laugh) Yeah, I understand it very much.
R: When I heard of it, I thought it was very interesting.
C: Hahaha. (Laugh)
R: Do you feel that?
C: Yes. I really feel that way. Before this school, I worked at the school in Machida, as well. Machida is really close to Kanagawa prefecture. So, when I went to Kanagawa prefecture area, I didn’t see any of my students over there. (Laugh) When I went to Machida station, I saw a lot of them hanging out there. It’s like only two stations, but I don’t see them. And Machida has everything, so you don’t need to go outside of Machida.
R: I’m from Yokohama and it was kind of close to Machida. When I visited Machida station, I thought everything is there. (Laugh)
C: Like, you can complete shopping only at Machida station.
R: Yeah, I know the LUMINE is there, too.
C: Yes.
R: How do you perceive students’ communication competence? Like communication in Japanese.
C: Hmm… In this school, there is a variety of students. So, I think it is related to their academic levels. Students who can communicate are high in academics, too. On the other hand, students who seem not to have a clue about what I talk about tend not to have good grades.
R: I see.
C: In sum, maybe it’s not very high. I think their expression skills are lacking. I let them write reflection papers after school events, but their ways of writing are childish.
R (Here I ask question 8): I see. Thank you. Move on to the next question. How do you teach cultural aspects in your English classes? I know you need to focus on following the textbooks and teach grammar, though.
C: Hmm…cultural aspects…I don’t teach them at all, I think…If I have something to discuss when some topics are in the textbook, I’d introduce… But I don’t really teach that kind of thing in depth.
R: I see. Do you have any examples?
C: Hmm… the color of traffic lights. So in English, it says it’s green, but in Japanese, we call it ao [which means blue]. So I asked them if the color is really blue. In Japanese, we tend to say blue, instead of green, such as aoringo [blue apple] to mean green apple. If it was really a blue apple, it is disgusting, right? So I could cover this kind of small thing a few years ago.
R: I see. Do you know why it is called blue?
C: No, I don’t.
R: Oh, I don’t know either. (Laugh)
C: I thought you knew! (Laugh)
R: Hahaha. (Laugh) But I think it sounds symmetrical, because aka, red and ao, blue.
C: Oh…
R: But I don’t know. (Laugh) I was born in Germany, and when I came back to Japan, this was a culture shock. Like the light is green, but everyone said it’s blue. I thought it was not blue.
C: I see.
R: I still don’t know why, though. But, these small differences are really close to our daily lives.
C: Yeah, I think so.
R: Do you think you want to teach more cultural aspects?
C: Hmm... yeah, I think so. Only introducing small things, though. I think students are more interested in that kind of things.
R: Yeah, I think so.
C: Something related to our daily lives.
R: Yeah, it is not like foreign language only on the textbooks if they could know some differences related to their daily lives.
C: I try to share my experience from Canada and Australia if the topics in the textbooks are related to it.
R: I see. How are ALT and JET teachers involved in your classes?
C: Well... The ALT teacher only teaches once a month. So the ALT teacher teaches the class by herself/himself. So it doesn’t focus on detailed grammar, but we play activities a lot. For JET teacher, she often involves to the classes more compared to ALT. She comes once a week. She is very good at using a computer, so I asked her to show the sentences on the screen or vocabulary. She also reads the paragraph out loud too, like model reading.
R: Ok. How about other teachers? Do you know how they teach?
C: Um... It depends on teachers. Some teachers do the traditional way of teaching, like reading and translating. And some teachers focus on reading aloud and memorizing. I haven’t observed their classes though. The JET teacher tells me how other teachers teach.
R: I see.
C: So yeah, there is the reading and translating style or memorizing style. Some teachers do quizzes in every class.
R: Vocabulary?
C: Yeah, and memorizing some parts of the textbook.
R (Here I ask question 9): Thank you very much. I had one more question about a school trip to abroad, but I know the other teacher told me that your school doesn’t have it so...
C: No, we don’t.
R: Thank you very much! That’s all!
C: But it’s wonderful that you are working on this kind of research.
R: Oh, thank you very much. But, I could listen to a lot of teachers’ opinions, and those are very interesting. Like they have different characteristics, based on school and... especially schools’ academic levels. Teachers at schools that are low in academics seem not to have pressures of entrance exams very much, so they tend not to have strict restrictions and do whatever they want.
C: I see. I used to teach at a school with a low academic level before coming to this school. So I didn’t really feel the pressure like, “Oh I have to teach at least these things.” And the number of classes were smaller too, so we didn’t have a lot of teachers to share one class to teach. Now, in 11th grade, like six teachers are teaching.

