Developing intercultural competence through language education

「言語教育による異文化間能力の開発について」30/6/2012

Yuichi Tomita　University of Manchester

資料 1: Answers to questionnaires

LEAP

Q1. Did you have any other experience of learning Japanese before starting this class?

S1: (1) Learning from watching Anime & Manga.

(2) Exposure to Japanese Language through exchange programme to Japan in high school.

S2: (1) A little bit of hiragana.

(2) by watching movies

S3: (1) I learned hiragana and katakana prior to starting.

S4: (1) Watching anime and Japanese drama.

S5: (1) Basic greetings.

(2) Limited Kanji understandings.

S6: (1) Self-taught from books.

Japanese studies

Q4: Would you tell me why you took Japanese studies in Manchester University?

S1: (1) I have always been interested in Japanese culture and language since I was at school.

(2) I wanted to try living away from home, and also living in Japan.

S2: (1) I wanted to go to Japan.

(2) Wanted to meet other people who were interested in Japan.

S3: (1) Because I knew I wanted to study language(s) and I really enjoyed Japanese GCSE so wanted to carry it on.

(2) The opportunity to live a year abroad in Japan.

S4: (1) There was a study abroad year which I wanted to do.

(2) I wanted to carry on with my studies and achieve an honours degree in Japanese.

S5: (1) I read a book about Japanese culture and became interested in Japan.

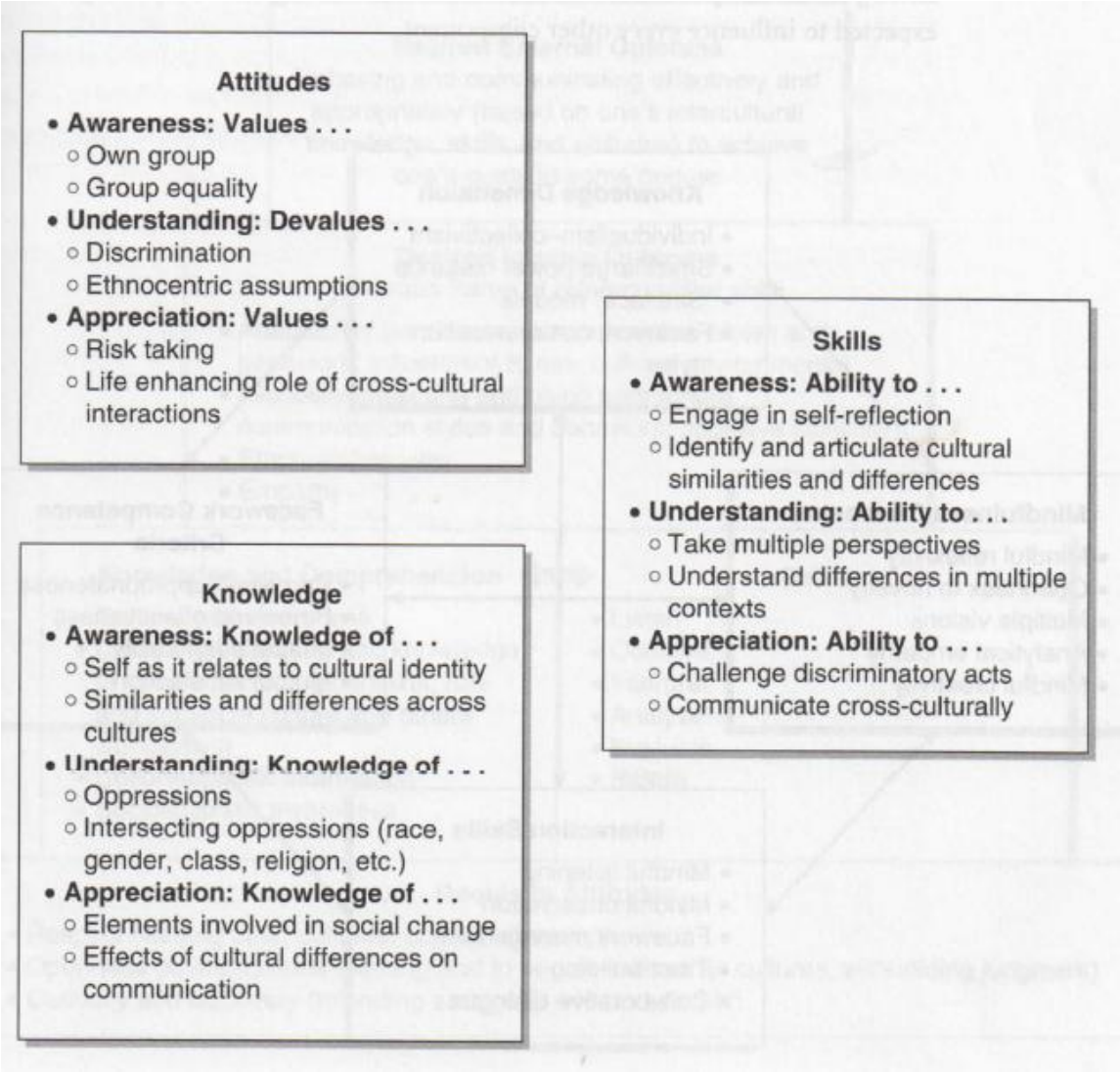
(2) I enjoyed the European languages I learnt at school and I thought Japanese language looked interesting to learn.

