

# Internationalized? A Case Study of How International Exchange Programs Change Japanese Students' Perceptions

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While student exchanges between universities remain a popular practice, it is important to better understand how such exchanges benefit the students. There is no doubt that for many students, the intercultural experience and interpersonal relationships are problematic. To answer the question of how a university can evaluate the change in students' perceptions from learning English abroad, a case study was conducted to explore Japanese students' perceptions before and after an exchange visit to an American university for the years of 2003 and 2004. Students were asked to respond to a semantic differential survey about perceptions relating to social relationships, forms of activities, and language use and communication. Before leaving, students responded as to how they viewed Japanese and Americans. During their one-month stay, these students were asked to complete four student projects relating to social relationships, social events, language use and communication. Discussion will also focus on the findings student projects while the conclusion will focus on research questions that this study generated.

研究テーマは、合衆国での5週間の留学プログラムに行っていた日本人学生の認知である。調査を用いて、学生たちが、他の日本人ならびにアメリカ人をどのように見ているかを明らかにする。この結果を、学生たちが留学プログラムから帰ってきてからものと比較する。インタビューと3人の学生によるプロジェクトから、3つの係数を除き、学生たちの意識が幾分変化したことが認められた。その後、さらなる調査のために、質問事項を作成する。

The importance of student exchanges and study abroad trips has been lauded in various travel journals, university and language journals, and promotional material. A great deal of research is published periodically about the Japanese and even about exchange programs (Christopher, 1983; Geis & Fukushima, 1998; Harrison, 1999; Reischauer & Jansen, 1995; Shoultz, 2000). Researchers tend to study issues of preparation, study skills, costs, quality, value, testing, courses, location, and services; however, not enough has been written as to how such trips impact students psychologically and socially. There is little doubt that exposure to other cultures is beneficial, but how does a university measure *gains* in intercultural experience? How can *internationalization* be evaluated? What exactly are the *effects* of socialization and education at an American university? Answering these questions is crucial in order for schools to better promote current study abroad programs (or student exchanges). To answer these questions, it was decided that examining student perceptions provided the best means of understanding emotional and psychological variables that relate to internationalization, and socialization.

## Review of Literature

Much has been written about perceptions of Japanese towards Americans. In 1851, Nakahama John Manjiro, was the first Japanese to write about his own views. As a Japanese fisherman who was rescued by an American whaler, he had much to write about, as noted below, especially after traveling around the world for 11 years with the Americans:

The people of America are upright and generous, and do no evil. Among them there are neither homicides nor robberies, as a rule . . . . For their wedding ceremony, the Americans merely make a proclamation to the gods, and become married, after which they usually go on a sightseeing trip to the mountains. They are lewd by nature, but otherwise well-behaved. Refined people do not drink intoxicants; and only a small quantity, if they do. Vulgar people drink like the Japanese . . . . Husband and wife are exceedingly affectionate to each other, and the happiness of the homes is unparalleled in other countries.<sup>1</sup>

Other literature, especially regarding the political, social views of Japanese throughout the 20th century, is plentiful. Of particular note are the impressions of the first Japanese student to Cambridge University, Kikuchi Dairoku, in the early 1870s. Dairoku's account of his life is detailed, and his impressions helped to motivate and orient other Japanese students who later studied in England. Also, because of Dairoku's outstanding moral and generous actions concerning an exam, a lasting impression was formed among the British as Koyama (2004) notes:

By his actions already mentioned Kikuchi gave a strong impression to his English fellow pupils of the high moral sense, strong spirit of self-denial and chivalry, which were now acknowledged universally as attributes of his race. Renton's letter praising the high code of honour of the Japanese seems to have been intended to mobilise public support indirectly for the allied country of Japan then engaged in the Russo-Japanese War.

There is some data about current Japanese students' views toward foreigners. At St. Edward's University, a freshman study in 1990 ("Perceptual Screens, n.d.) was conducted about Japanese and American perceptions. It was noted that Japanese were usually more positive than negative in that Japanese thought Americans were industrious, intelligent, cute, friendly, multicultural, and creative, while at the same time, undisciplined and resentful. Yoneoka (1991, 1993, 1999, 2000a, 2000b) studied Japanese views on internationalization and notes that through JET programs, international school trips, and special English classes, the rate of actual international experience of students has more than doubled, yet this has not resulted in improved self-evaluations towards internationalization. She also found that more than one in five students were not interested in going abroad again indicating that school-based efforts at internationalization may be backfiring. More attention has been given to the reentry process of Japanese who had been living abroad (Adler, et al., 1979; Brislin, 1981; Gama & Peterson, 1977; LaBrack, 1985; Rogers & Ward, 1993; Uehara, 1986), yet most of the data does not relate to how study abroad programs affect Japanese student perceptions and values.

