

Importance of Teaching Cross-Cultural Skills in Foreign Language Classrooms

If you are a Japanese student who speaks/is studying English, please take the Japanese student survey: <http://goo.gl/forms/9Ds9bZVMV4>

If you do not speak or are not studying Japanese, we thank you for your attention but please close this survey now.

Hello, Karina Koagedal and Abaigael Callahan here. Welcome to our survey on interpersonal communication. We are seniors studying Japanese at California State University at Monterey Bay. Thank you taking the time to take our survey! All your answers are strictly anonymous.

Best,
Karina and Abaigael

* Required

1. 1) Are you an American college student who is learning or has learned Japanese? *

Mark only one oval.

Yes *After the last question in this section, stop filling out this form.*

No *After the last question in this section, stop filling out this form.*

Other: *After the last question in this section, stop filling out this form.*

2. 2) Have you or are you currently studying abroad? (R2) *

Mark only one oval.

Yes I am currently studying abroad

Yes, for one semester in the past

Yes for one year in the past

I have never studied abroad *After the last question in this section, stop filling out this form.*

3. 3) Which country did you study abroad at? (R2) *

Mark only one oval.

Japan

Other: *After the last question in this section, stop filling out this form.*

4. 4) What year are you in college? **Mark only one oval.*

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- Other:

Foreign Language Background Questions**5. 5) How many years have you spent learning Japanese in a formal educational setting? (i.e., junior high, high school, college/university) ****Mark only one oval.*

- 6 months - 1 year
- 1 - 2 years
- 3 - 4 years
- 4 - 5 years
- 6 - 7 years
- 7 - 8 years
- 8 - 9 years
- 9+ years

6. 6) During your study abroad experience in Japan, where did you most interact with Japanese people? (R2) **Mark only one oval.*

- During my language classes
- During my culture classes
- At school, outside of class (circles, clubs, campus cafes, etc.)
- Outside of school
- I did not interact with Japanese people when I studied abroad.

7. 7) In the situation you chose above, what language did you use most?*Mark only one oval.*

- Japanese
- English

8. **8) At your home university in America, where did you most interact with people of your target culture? (R1) ***

Mark only one oval.

- During my language classes
- During my culture classes
- At school, outside of class (circles, clubs, campus cafes, etc.)
- Outside of school (at the shopping mall, during a home stay experience, at a restaurant etc)
- I did not interact with Japanese people while at my home university.

9. **9) In the situation you chose above, what language did you use most?**

Mark only one oval.

- Japanese
- English

Interpersonal Communication in Cross-Cultural Settings

10. **10) Which classes made you feel most comfortable and confident with your ability to communicate inter-culturally in your target language ? (R2/1) ***

Mark only one oval.

- My foreign language and culture classes in the U.S.
- My foreign language and culture classes in Japan.

11. **11) Why did your foreign language and classes in America or Japan make you feel more confident with your intercultural communication skills? (R2/1)**

Mark only one oval.

- The grammar and vocabulary I learned in my Japanese language classes made me confident.
- The dialogs I learned in my Japanese language classes made me confident.
- The cultural nuances I learned in my Japanese language classes made me confident.
- The cultural nuances I learned in my Japanese culture classes made me confident.

12. **12) The places I learned about Japanese cultural taboos the were....R2)**

Mark only one oval.

- In language and culture classes America.
- In language and culture classes in Japan.
- Outside of the classroom in Japan. (At a shopping mall, restaurant, movie theater, homestay, dorm etc.)
- Outside of the classroom in America. (At a shopping mall, movie theater, restaurant etc.)

13. **13) How much do you agree or disagree with the following statement(s)? (R3/1) ***

When conversing in my foreign language I have the tendency to ... (Hofstede, 1991)

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. take risks when it comes to sensitive subject matter, new vocabulary or grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. play it safe when it comes to sensitive subject matter, new vocabulary or grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **14) How much do you agree or disagree with the following? (R3/1) ***

(Hofstede, 1991)

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. When talking to people of a different culture it is important to make friendly -positive connections and harmonize with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When speaking in my foreign language you take responsibility for your own mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When speaking in my foreign language you take responsibility for your group member's mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. **15) What would you do in the following situation? (R2/1) ***

Situation: While in foreign language class you need to use the restroom.

Mark only one oval per row.

	In America	In Japan	I would do this in both countries	I would not do this in either country
Use your target language to the best of your ability and ask to use the restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get up and leave the classroom without talking to anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You don't get up to use the restroom even though you really have to go.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. **16) In the following situation to what extent do you think the students understand the teacher? (R1/2/3) ***

Situation: You are in foreign language class and your teacher is explaining a concept and many people are 'grinning and nodding'.

Mark only one oval per row.

	In America	In Japan	I would believe this in both countries	I would not think this in either country
Most of the students understand the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students may be confused and don't understand what the teacher is talking about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. **17) In which situation would you say "excuse me, but..." in foreign language class ? (R1/2/3) ***

Mark only one oval per row.

	In America	In Japan	I would do this in both countries	I would not do this in either country
When I have to ask a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have to use the restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do not know what is going on in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get a question wrong in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I interrupt the teacher or a classmate in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I wasn't paying attention to the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. **18) In this situation what is your opinion of this student? (R3) ***

A friend of yours receives news during class that one of their relatives has died. You watch as they bite their lip, stand up, and excuse themselves from the room. (Lustig, 1999)

Mark only one oval.

- I commend my friend for their strength in taking care of their personal issues.
- I am hurt that my friend does not want to share their grief with me.
- Other:

19. 19) In this situation what is your opinion of your group mate? Check all that apply (R3)

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Situation: You are in a group project and one your group mates rarely talks and never contributes ideas verbally but does do his or her portion of the work on the presentation. To your knowledge, this classmate has no issue when it comes to communicating in the appropriate language, when they choose to communicate.

Check all that apply.

- The student is not smart
- The student is guarded/ hiding something
- The student is a good worker
- The student is lazy
- The student values silence
- The student wants everyone to get along, so they do not speak up
- The student is shy
- The student sees no reason to interfere, as the ideas are fine
- The student does not like people

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