R: Oh wow. It must be hard.

C: But at the former school where I taught, the number of teachers was only three. So I could try whatever I wanted to try. This school is centered on preparing students to get into university, so we cannot do something else besides follow textbooks.

R: Yeah, I understand. Also, maybe pressure from their parents, as well?

C: Yeah, I feel it somewhat. (Laugh)

R: Oh, also I want to ask about all English. Have you ever thought you’d teach in only English?

C: Um… Yeah, I think I want to try. But, it is going to be difficult if I did it 100% only in English because of students’ level. And also, for myself, I’m not confident enough to do it 100% in English. So I haven’t tried it.

R: How about teaching in English and Japanese?

C: Yeah, I’ve started to try that little by little. So, I went to Australia last year during summer from July 31st to October 30th. Before going there, my class was 95% in Japanese. But, after I came back from the training, I feel like I teach in English more.

R: I see. The training seemed to be good stimulation for you?

C: Yeah, I think so. The government keeps telling us to teach communicative English. I didn’t know how to teach…

R: Yeah, I don’t know what is communicative English is. (Laugh)

C: Yeah, like what is teaching communicative English?

R: Hahaha. (Laugh)

C: But after the training, I think I got small tips on how to teach more communicatively.

R: I see. Well, thank you so much for sharing your thoughts and opinions!

C: Oh no problem. I’d love to read your research after, too!

R: Oh I’m happy to share it with you! Thank you very much.

C: Thank you too!
Appendix I: Interview Transcript of Teacher K

**Researcher (R):** Nice to meet you!

**Teacher K (K):** Nice to meet you, too.

**R:** Thank you very much for taking this interview.

**K:** No problem.

**R:** Um… Could you tell me the school name?

**K:** The school name is Kurume Nishi high school.

**R:** Thank you. How many students are in your school?

**K:** The number of students is… so for 12\(^{th}\) grade, we have six classes.

**R:** Ok.

**K:** And 10\(^{th}\) and 11\(^{th}\) grades are seven classes. So, the total is… about 700 to 750.

**R:** Ok, thank you! Oh, thank you very much for answering the survey, too.

**K:** No problem.

**R (Here I ask question 1):** So…you’ve been to Spain when you were 21, and you’ve been to Canada and Australia, as well, right?

**K:** Yes.

**R:** You have a lot of experiences abroad. What was your major?

**K:** It was English literature.

**R:** Ok. How was Spain? Do you remember?

**K:** Hmm… Yeah, I enjoyed it. It was a language training from my college, so other students were from the same college as me. I could be friends with them, so I think I had a great time.

**R:** Was that Spanish language training or English?

**K:** It was Spanish.

**R:** Ok. Was it like school in the morning, and…?

**K:** Yes. In the morning, we took classes and then the afternoon was a free time.

**R:** I see. Was it homestay?

**K:** Yes.

**R:** Was this program mandatory in your department or you decided to go?

**K:** I decided to go because I wanted to.

**R:** I see. Were you interested in studying abroad or working holiday, before?

**K:** Hmm… I think so. I wanted to be able to speak English, and then… I thought only going to
English speaking countries is not fun, so I decided to go to Spain, because I was taking Spanish as my second language at college.

R: I see. That’s good. Spain sounds fun too.
K: Yes, I really liked it. I enjoyed the different townscapes. Europe is beautiful.
R: Did you make any local friends?
K: Hmm… I couldn’t really speak Spanish, so I don’t know if I could make friends, but I stayed at a Spanish family’s place, so I could have interaction with local people.
R: I see. Thank you. After Spain, you went to Canada and Australia. Did the experience in Spain make you want to go?
K: No. I don’t really remember, but I think I was determined to go to Canada or some English speaking countries, first. But I wanted to learn the different language, besides English, as well, so I went to Spain, first. So, I’d rather say I already decided to go to English speaking countries.
R: How was working holiday? I have a friend who’s been to Australia for working holiday.
K: Hmm… It’s not like there is a special thing for working holiday. It’s more like one of the visa’s types.
R: I see.
K: It depends on how you spend the time over there.
R: How about you?
K: In Canada, I didn’t work at all. I went to language school for the first six months. And then, I just cruised around and… I enjoyed snowboarding, too. Then I came back.
R: Ok.
K: I wanted to work too, but I had a hard time finding the place to live and…
R: Yeah, I know it’s hard.
K: Yeah right. So I couldn’t work in Canada. Then I decided to go to Australia to work.
R: I see.
K: At that time, I could find a job.
R: Are they good memories for you?
K: Yeah, I think so. Both were good experiences.
R: Hahaha. (Laugh) Um… You wrote you went to California for teaching training for three months. I’m interested in this teaching training. Could you elaborate on it?
K: Yes. Um… It was provided by the government of Tokyo. It was created by the government suddenly. And…they were recruiting the teachers, who wanted to participate this program. I
heard about it from another teacher, and I applied it.