## The Study

### *Rationale*

It is clear that despite the research that has been written concerning student exchange and study abroad trips, more information needs to be gathered on how such exchanges impact students' views. By identifying common viewpoints and influences, schools and universities can better orient students about the experiences and views of other students. This will help students to better discuss important positive and negative influences that might impact their experiences abroad.

### *Aim*

Based on the responses on a pre- and post-survey concerning Japanese perceptions of Americans, as well as their accounts (interviews) and descriptions (student projects) concerning social relations, activities and language use, the researchers hoped to get a clearer picture of how students who study abroad in an American university change their perceptions of Americans. Interviews focused on how and why students' perceptions changed, how the students rationalized these changes, as well as the students' positive and negative views. Additionally, questions for future research were generated.

### *Subjects*

Eight university students from a national university in Kyushu took part in the study in 2003 and again in 2004. The selection process for exchange students included writing an essay, which included three general questions regarding

their background, aims, and abilities. From among 30 students that took part in the essay, ten were then selected for interviews. After examining students' responses along with their grades in other classes, 8 students were chosen to take part in the study abroad program. This group was then given three orientations about the trip. Students were then sent to Old Dominion University (ODU) University located in Norfolk, Virginia for five weeks in August and September, 2003 and 2004.

### *Instruments—Surveys*

Three semantic differential surveys with a 7-point scale were given to students about their perceptions regarding social relationships, forms of activities, and language use and communication. The first survey concerned students' views regarding other Japanese whereas the second survey concerned how they viewed Americans. These surveys were given following the second orientation in June. The final survey (see Appendix 1) was implemented over the first week of October, after the students had returned, on an individual basis so that the results could then be compared with the previous survey for each student. Using this as a comparison, students were then asked to explain the changes in their views. These exchanges were tape-recorded, and helped to validate the responses on the final survey.

### *Instruments—Interviews*

The interviews, which immediately followed the last survey, were based on the differences (and similarities) between the pre- and post-surveys regarding their views about Americans.

### **Instruments—Student Projects**

Stewart and Bennett's work (1991) was used to create various cross-cultural student projects. In particular, a social relations journal (see Appendix 2) was used to help identify specific events that help influence or change students' views. The fifteen questions, which related to the fifteen traits listed in the social relationships category, prompted students to write down a specific experience from which to better clarify their views. An action log (see Appendix 3) allowed students to then rate 16 kinds of activities that they might participate in during their study abroad and to give some kind of explanation for their ratings. Their ratings would then be compared to the criteria in the second section of the survey. Finally, students were then asked to fill out a language use and communication survey of 24 primary speech acts during their stay in the United States (see Appendix 4). This project specifically identified speech acts that students found easy (or difficult) in talking with Americans and provided a more meaningful way of interpreting the results in the third part of the survey.

### **Results Surveys**

For the Japanese and the American (prior) surveys, (see Table 1) there were 16 aspects, which showed important differences (2.0 or more change). The Japanese students believed that Americans were more accepting, flexible, social, multicultural, relaxed, romantic, and competitive whereas Japanese were deemed more hardworking and more cooperative. Concerning American activities, Japanese believed that they were more punctual in carrying out

plans unlike Americans, who were seen as being more spontaneous, and informal. Japanese also believed that Americans spent less money on these activities. These Japanese students also had distinct views on language use and communication with Americans being seen as more positive than Japanese and with American speech being more understandable, explicit, and faster than Japanese discourse.

In comparing the pre- and post-surveys for Japanese views on Americans, only two areas showed important change. Students now believed that Americans were generally more cooperative and caring, and there was a moderate change in how students thought about the planning of the exchange program activities. This indicates that the exchange visit did change some perceptions moderately. As this was the first time for the students to be abroad, it was logical for them to value assistance, predictability, and goal-achievement highly. Also as their schedule had been largely dictated by school officials, events that were not well planned or prepared for were seen as a source of frustration and concern.