S6: (1) I was interested in Japanese culture, music & films.

(2) Studying abroad is exciting.

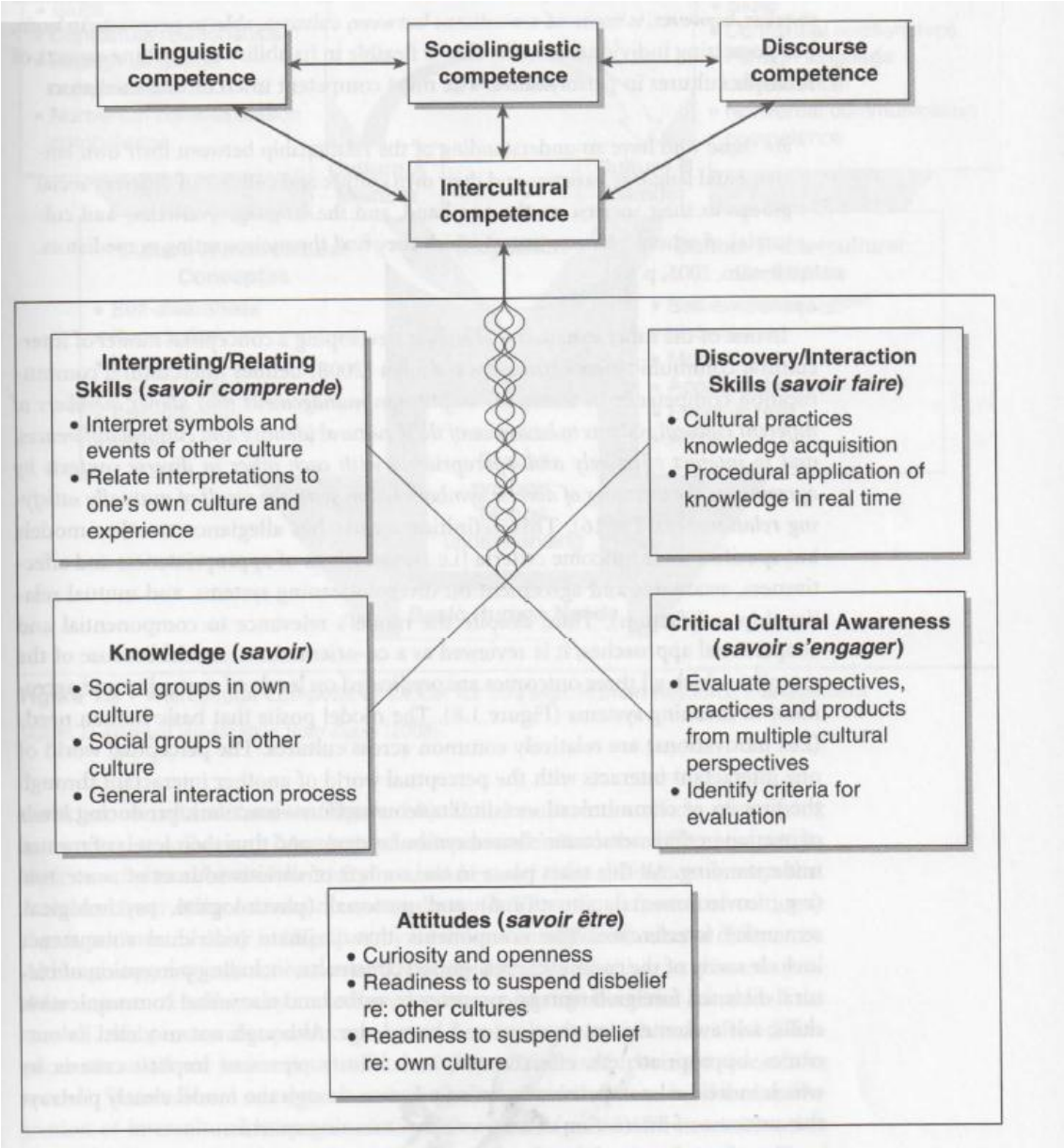
資料 2: Models of communicative competence