R: Oh I see.

K: I didn’t know about this training, but I applied it. Since Tokyo was selected as the host city of Tokyo Olympics, the government works hard, providing better English education. So as part of that, this program was created to foster teachers’ English skills and teaching styles.

R: How was it? Did you feel it was different from Japanese teaching style?

K: Oh yeah, I thought it was different. Different, but… So when I lived in Canada, Canadian people said negative things about American people. (Laugh) But, maybe, thanks to the weather, people in California were pretty nice. I had a good time as well.

R: Have you ever felt culture shock or had a negative experience from your experience abroad?

K: Hmm….

R: Like difficulty adjusting yourself the different environment…

K: Hmm……..

R: Not really?

K: I don’t think I had a big one.

R: I see.

K: Like compared to people in Japan, they were colder. But I don’t remember any specific one.

R: I see. Do you know how many teachers attended this training from Japan?

K: I think it was about 80 when I went.

R: I see. So everyone was an English teacher in Tokyo, and they applied…

K: Yes.

R (Here I ask question 2): Ok. Thank you. Have you ever studied intercultural / cross-cultural / multicultural relations at any educational institutions?

K: I think…when I was a college student, I think I took an intercultural communication course.

R: I see. Do you remember what you learned?

K: Hmm… (Laugh) I don’t remember. (Laugh) I think I remember the professor’s face, though.

R: Oh… Haha (Laugh) So… When you hear intercultural communication, do you think it is the communication between Japanese and foreigners?

K: Yes, I think so.

R (Here I ask question 3): Ok. Have you ever heard of “intercultural competence”?

K: Yes, I think so. Yeah… I guess? Hmm… Yeah, I think so.

R: How do you define it?
K: I think it is the skill to communicate with foreigners. Yeah, I think it is like that.

R: I see. Well, the research I am working on is… when you communicate with foreigners, the important things are not only English, like language, but also understanding the cultural difference or being interested in those cultures, and showing willingness to communicate with those people.

K: Ok.

R: So, intercultural competence includes something like understanding the cultural differences and having positive attitudes toward different cultures as well. I’m researching about these things.

K: Oh, I see. Hmm…Well, now I kind of remember; the professor of intercultural communication course talked about those kinds of things, too.

R: Oh I see. (Laugh)

K: Yeah. (Laugh)

R: This question is kind of related to intercultural competence. So, fostering global human resources is the key word of this modern society in Japan.

K: Yes.

R (Here I ask question 4): Could you describe global human resources in your words?

K: Global human resources… People who can talk to or negotiate with foreign people at ease and equally when they go abroad.

R (Here I ask question 5): I see. Ok. So… You are an English teacher, and you teach English to students. In your classes, have you ever thought you are fostering future global human resources?

K: Hmm… I think that is a too big picture. But, I teach students, hoping they will be interested in the world outside of Japan.

R: I see. How are your students? Are they interested in foreign countries? Or they don’t really like English?

K: Ah… there are a few students who like English and many students don’t like English.

R: Ok.

K: And our school is not a very smart school. So a lot of students don’t like English.

R: I see. Why don’t they like it?

K: Hmm. (Laugh) I think a lot of students think it is difficult. And maybe they say the same thing in other subjects, too.