For the second group of students in 2004, there were many similarities, particularly relating to perceptions of Japanese and Americans (see Table 2). Many variables (Americans being multicultural, flexible, social, emotional, formal, creative, logical, etc.) remained almost unchanged, yet there were few differences in pre- and post-perceptions of Americans. Americans, for this time, were seen as more trustworthy, competitive, and serious.

The two surveys show that Japanese are very critical of themselves, as they see themselves as being closed, shy, and rigid; their activities as being boring and unimaginative, and when Japanese communicate, they see other Japanese

Table 1. Survey Results 2003

	Perceptions of Japanese		Perceptions of Americans (Prior)			Perceptions of Americans (Post)		
	Mean	SD	Mean	SD	Diff	Mean	SD	Diff
<b>Social Relations</b>								
1. Accepting/Closed	5.37	.91	2.12	.99	+3.2	2.00	.53	
3. Flexible/Rigid	5.00	1.06	2.12	1.12	+2.8	2.75	.88	
5. Social/Shy	6.25	.70	2.75	1.58	+3.5	1.87	1.12	
6. Caring/Unhelpful	3.00	1.69	4.12	1.35		1.87	.83	+2.2
7. Multicultural/Provincial	5.37	.74	2.37	1.18	+3.0	2.87	1.12	
8. Emotional/Cold	4.00	1.51	2.12	.99	+1.8	1.62	.74	
9. Serious/Relaxed	2.62	1.18	5.75	.46	-3.1	5.37	1.30	
10. Romantic/Dull	5.25	.88	3.12	.99	+2.1	3.12	.83	
11. Hard-working/Lazy	1.75	.70	4.12	1.12	-2.3	3.37	1.06	
13. Cooperative/Competitive	3.62	1.59	5.12	1.12		3.00	1.30	+2.1
<b>Forms of Activities</b>								
16. Well planned/Spontaneous	2.25	.70	4.37	1.06	-2.1	2.75	.70	+1.6
18. Creative/Unimaginative	4.75	1.38	2.25	.70	+2.5	3.00	1.30	
20. Punctual/Late	1.87	.64	5.00	.75	-3.1	5.37	1.68	
<b>Language Use/Communication</b>								
25. Positive/Negative	5.37	.51	1.87	.83	+3.5	2.00	.75	
29. Explicit/Ambiguous	4.50	1.06	2.12	.99	+2.3	2.75	.70	
31. Quick/Slow	5.12	1.72	2.25	1.16	+2.8	3.00	.64	

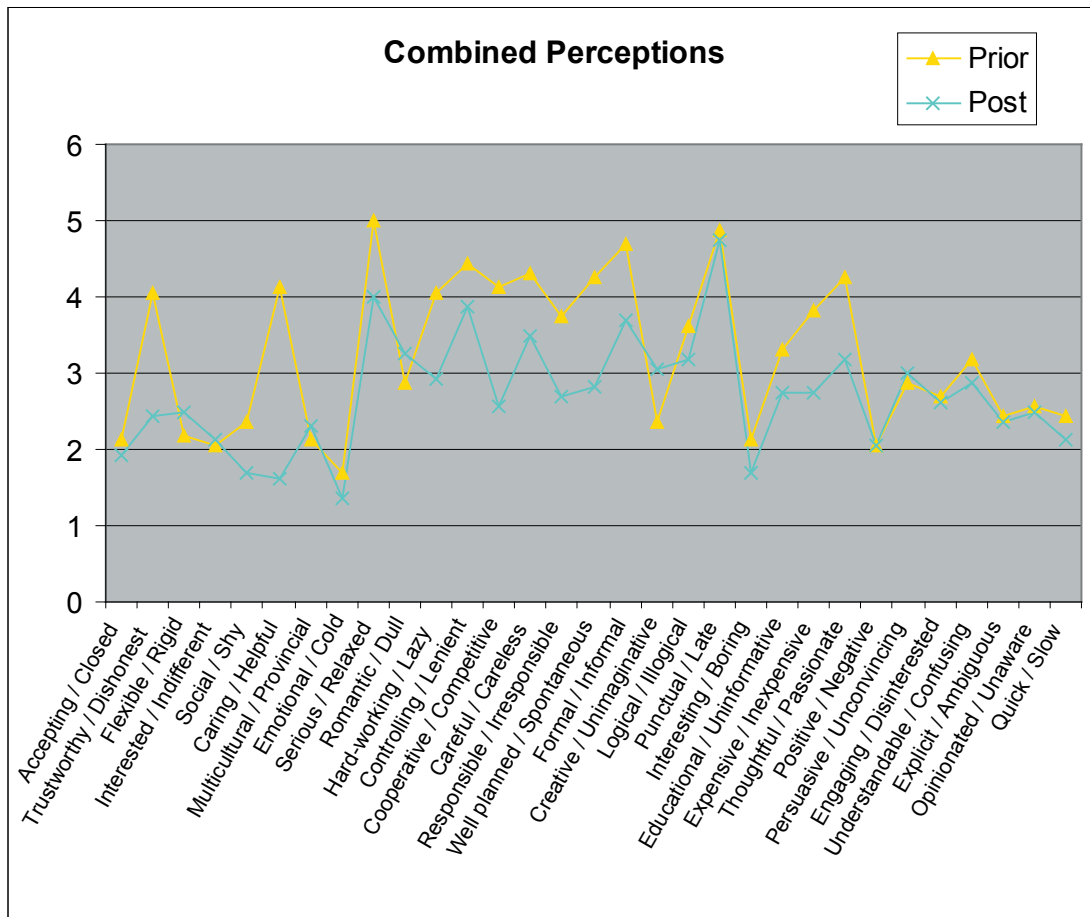
Note: Lower numbers indicate opinions more oriented to adjectives on the left of the slash mark. Higher numbers reflect views oriented to those adjectives on the right of the slash mark.