(1) Compositional model



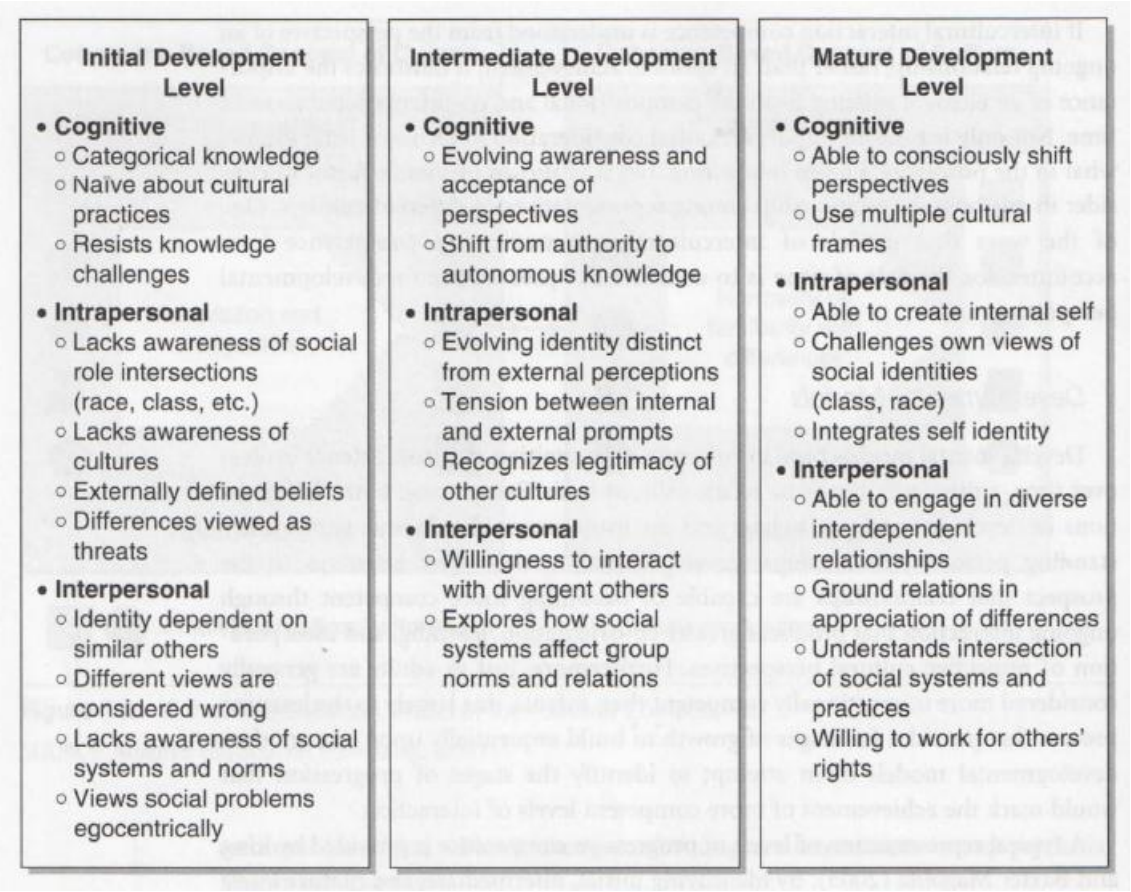
Howard Hamilton et al. (1998)