R: Oh yeah?
K: Simply, they may not like studying. I think there are a few people who like studying, though.
R: Like, in general, they may not like studying.
K: Yeah, they don’t like studying, and they didn’t study. So they have a hard time understanding. That’s why they may not like it.
R: I see. Oh, how many English classes does your school have?
K: You mean like in one week?
R: Yes.
K: So one of two courses, we have three classes in a week. It’s called Communication English.
R: Ok.
K: And the other one, which is called English Expression, we have twice a week. That’s for 10th grade.
R: Ok. English Expression class focuses on grammar?
K: Yes.
R: How about Communication English?
K: Communication English is… So, I want to apply some tips I learned from training in California in this class. The textbook of this course focuses on reading, so usually, we use it for just reading the text. But, I want to do more than that, so I include group activities or pair work, too.
R (Here I ask question 6): I see. Thank you. Ok. How do you perceive your intercultural competence?
K: I think I’m higher than the average. But I don’t think it’s very high. Like my basic intercultural competence is not high.
R: So thanks to the experience you had abroad, your intercultural competence got higher?
K: Yes, I think so.
R (Here I ask question 7): Ok, so how do you perceive your students’ intercultural sensitivity? Like are they interested in other countries?
K: I think it is low.
R: I see.
K: But there are a few students who are interested.
R: Ok.
K: I’m a homeroom teacher of 10th grade. So, I only interact with students in 10th grade in the classes. But like 5% of students seem to be interested in the world outside of Japan.
R: Other 95% of students are not that interested in?
K: No… They are still 10th grade, so I think that’s why their world is very small.
R (Here I ask question 8): Yeah I understand. Do you teach cultural difference in your class? Or is it hard, because you need to focus on teaching grammar and others?
K: Hmm…well I do talk about it a little bit.
R: How?
K: Hmm… So the JET teacher from America comes to my class. Now, the Valentine’s day is close, so she / he talked about Valentine’s day in America. And during Halloween time, the JET teacher worked on it. So I cover some events, which highlight cultural difference sporadically in a year.
R: I see. Do you want to teach cultural aspects more?
K: Yeah, I think so.
R: The teacher I talked to before said the pressure from the entrance exam affects her teaching style too; she said she feels like she needs to focus on teaching English skills more. Do you feel any pressure of the entrance exam?
K: Um our school is not that smart, so I don’t really feel pressure.
R: I see, so it depends on the school’s characteristics?
K: I think so.
R: I see. Oh… How many English teachers are in your school?
K: Right now, it is eight.
R: And plus, the JET teacher?
K: Yes.
R: How about ALT?
K: ALT is two.
R: I see. The JET teacher comes to your class often?
K: In Communication English for 10th grade, she / he comes every time.
R: Ok. Do you communicate a lot with her / him?
K: Yes. I try to communicate a lot and discuss how we should teach and follow the curriculum.
R: Ok. How about other English teachers?
K: Hmm. (Laugh) I’m the second youngest among them. One teacher is younger than me and the rest of them are around 40 to 50. They have a lot of experiences in teaching already, so they are like traditional English teachers.
R (Here I ask question 9): I see. Does your school have a school trip outside of Japan?
K: No, we don’t.
R: Do you have any international exchange events? Like foreigners come to your class and talk?
K: Um… We have a program going to British Hills in Fukushima if enough students apply for it. It’s like a hotel run by foreigners, and we can stay there and experience a little different world.
R: Have you ever been there?
K: No not yet. This is my second year at this school. They went there last year, but there were not enough applicants this year.
R: I see. Ok. That’s all! But… You have a lot of experiences abroad, right? Did you feel fear when you went abroad for the first time?
K: Hmm…well… I don’t really remember very much, but I went to Spain with my friends from college and a professor came with us, too. So I didn’t really feel scared or nervous. My first time to go abroad by myself was Canada, and… I might be scared? Maybe… but I don’t really remember.
R: So maybe you were not that scared!
K: Hmm… maybe.
R: Well, thank you so much for your time!
K: Was it enough?
R: Yes! Thank you very much. I will contact you later.
K: No problem! Ok!
R: Thank you again.
Researcher (R): Let me move on to the interview.
Teacher M (M): Yes.