Table 2. Survey Results 2004

	Perceptions of Japanese		Perceptions of Americans (Prior)			Perceptions of Americans (Post)		
	Mean	SD	Mean	SD	Diff	Mean	SD	Diff
<b>Social Relations</b>								
1. Accepting/Closed	5.37	1.18	2.12	.83	+3.2	1.87	.64	
2. Trustworthy/Dishonest	3.1	1.45	3.87	1.12		1.65	.51	+2.2
3. Flexible/Rigid	5.12	1.35	2.25	.46	+2.8	2.25	1.28	
4. Interested/Indifferent	4.75	.88	1.87	.83	+2.8	1.87	.64	
5. Social/Shy	5.00	.92	2.00	.75	+3.0	1.50	.53	
6. Caring/Unhelpful	2.00	1.41	4.12	1.64	-2.1	1.37	.51	+2.7
7. Multicultural/Provincial	5.12	.64	1.87	.64		1.75	.46	
8. Emotional/Cold	4.87	1.45	1.25	.46	+3.6	1.12	.35	
9. Serious/Relaxed	2.37	.91	4.25	1.66	-1.8	2.62	1.68	+1.6
11. Hard-working/Lazy	2.00	.92	4.00	1.19	-2.0	2.50	1.69	+1.5
<b>Forms of Activities</b>								
17. Formal/Informal	2.00	.92	4.62	1.84	-2.6	3.12	1.12	+1.5
18. Creative/Unimaginative	4.87	1.24	2.50	.75	+2.3	3.12	1.12	
20. Punctual/Late	1.75	.70	4.75	1.98	-3.0	4.12	1.88	
21. Interesting/Boring	4.62	1.40	2.00	.92	+2.6	1.50	.53	
<b>Language Use/Communication</b>								
27. Engaging/Disinterested	4.62	.74	2.25	1.03	+2.3	2.00	.92	
30. Opinionated/Unaware	5.12	1.12	2.00	1.06	+3.1	2.25	.88	

Note: Lower numbers indicate opinions more oriented to adjectives on the left of the slash mark. Higher numbers reflect views oriented to those adjectives on the right of the slash mark.

Figure 1. Combined Perceptions for 2003-2004





as being negative, disinterested, ambiguous or unaware. They only two positive characteristics that they cited were being hard working and punctual. Combining the data for both years allows a clearer picture of Japanese students' perceptions (see Figure 1). Japanese were more positive about Americans being trustworthy and caring, and they saw them as more competitive and serious about their education. However, Americans were seen as slightly less flexible, and romantic, as well as being more indifferent, provincial, unimaginative, and unconvincing.

### Interviews

In 2003, students could usually rationalize their changes with their responses, and it was clear that the study abroad had altered their perceptions moderately. Regarding social relationships, it was clear that most students were easily influenced by one particular incident, place or person. The students mentioned some event involving a clerk, friend, acquaintance, a bus driver or homestay parent and how this had changed their views of other Americans. Many of these judgments became generalizations for all Americans as can be seen from the following two quotes: We often used Metro in New York. But I have never seen a people sleeping in the train in New York. Most Americans are careful. A similar view is expressed about riding a Greyhound bus: I said 'hello' [to an old woman] and she smiled. She asked me where I came from. We talked about Japan, America, my and her family, and any other thing. I think most Americans are open.