(2) Co-orientational model



Byram (1997)

(3) Developmental model



Initial Development Level

- **Cognitive**
  - Categorical knowledge
  - Naïve about cultural practices
  - Resists knowledge challenges
- **Intrapersonal**
  - Lacks awareness of social role intersections (race, class, etc.)
  - Lacks awareness of cultures
  - Externally defined beliefs
  - Differences viewed as threats
- **Interpersonal**
  - Identity dependent on similar others
  - Different views are considered wrong
  - Lacks awareness of social systems and norms
  - Views social problems egocentrically

Intermediate Development Level

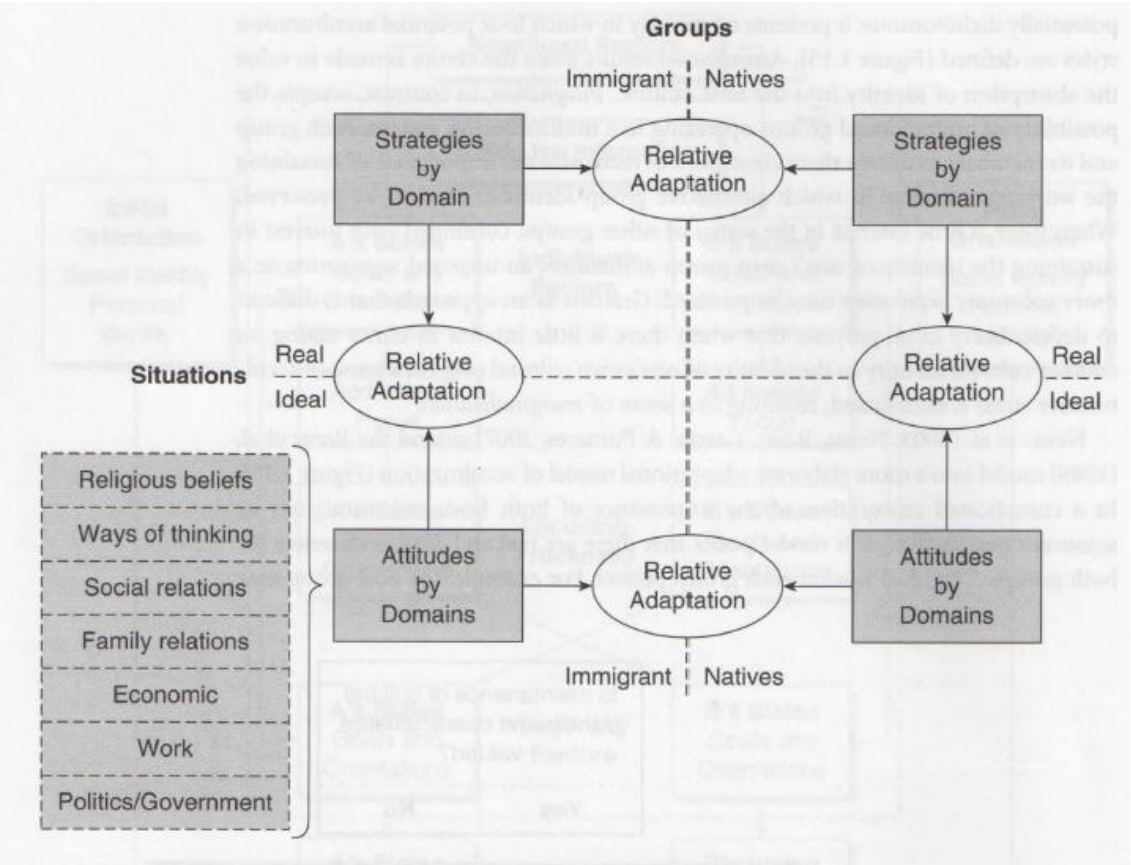
- **Cognitive**
  - Evolving awareness and acceptance of perspectives
  - Shift from authority to autonomous knowledge
- **Intrapersonal**
  - Evolving identity distinct from external perceptions
  - Tension between internal and external prompts
  - Recognizes legitimacy of other cultures
- **Interpersonal**
  - Willingness to interact with divergent others
  - Explores how social systems affect group norms and relations