R: Could you give me some information about your school? How many students are there?
M: All of them?
R: Yes.
M: There are about 600 students.
R: Ok. I think there are two types of curriculum in your school?
M: Yes, we have a part-time and full-time, but I teach only full-time students.
R: Ok. And… the number of English teachers is 6?
M: Yes. But we have a part-time English teacher as well.
R: How about ALT and JET?
M: There is an ALT teacher. But she / he comes to school, sometimes.
R: Ok. And… Could you tell me how your school organizes the English classes? I know there are Communication English courses and…
M: Ah… So we also have a course that focuses on physical education, besides general course.
R: Ok.
M: For classes in the physical education course, we have smaller classes, compared to others in 11th grade for English Expression II.
R: Why?
M: I think students’ in the physical education course academic abilities are lower, compared to the general course. Students’ in general course academic abilities are not high, in general though.
R: I see.
M: So, smaller classes are easier to teach for us too.
R: I get it.
M: And I think required credits for the physical course are fewer than the general course.
R: Ok.
M: There are four classes in the general course, but the physical course has three classes.
R: I see. So, 10th grade in the general course has Communication English for…?
M: Four times a week.
R: And how about English Expression?
M: For English Expression, we only teach it as an elective course for 12th grade in our school.
R: I see.
M: But I think most schools do teach [English Expression] from 10th grade.
R: Ok. How about the 11th grade for Communication English II? Is this four times a week as well?
M: Yes, but for the physical education course, it’s three times a week.
R: Ok. And for 12th grade? Communication English III right?
M: Yeah. It’s four times a week as well. Plus, we have English Expression as an elective for two times a week.
R: Ok. Let’s move on to the question!
M: Ok.
R (Here I ask question 1): So... you’ve been studying abroad in the United States?
M: Yes. About 7 months.
R: Was it an exchange program?
M: Yes.
R: Where did you go?
M: I went to the university in Vermont.
R: Did you enjoy?
M: Yes. I enjoyed a lot.
R: Oh... What was your major again?
M: In Japan? My major was humanities.
R: What did you study?
M: Well... It depends on courses, but...
R: What was your course?
M: I went to Eibei Hikaku Bunka, English Cross-Cultural Course.
R: I see.
M: What I learned was... We study about the things in English speaking countries. I know it’s very abstract.
R: Hahaha. (Laugh)
M: So, for example, I choose one thing in England and compare it with America, Australia, or Japan. I can choose any countries to compare.
R: So as long as you compare, it’s good?
M: Yeah, kind of. We can compare language, dietary culture, or religions, too. So anything is ok.
R: I see. So the exchange program you went was not mandatory? You decided to apply, right?
Did you take leave of absence from school?
M: Um…it was an exchange program, so…
R: Oh right, the credits can be transferred!
M: Yes.
R: What kind of classes did you take in America?
M: Hmm… The program I attended included classes for only international students and classes with undergraduate students. Do you want to know only undergraduate classes? Or everything?
R: Um… all of them! So classes for international students were English classes?
M: Yeah. Plus, I could take undergrads’ classes too.
R: I see. How were English classes?
M: Well, there were a few kinds of [English] classes. There were reading, writing, and grammar, and…reading and writing class, also literature class. And when I first took undergrad class, I took a support class too. We could review what we covered in that class. Plus, we practiced the presentation too.
R: I see. Was it like… you needed to take classes for international students for the first semester, and then, move on to undergrad classes in the second semester? Or taking English classes and undergrad classes at the same time?
M: First semester, I took one undergrad class plus a review class. And then, I took English classes. In the next semester, I took two undergrad classes and English classes, as well.
R: What kind of undergrad classes did you take?
M: In the first semester, I took human nutrition class.
R: Interesting.
M: It was mandatory.
R: Really?
M: Yeah. It was interesting, though. And next semester, I took linguistic and religious class. It was called Christianity: past and present.
R: I see. What made you decide to go study abroad?
M: Hmm… There are two reasons. First… I decided to become an English teacher, so I wanted to see the different country as my experience. Plus, I wanted to polish my English skills too. So, knowing culture and polishing my English.