Group settings and activities also had an impact on student perceptions. As for activities, successful activities, in short,

entailed a minimal amount of English (billiards, musicals, beach, baseball game, tours, karate practice) while at the same time allowing students to meet new people, discuss Japanese culture, or to try new things. Activities that were deemed as *poor* included ones that demanded a high level of English to fully comprehend (a movie, a laboratory tour, school orientation) or which did not allow students to meet Americans.

In 2004, the eight students were able to provide clear reasons and examples about changes in their perceptions concerning the following variables: Americans being trustworthy, caring, cooperative, serious, hardworking, formal, and about how well activities were planned. Americans were seen by six students as being more trustworthy because of their kindness: One student noted, Everyone was kindness . . . always help us. Americans friends were very nice people, so I could ride his or her car. I couldn't ride if I don't trust him or her, but they are too kind and too honest, I thought, I can trust them. Another discussed how his friends had always kept their promises. Similar reasons were given for Americans being more caring and cooperative: When I was in trouble about money, so I talk about my trouble, everyone helped me, so I changed my trouble a little better, so I think very helpful. Students mentioned how well parties were organized and how friends were willing to take them to the beach or shopping. Four exchange students discussed how serious Americans were, being impressed by how the students there did their homework and thought about their future. Yet one student felt that Americans were more relaxed and only serious in a serious situation. As for how hard Americans worked, three



students had insightful comments, with one differentiating between the students and those who worked in stores.

Three students also made a few observations about how hard Americans worked (*Only students, they are very hard working . . . but in store, they were not hard working. I shocked. Terrible people. I thought American didn't work any more before, but after I went to America, I watched most American worked hard.*), and how they made better plans (*I went to party, and that party was planned by American people; the party was very well-planned . . . it's food, and drink and it started on time. I had very fun. My coordinator planned another schedule, for example, many, many plans. They have dreams . . . about what their future.*). The issue of formality drew some comments with three students believing that Americans were more formal (the issue of clothing, behavior and singing the national anthem before a baseball game) while two others left with the opposite impression. Students were more hard pressed to explain their thoughts and ideas concerning how Americans were more careful, social, interesting, thoughtful, accepting, controlling, helpful, responsible, logical and multicultural. Students also claimed that the United States was more expensive than they had previously thought (*The price for cigarettes, one pack nine dollars.*). Americans were also less flexible, not as romantic, or creative as the students had believed. The issue of punctuality was addressed, but the students were able to discern that while the busses were always late, most Americans were on time for events and for their classes.

In language use and communication, the exchange students had mixed emotions on the issue of persuasiveness, with some believing that they were more persuasive (*They had*

*their own opinion.*) while two others thought the opposite. Americans, however, were seen as being more engaging, easier to understand, more explicit, but they also spoke much faster than anticipated.

### 2003 Student Projects

In reviewing all of the seven student projects for 2003, the students identified 85 incidents that they felt had influenced their views about social relationships with Americans or among Americans. Sixty-eight of these incidents were positive. Positive comments concerning Americans included being accepting (7), trustworthy (4), flexible (4), interested (5), social (7), helpful (8), multicultural (3), emotional (5), humorous (6), romantic (4), hardworking (5), cooperative (3), careful (2), lenient (2), and responsible (3). In short, it was stated that Americans often took care of the exchange students when they were lost, easily shared their thoughts and opinions, and gave tours and parties. Students were impressed by their study habits, their cooperation with each other during an emergency, their responsibility in getting students home or in helping them to travel, and their willingness to try new things and cuisine.

