

Internationalized? Stories of how international exchange programs affect Japanese students

L. Dennis Woolbright

Seinan Jo Gakuin University

Robert W. Long

Kyushu Institute of Technology

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While student exchanges between universities remain popular, the intercultural experience may be problematic due to students' perceptions. In order to better understand the views that Japanese exchange students have of Americans, semantic differential surveys about students' perceptions relating to social relationships, activities, and communication with Americans were administered to students from two universities. This discussion will focus on how students explained changes in their perceptions between the pre- and post survey as well as the stories of the student's experiences behind them.

Many of the most noted stories (novels, biographies, historical accounts) have been about adapting to new cultures and ideas. Adapting to different cultures has been part of mankind's existence, and most of history is about the success and the failure for men to adapt and understand each other. In regards to Japan, the initial reaction was to isolate and to withdraw, for contact meant change. There are many stories about the early contacts that were established between Japanese and foreigners. Of the first incidents is about Nakahama, otherwise known as "John" Manjiro. In 1851, he was a Japanese fisherman who was rescued by an American whaler. He had been traveling around the world for 11 years with the Americans. After seeing the United States, he wrote the following:

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.

Such accounts aroused more interest in life beyond the shores of Japan which, in turn, brought about more contact as is seen in other literature. Koyama and Ruxton (2004) discuss the stories of the first Japanese students at Cambridge in the early 1870s. While such social and historical accounts of life abroad made for interesting reading for those “back home,” it wasn’t until the 1970s that the topics of intercultural communication and adaptation were elevated to a topic of significant academic merit . William B. Hart (1996) discusses the background of intercultural communication stating how the number of college courses in this field led to the need for intercultural communication textbooks, societies, and journals.²

Nonetheless, while the field of intercultural communication has developed, there remains a lack of descriptive data (particularly stories) about students’ experiences and insights. Indeed, in too many student exchanges, students return and briefly summarize their experiences before heading back into their own lives and

routines. Little of value is learned by teachers as to how the students benefited from the exchange. In addition, most schools do not gather enough data concerning the positive and negative experiences of the students as a guide for other exchange students that might travel in the future. It is hypothesized that often they will explain their experiences as one means of reducing uncertainty and stress, as well as clarifying their values and views. Furthermore, many books on intercultural communication do not provide enough data or real case analyzes and accounts of people discussing their experiences of intercultural change. The lack of more descriptive accounts is problematic in establishing more valid models relating to intercultural adaptation.

Previous study instruments

To begin our discussion, we would first like to discuss the instruments that we had previously used in eliciting student insights, and stories. In short, there were surveys, interviews, and a variety of student projects.

Surveys

Three semantic differential surveys 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 then viewed Americans. These surveys were given following the second orientation in June.

The final survey (see appendix A) was implemented over the first week in October 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.

Interviews

Upon returning, students were asked about their positive and negative experiences relating to their social relationships, activities, interactions, and cultural aspects.

Student projects

Stewart and Bennett's work (1991) was used to help formulate various cross-cultural student projects. Often the projects were used as a basis for interviewing and for reflection. See appendices B – G.

Questions for discussion

As this presentation was in a discussion format, we have included the responses from the audience members (in italics) after our own.

1. Are the experiences between Japanese women and men similar or different?

We found that, in general, the only difference that surfaced from our data tended to be that women had an easier time in socializing with Americans than did the men. The men tended to be shy, and were reluctant to initiate conversations

(with the opposite sex). However, both genders reported the same experiences and impressions (both positive and negative) about activities, and social relationships.

Not a huge difference. Women on average seem to have done a little better, but this was due to their higher language ability. Men with higher ability seem to do well as well.—Anthony Torbert, audience member.

From my observations, it isn't so clear-cut. I've noticed some women who had a horrible time with homesickness and who needed a lot of extra care, and some boys who chose not to stay in their "Japanese group" in order to further immerse themselves in collegiate American society. Our groups are self-selected, and we usually have lots of women and only a few men that participate in our program. These men tend to fit in well with the group before they have arrived in the States. Because their group has been well-established before they arrive, I haven't really seen any difference in experiences based on gender. Any differences in experience seem to be related more to personal issues for each individual.—Gregory Hadley, audience member.