R: I see.
M: And the second reason is… actually, I didn’t plan to go study abroad. But one of my friends said he was going to study abroad. As we talked about it, I felt like going [study abroad], as well.
R: I think that’s good. How was Vermont? Like Hawaii, there are a lot of Asians here, and sometimes, I hear white people feel uncomfortable. Many cultures coexist here and… So I think people from different countries feel comfortable to live here. So… was there any discrimination over there?
M: I don’t think there was discrimination. But, I think white people have the power. It’s between NY and MA…? Like around there. (Laugh) It is close to Canada, too. So most of them were Caucasians. I think there were immigrants, too, but there were fewer compared to Hawaii.
R: Any Asians?
M: There were Asians too, but I was in a small international students’ community. So I don’t really know about local people.
R: I see. Did you get culture shock?
M: In America? Hmm…
R: Don’t remember?
M: Culture… hmm… I thought people were aggressive. (Laugh)
R: Hahaha. (Laugh) How about homesick?
M: Homesick… I felt it on the first day, because I had a bad experience at a convenience store. I didn’t really feel homesick, though.
R: I see. How about reentry culture shock when you came back to Japan?
M: Well… I’m not sure if it is culture, but I felt everything was small. Like when I closed the door, I did it really hard.
R: Hahaha. (Laugh)
M: I don’t really remember what I felt, though. Oh, but I enjoyed taking a bath. I knew foreigners don’t really take a bath, but I realized it again.
R: I see. So you didn’t have any troubles?
M: I don’t think so.
R (Here I ask question 2): Ok. So your major was English cross-culture, but… Have you ever studied intercultural / cross-cultural / multicultural relations at any educational institutions?
M: Yes, at college. So I took lectures at college in Japan, and I experienced it in the exchange program. Also, there were international students at the university I went.
R: Are there any interesting lectures you remember?
M: Which one?
R: In Japan.
M: Is it intercultural communication lecture?
R: Yes.
M: I didn’t take that class, but what I heard was… There was an intercultural communication course. The professor was interesting and… the content was social linguistics. And in the first class, the professor rang the bell, or something. I heard that class was interesting.
R: I see.
M: And the other class I took… I’m not sure if it’s related to culture, but ESS? ELS? The classes international students take!
R: The classes international students take in English?
M: Yes. I took one of the classes.
R: How was it?
M: It was about learning Japanese politics. There were no specific instructions, so we learned through lectures, such as history, and issues. At the same time, we had group work, and it was about learning different areas’ politics, as well.
R: Inside Japan?
M: No. Like in the world. For example, some of them researched about politics in Oceania or Europe, and we compared them with the Japanese one. I chose middle east’s politics.
R (Here I ask question 3): Interesting. Ok, next question. Have you ever heard of “intercultural competence”?
M: I think so.
R: Where? (Laugh)
M: Where… I think I’ve heard of it at college. I might not know the specific definition of it, but my college offered evening school besides usual college classes. That was open for our college students, and people in the community and alumnus. It was held in the evenings. And two years ago, they held four classes every week in October. I attended, and it was about global human resources.
R: Interesting! How was it?
M: Oh, I still have a notebook. Do you want to take a look?
R: Oh really?
M: Wait a second.
R: (Wait)
M: I found it!
R: Thank you very much!
M: No problem! But…I don’t think there’s intercultural competence definition.
R: Oh no worries. I want to know how they taught.
M: There are three definitions of global human resources.
R: Are they from MEXT?
M: Hmm…there’s no detail information.
R: I see.
M: Hmm…wait…so what was covered in this class was… how to apply and foster foreign employees and challenges we have. And…about intercultural communications. Plus, intercultural management.
R: I see. But it’s really good that your college is open to the community.
M: Yeah. Most people who came were elderly.
R: But still attractive!
M: Yeah, it was interesting.
R: When you hear the term “intercultural communication,” do you relate it to communication with foreigners?
M: Well… I think so. We can take communication as verbal, but also, gestures can be communication.
R: Nonverbal communication.
M: Yes, nonverbal.
R (Here I ask question 4): Ok, next. Could you describe global human resources in your words?