There were 17 negative incidents involving 10 general traits. Americans were viewed as careless, lazy, too lenient, irresponsible, indifferent, inward and provincial, too competitive, too relaxed, and dishonest. As for being careless, a few students wrote about the number of traffic accidents, the cleanliness of fast food restaurants, not regularly carrying out duties, and a general neglect of their diet and health. Likewise, in another case, Americans were also viewed as indifferent, in not wanting to know about

Japan: *When I talked with American, he did nothing but to talk about himself. During my talking about Japan, he looked like boring. So I realized that Americans may be indifferent to uninteresting.*

As for the students' actions logs, 88 events were described with 87 being rated. Excellent ratings (19) were given to outings (billiards, a musical), Washington DC (as it had many museums), Virginia Beach (many kinds of people, and first time to swim in the Atlantic ocean), karate practice (able to meet many Americans), a restaurant (delicious food), baseball game, downtown tour, kindergarten presentation (showing off Japanese toys and discussing Japanese culture), NAS Oceana (military base), a party, and a homestay visit in which the student was able to listen to the symphony. Twelve events were described as poor. The students felt that they could either not fully understand the speakers or content, (three examples included a school visit, two outdoor activities and going to a movie theater) or in the case of parties or events, there were simply too many Japanese in attendance who were speaking Japanese.

Students in 2003 gave plenty of advice (86 statements) for other exchange students. Students gave advice about American meals in restaurants (*You should look at display and price*), American football (You should learn American football's rules), food (*You should bring Japanese instant food*), and about being able to talk about Japan (*You should bring a book about Japan*). Students also gave advice about listening closely to the teacher, studying pronunciation harder, refusing something if one didn't like it, not being afraid of making mistakes, knowing more about how American people react to information, bringing cameras and

enough money, knowing what Americans are interested in, being patient, not being shy, volunteering for things, and not forgetting their sense of humor. In short, advice centered around the following issues: (a) usefulness of Japanese guidebooks, (b) wearing appropriate clothes, (c) asking when you don't understand something, (d) thinking about one's own opinion, (e) having money on hand, (f) safety issues, (g) being able to talk about Japanese culture, music, politics, (h) doing volunteer work, (i) language tips, (j) communication strategies, (k) knowing about Americans sports, (l) emphasizing patience, (m) shopping tips, (n) bringing items about (from) Japan, family photos, maps, etc., (o) knowing American history, and (p) study tips.

### 2004 Student Projects

Four student projects were turned in for 2004. Students described 37 incidents relating to their social relationships in which six events were negative, all of which related to Americans being unhelpful, shy, dishonest, or careless. Students, however, also identified many positive experiences, with Americans speaking openly and honestly about themselves, doing their homework consistently, being emotional and cooperative, taking them places, and always helping them. Thirty-eight events in the students' action logs were evaluated: shopping excursions, school orientation, a picnic, a trip to Washington DC, a soccer game, an afternoon walk, a party, a basketball game, and a downtown tour were all given excellent marks. No events were described, this year, as being poor or awful.

Table 3 gives the student evaluations relating to speech acts for 2003, and 2004. From this data, it is clear that

students believed that greeting, thanking, accepting, acknowledging, and agreeing were fairly easy speech acts whereas interrupting (calling-off), closing, giving an opinion, and confirming were seen as more difficult to do.

Students provided 58 statements (advice) relating to similar issues that students had previously identified in 2003. Students advised others about going to dangerous areas, participating in martial art clubs at the university, trying to make many friends, learning about hip-hop musicians before they leave Japan, bringing the right kind of clothes, learning American jokes, being able to talk about Japanese girls in English, and having a map of Japan so as to better explain famous places and sites. Students gave more motivational advice this year: If you have clear dream, you can talk easily, Don't be afraid of making mistakes, Try to join them, you can learn many thing, and You had better explain your hobbies before you go to America.

**Table 3. Student Evaluation of Speech Acts**

	2003 Evaluation Mean	2004 Evaluation Mean	Combined Mean
<b>Initiation</b>			
Greeting	1.28	1.25	1.27
Alerting	3.14	3.00	3.09
Call-off	3.50	4.25	3.80
Invite	2.71	2.25	2.54
Offer	2.50	2.75	2.60
Suggest	3.14	3.00	3.09
Request	2.33	2.75	2.50

Response			
Accept	2.00	2.25	2.09
Acknowledge	2.42	1.25	2.00
Agree	2.28	1.75	2.09
Answer	3.42	3.25	3.36
Apologize	3.00	2.75	2.90
Check	3.25	3.00	3.12
Close	3.57	3.25	3.45
Confirm	3.00	3.75	3.30
Disagree	3.00	1.75	2.54
Evaluate	3.00	2.75	2.90
Object	3.25	2.50	2.87
Opine	3.60	3.25	3.44
Query	3.00	2.50	2.77
Question	2.85	2.00	2.54
React	3.00	3.00	3.00
Reject	2.83	2.75	2.80
Thanks	1.42	1.25	1.36

Note: Seven students evaluated the speech acts in 2003 compared to four in 2004.