Mature Development Level

- **Cognitive**
  - Able to consciously shift perspectives
  - Use multiple cultural frames
- **Intrapersonal**
  - Able to create internal self
  - Challenges own views of social identities (class, race)
  - Integrates self identity
- **Interpersonal**
  - Able to engage in diverse interdependent relationships
  - Ground relations in appreciation of differences
  - Understands intersection of social systems and practices
  - Willing to work for others' rights

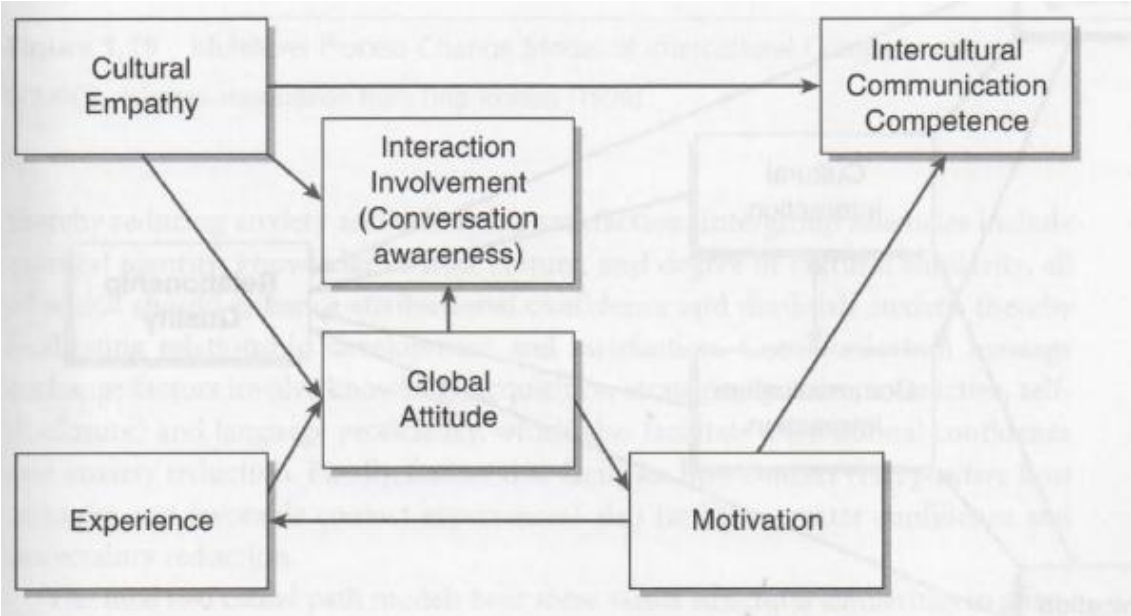
(King and Baxter Magolda, 2005)

(4) Adaptational model



Navas et al. (2005)

(5) Causal path model



Arasaratnam (2008)

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