M: Ok. The definition of global human resources is… people who can apply their abilities abroad or intercultural context.
R: I see.
M: If I add more… people who can apply their skills, knowledge, and abilities through some kind of tools, like language or understanding of culture, without difficulties in any intercultural contexts, and tolerant enough to accept it [the cultural difference].
R: I see.
M: Is it good enough?
R (Here I ask question 5): It is! So you teach English as an English teacher. I think English is a special language for Japanese. Like English education or English skills have been discussed for so long. So…there is a tendency [in Japan] that using English is the first step to connecting ourselves to the world. So, when you think about it, do you think there is a relationship between fostering global human resources and English education? If you do, how does it connect?
M: Well… I think English makes people’s opportunities expand. For example, there was a nutritionist. If that person could use Japanese only, that nutritionist’s job opportunities are limited to inside Japan only. But, if that person had sufficient English skills, then her / his opportunities could be expanded. She / he could get information from overseas, too. And if some visitors or requests came to her / him from other countries, she / he could cope with them actively, not passively. Also, that nutritionist could go outside of Japan and use her / his ability.
R: I see. So English is a tool?
M: Yes.
R: And it has the possibility to connect people to the world.
M: Yes.
R: But, people need to have something to tell or the ability to apply…
M: Yeah.
R: So do you teach your students, hoping they can become global human resources in the future?
M: Well… their academic abilities are pretty low. Some of them might not even know the alphabet…
R: Oh!
M: So, I think our school is the bottom among general high schools. They have a hard time to studying. So… I think a few students will become that kind of resources, but to be honest, I don’t expect it for all students.
R: I see.
M: So there are two things I want them to become, at least. First is accepting of cultural difference, like knowing the difference in cultures without bias through English classes. The second is, simply, I want them to broaden their knowledge. And, I want them to gain the abilities to cope with tasks or challenges. So, in terms of cultural differences, I don’t expect them to do something spontaneously. Maybe, for students who have higher academic levels or are interested in foreign countries, those skills [which act spontaneously] may be important.
R: Is it difficult to get the attention of the students if they don’t like studying?
M: Yes, it is difficult.
R: Do you try to teach effectively for them?
M: Yeah, I’ve been using PowerPoint in the class. They don’t like English, so after we read the English paragraphs, I show the pictures and photographs to explain the content.
R: I see.
M: And if the paragraphs focus on some famous persons, I share brief backgrounds of them, like history.
R: You try a lot of things!
M: Yeah. (Laugh)
R (Here I ask question 6): How do you assess your intercultural competence?
M: Is it high or low?
R: Yes.
M: High or low…I think my intercultural competence is high. The reasons are… I know there are some cultures I haven’t explored, but I’m ready to accept the differences from my experience so far. Plus, my specialty, for now, is Education, and I think I can tell what I’ve been doing in English, and I’m teaching English in English gradually. So I think my intercultural competence is high. I know I should be humble, though.
R: All English?
M: I want to [teach in only English]. But they don’t understand so… It’s like 30 and 70.
R: Hmm?
M: 70% is Japanese and 30% is English. I’m trying to increase the English only part gradually, without them realizing it.
R: I see. How about other English teachers? Have you ever observed other teachers’ classes?
M: I’ve observed one teacher’s class.
R: Ok. How do you assess other teachers’ intercultural competence? Like… are they passionate about English education? Or… like… are they trying to teach cultural aspects as well?
M: Yes. I think many of them are trying to do something interesting. As I said before, students’ academic abilities are low, so if we focus on teaching language itself too much, they get bored easily. They like using their bodies and actually seeing, and listening. So… last year, we planned to see movies during the class. Other teachers, who teach physical education course… Do you know sepak takraw? It’s like soccer volleyball.
R: Oh yeah?
M: It’s from southeast Asia. And we covered an article about *sepak takraw*. After that, students are in the physical education course, so they actually played it.