### Discussion

It was seemingly easy for students to reflect on how Americans dressed, behaved, and lived, and to discuss the differences with themselves. Overall positive comments from the student reports outweighed negative views five to one. However, similarities between Japan and the United States were rarely discussed. It was clear that students' perceptions were easily influenced by events and people, and that these perceptions led to generalizations about all Americans. In viewing their action logs, it was also clear

that students were able to state their preferences regarding school events, trips, and activities. These preferences often related closely to language demands and the amount of input, social opportunities, as well as cultural and historical sites of interests. In addition, teachers should address particular speech acts, which students might view as *difficult*, by writing role plays along with realistic scenarios that students might find themselves in once they are abroad.

### Questions for Further Research

This case study presents several issues for further research. Because it was apparent that Japanese views were moderately affected by this five week study abroad program, the following research questions might be of interest.

1. Will there be similar results with other students from different kinds of schools and institutions?
2. Are age and gender factors in student perceptions?
3. Are the perceptions of students of other nationalities similar or different?
4. Does the length of stay influence student perceptions? If so, how and why?
5. Do student views become more positive or negative over longer periods in the United States?

Other issues that a researcher could examine also involve intensity of students' views, stereotypes, and even reverse culture shock.

### Conclusion

From the accounts of Japanese students at JALT's Asian Youth forums (see Cates, et al., 2001) it is clear that international exchanges are a positive learning experience that allows students to be more tolerant of differences and help them to take risks. To begin to improve and expand study abroad programs and student exchanges, schools and universities should know more about how such visits transform students. As for students, they deserve more information about how they too might change as a result of their trip, and of their own perceptions. Orientation programs should involve some discussion of how these views can be easily influenced.

More guidance is needed so that negative experiences do not overshadow positive events, resulting in stereotypes that might remain intact for years. While it is key for teachers to provide maps and information about historical places, and sites, it is just as important for teachers to provide an outline, a *map* for American customs and traits and how they can influence student perceptions. In this way students can then more objectively view other cultures and stand back to make sense of their own experiences.

In short, the most telling remark on student perceptions came from a female student who said during her interview, I think it not different, America and Japanese, um...it is case by case in America. Indeed, internationalization should help students to realize that while people do differ, generalizations are often inadequate for fully understanding a culture.

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**Notes**

1. A bibliography of resources on John Manjiro can be found at <manjiro1.tripod.com/who.htm> and at <www.manjiro.org/manjiro.html>

**Appendix 1. Perception Survey (Post—for Americans)**

<b>1. Social Relations</b>		
Most Americans were:		
Accepting/Open	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Closed/Calculating
Trustworthy	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Dishonest
Flexible	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Rigid, inflexible
Interested/Curious	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Indifferent, bored
Social	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Shy
Caring/Helpful	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Unhelpful
Multicultural/International	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Inward, provincial
Emotional	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Cold, unemotional
Serious	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Relaxed, humorous
Romantic	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Dull
Hard-working, energetic	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Lazy, idle
Controlling, strict	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Lenient
Cooperative	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Competitive
Careful	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Careless
Responsible	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Irresponsible
<b>2. Forms of Activities</b>		
Most activities in America were:		
Well-planned	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Spontaneous
Formal	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Informal
Creative	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Unimaginative
Logical	[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ 6 ] [ 7 ]	Illogical, irrational



Punctual	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Late
Interesting	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Boring
Educational	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Uninformative
Expensive	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Inexpensive
<b>3. Language Use and Communication</b>		
Most Americans' speech was:		
Thoughtful	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Passionate
Positive, supportive	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Negative, critical
Persuasive	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Unconvincing
Engaging	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Disinterested
Easy to Understand	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Confusing
Explicit, direct	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Ambiguous, indirect
Opinionated	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Unaware
Quick	[ 1 ][ 2 ][ 3 ][ 4 ][ 5 ][ 6 ][ 7 ]	Slow

**Appendix 2. Social Relation Journal**

Name \_\_\_\_\_ Number \_\_\_\_\_

**Social Relations**

Directions: Try to fill out **as many of these incidents as possible**. They will help you and other ODU exchange students to better understand American culture.

Example: Are Americans knowledgeable or uninformed?

Person A friend Place TV Lounge

Situation We were watching CNN and there was a show about Japan and its economy. I turned to one of the Americans ODU students and asked him what he knew about Japan, and he said "nothing. After talking with some more students, I realized that most Americans are uninformed.

Are Americans accepting/open or closed/calculating?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans trustworthy or dishonest?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans flexible or rigid/inflexible?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans interested/curious or indifferent/bored?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans social or shy?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans caring/helpful or unhelpful?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans multicultural/international or inward/provincial?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans emotional or cold/unemotional?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans serious or relaxed/humorous?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans romantic or dull?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans hard-working/energetic or lazy/idle?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are Americans controlling/strict or lenient?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are Americans cooperative or competitive?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are Americans careful or careless?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are Americans responsible or irresponsible?

Person \_\_\_\_\_ Place \_\_\_\_\_

Situation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Appendix 3. Action Log

Directions: List as many events/actions that you participated in with Americans. How would you evaluate it? Why?

**School Orientation:** Place \_\_\_\_\_ Date \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Restaurant:** Place \_\_\_\_\_ Date \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Party:** Place \_\_\_\_\_ Date \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Picnic/Outdoor Activity:** Place \_\_\_\_\_ Date \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Trip/Outing:** Place \_\_\_\_\_ Date \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Trip/Outing:** Place \_\_\_\_\_

Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]

Reasoning: \_\_\_\_\_

**Sport Activity:** Game \_\_\_\_\_ Place \_\_\_\_\_  
Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Shopping Excursion:** Store's Name \_\_\_\_\_  
Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Beach/Pool:** Place \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**School Event:** Event \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Downtown Tour:** Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Downtown Tour:** Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**School Visit:** Department \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**School Visit:** Department \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Bike Trip/Jogging:** Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Club Activity:** Club \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Other** \_\_\_\_\_: Place \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

**Other** \_\_\_\_\_: Place \_\_\_\_\_ Date \_\_\_\_\_  
Evaluation: Excellent [ ] Good [ ] Fair [ ] Poor [ ] Awful [ ]  
Reasoning: \_\_\_\_\_

### Appendix 4. Language Use and Communication

Directions: Think about the conversations you are having in the U.S. Below is a list of what are called *primary speech acts*. Some of them can *initiate* a conversation, and others are for a *response*. If you remember using any of these acts in your conversation, try to evaluate how you felt about it. If you don't remember using it, leave the area for that act blank.

Scale: [1]—Very easy, [2]—Easy, [3]—Awkward, [4]—Difficult, [5]—Very Difficult

<b>Initiation</b>	
Greet (say hello, give greetings)	[1] [2] [3] [4] [5]
Alert (get someone's attention)	[1] [2] [3] [4] [5]
Call-off (interrupt and quickly close a conversation)	[1] [2] [3] [4] [5]
Invite (ask someone to do something)	[1] [2] [3] [4] [5]
Offer (present something for rejection/ acceptance)	[1] [2] [3] [4] [5]
Suggest (put forward an idea or plan)	[1] [2] [3] [4] [5]
Request (ask someone to do something)	[1] [2] [3] [4] [5]
<b>Response</b>	
Accept (agree)	[1] [2] [3] [4] [5]
Acknowledge (signal understanding of some information)	[1] [2] [3] [4] [5]
Agree (signal agreement with what is said)	[1] [2] [3] [4] [5]
Answer (respond to questions or opinions)	[1] [2] [3] [4] [5]
Apologize (express regret)	[1] [2] [3] [4] [5]

Check (check for clarification)	[1] [2] [3] [4] [5]
Close (close conversations)	[1] [2] [3] [4] [5]
Confirm (respond to a request for information)	[1] [2] [3] [4] [5]
Disagree (express disagreement)	[1] [2] [3] [4] [5]
Evaluate (judge the value of what was said)	[1] [2] [3] [4] [5]
Object (signal a different opinion)	[1] [2] [3] [4] [5]
Opine (give one's person opinion)	[1] [2] [3] [4] [5]
Query (express doubt or strong surprise)	[1] [2] [3] [4] [5]
Question (ask for information, clarification, confirmation)	[1] [2] [3] [4] [5]
React (express attitude or strong feelings)	[1] [2] [3] [4] [5]
Reject (disagree, turn down, not accept)	[1] [2] [3] [4] [5]
Thank (express gratitude)	[1] [2] [3] [4] [5]