R: Oh wow.

M: So I think teachers do a good job making classes interesting.

R: That’s interesting.

M: Yes.

R: I did interviews before this, and they said the entrance exam is pressure for them. Of course, students want to learn English to pass the exam. So, a teacher I interviewed said she wants to teach cultural aspect in the class, but it is very difficult. Do you feel pressure of university entrance exam?

M: Well… This year, only one student took the Center Test.

R: I see.

M: Among 180 students in one grade, about 100 students get jobs after graduation.

R: Ok.

M: So the other 80 students continue to college, but most of them use the recommendation entrance exam. A few students go to four-year college so…

R: I see.

M: I have no pressure [of entrance exam].

R: So students go to two-year college and special schools with the recommendation entrance exam.

M: Yes.

R: But it’s interesting.

M: So among us, we try to teach culture, rather than English for the entrance exam. We try new things and focus on students’ interests.

R (Here I ask question 7): I see. It’s so interesting. I’m glad that I could interview with you. So how do you perceive students’ intercultural sensitivity? Are they interested in the world outside of Japan?

M: High or low in intercultural sensitivity?

R: Yes.

M: Well… I think it’s low. They don’t have any knowledge. But they seem to want to know more. So in terms of their interests, it might be high, though.

R: I see. So they are interested in other countries.
M: Yes, they are. They want to know more, and when I talk about topics of other countries, I can get their attention.
R: So do you talk about your study abroad experience?
M: Yes.
R: Ok.
M: And sometimes, I teach slang, which is not in the textbook. Also, I share my memories with them.
R: I see. But you think their intercultural sensitivities are low in terms of their knowledge.
M: Yeah. Like they don’t know anything.
R: But… Hmm… They don’t know anything, but they want to know.
M: But when they want to know more, their ways of trying to know do not always go the right direction. They don’t read books and stuff.
R: Then what kind of thing do they use to get the information? Like pictures and images?
M: Yeah. They use those media. I think it’s still good that they know the cultural aspects through movies. And I think they know recent foreign music more than I do.
R: I see! Do they use like YouTube?
M: I think so… Hmm…maybe their intercultural sensitivity is high? Haha. (Laugh)
R: Yeah, maybe. They might not be good at studying English as a subject, but…
M: Yeah. I think so.
R: But this type of students might speak English very fluently in the future, surprisingly. Haha. (Laugh)
M: Yeah, I know. A few of them are really good, and some of them say they want to go study abroad in the future. So I feel some potential from some of the students.
R: I see.
M: But most of them think they don’t need to use English in their lives.
R (Here I ask question 8): I think I already heard from you through this interview but, do you teach cultural aspects in your English class? How do you teach?
M: Like I use one sentence from the textbook and use it as an example of cultural difference and extend it to different topics. Like in Japan, we do this, but in other countries, they do like this.
R: I see.
M: So, I often use topics from textbooks and compare it with the Japanese culture.
R: For example? (Laugh)
M: For example… Well, what I’ve done before was… I taught topic sentence in the writing class. And I taught them, like the Japanese language also has this kind of logical structure, but English is easier to understand. And, the way Japanese people think is like circle, and our thoughts are jumping around. On the other hand, foreign people think more straight. This appears in English grammar, too. Like the verb comes first, right? So we know a sentence is negative or positive in the first place. This is different from Japanese people’s senses. We never know if a sentence is positive or negative until the end in the Japanese language. That is the characteristic of Japanese vagueness. So, I explain it and let them think about the difference.

R: I see. How did they react after your explanation?

M: They were like “Oh… I see…”

R: Hahaha. (Laugh)

M: There are students who say, “Oh that’s right,” and for different topics, they show different reactions too.

R: I see. Have you ever had any difficulties in teaching those things?

M: It often goes to different topics.

R: But yeah, you need to teach English.

M: So, now it is not entrance exam term, right now. We follow the same curriculum with other English teachers too, but we don’t share the same exams. We create our own tests for students so I don’t feel any pressure about it, either.

R: I see.

M: But if this school was centered on preparing students to get into universities or if our exams needed to be standardized with other classes, teachers had to be on the same levels too. So that’d be difficult.

R: So teachers can do whatever they want with fewer restrictions?

M: Yes.

R: That sounds good.

M: Yeah, I enjoy it.

R: Are there any JET teachers?

M: No.

R: Do you teach with an ALT teacher?

M: Um… ALT comes to school once a week on Monday. Sometimes, she / he cannot make it as well. Plus, we have three grades and Mondays are often holidays so…
R: So basically, she / he doesn’t really come?
M: ALT came to my class only once this year.
R: Hahaha. (Laugh) I see.
M: But I think students remember that class.
R: I see. How was the class?
M: So last time, she / he covered the sentence “Which do you like better A or B?” and we did the activities. It was fun.
R (Here I ask question 9): Ok. No school trip abroad?
M: No.
R: Do you know if students go to other countries for trips?
M: No, I don’t think so. Students who are mixed have homes in other countries, so they have the opportunities to visit there. But most households have economic difficulties, so I don’t think they can go.
R: But students still think they want to go, right?
M: Yeah, I think so.
R: I see.
M: I think it’s still vague but they definitely think they want to visit or live in other countries.
R: That’s very interesting.
M: Yeah, it’s kind of strange. Haha. (Laugh)
R: Haha. (Laugh) But they are cute.
M: Haha. (Laugh)
R: Thank you very much! That’s all I wanted to ask you, but… compared to other teachers’ stories, maybe your school has a unique characteristic. It was very interesting to hear. Do you often get transferred to different schools?
M: Well it’s like every five to six years.
R: I see.
M: But my school is kind of special. Teachers don’t really move. It depends on what teachers’ subjects are. There are more English teachers, but for example, the physical education teacher or art teacher stays here about 10 years.
R: I see! But if you need to move and that school was entrance exam oriented, and you might feel the pressure of the exam. Your opinion would change I think!
M: I think so too!
R: But you sounded like you enjoy teaching English at your school, right now, so I’m happy about it!

M: Thank you. Hahaha. (Laugh)

R: Thank you very much for your opinions! I really appreciate it.

M: No problem. When thesis is finished, I’d love to read it!

R: Oh, hahaha. (Laugh) Thank you very much.

M: Thank you too!
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