I've found that women seem to have slightly more positive experiences overall, and women who have studied abroad seem to be more assertive and confident (not only regarding their English language ability, but in the way they carry themselves, the subjects they talk about, and the way they communicate). Particularly those women who have

studied abroad for more extended periods of time (six months, a year) seem to have been significantly influenced by Western culture. This is true for men too, but to a lesser extent I think. This may be due to the increased status of women in Western countries compared to Japan, and the different expectations for behavior that met Japanese women in the foreign country. They may also have observed women in more powerful roles and begun to reconsider their own behavioral codes and place in society.—Milan Claudio, audience member.

2. What are some common positive experiences that students identified?

Going over data for the past three years, we have found that students thought that Americans tended to be more open and active than themselves, caring, kind and helpful. They were also impressed by how hard American university students took their studies seriously. Four exchange students discussed how serious Americans were, being impressed by how the students there did their homework and thought about their future. Students also mentioned how well parties were organized and how friends were willing to take them to the beach or shopping. Many students reported that the United States was cheaper than Japan. In short, comments, such as these, were commonly heard.

One student who rode a Greyhound bus stated: “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.” Another 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” Americans were more caring and cooperative than expected: “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.” Movies cheaper than Japan, bus is cheaper than Japan and bowling is cheaper. And payment for museum or amusement is cheaper.

Another student related an experience with her 8 year old home stay brother, “One day, Fabian gave me a clipping and said, “Read it, Miho!” It was a comic in which a boy was cutting the legs of a table. He couldn’t make the legs even and the table got so short that he decided to make a Japanese table. I decided to bring that comic back to Japan as a souvenir of that experience with Fabian. Another student was very impressed with form President Jimmy Carter, “We visited Maranatha Baptist Church on Sunday in the 1st week. We attended morning service while wearing *yukata*. People who attended it began to take pictures the moment president Jimmy Carter appeared. I looked at this scene and thought people love him so he is a great person. Finally we took a picture with him and his wife.”.

One student really liked the food. “Most of students say their opinions actively in the class. It was surprising to me. And lunchtime was very nice too!! There is a big cafeteria and we can eat anything we want. There are a lot of differences in the kinds of foods and desserts. I was very happy!! I made a lot of friends in my classes and on campus. All of them were friendly.”

The homestay experience, especially in families with

children, seems to be the most impressive experience. Occasionally student build up strong relationships with their teachers (whom they see 20hrs/wk for 4 weeks) and have a difficult time saying goodbye. This is interesting, in that they may have not had this relationship at university previously.—Anthony Torbert, audience member.

The chance for students to meet real people who represent the icons of America that they see in media-driven stereotypes, and to find out more about what is “real” and what is not. The human physical contact (hugs) they receive from host families and friends is something that seems to be very positive for them. Overcoming the difficulties at the beginning of the program to coming to a place where they are communicating and interacting successfully is also a very positive experience for them.—Gregory Hadley, audience member.

Many of my students comment on the warmth and friendliness of people in Western countries. They are usually surprised when strangers talk to them or go out of their way to help them. One student stayed with a host family in New York for a year and had a very positive experience. Her host mother hugged her (I’m not sure in what context), and she cried because she said she had never been hugged before in her life, even by her family. So the increased “touchy-feeliness” of American culture appealed to her. She always says that she can’t wait to go back, and plans to live there in the future. Her experience, obviously,

was overwhelmingly positive. However, this is an exceptional case. Students are also usually impressed with the relatively low cost of most products in Western countries. Many like the variety of food available. Some comment on the feeling of spaciousness, wider roads, bigger rooms. But what seems to stay with the students most are the human interactions they experience in the foreign country.—Milan Claudio, audience member.

3. What are some common negative experiences that students discussed?

From our data, there were several common themes that were repeated over the years. Students found that buses almost always ran late, that clerks in stores were not necessarily friendly, and that in many cases, Americans were quite provincial, not being the least interested in learning about Japan or Asia. Also, as they had more interactions, some students realized that Americans tended not to be so easy-going or flexible. One student noted, when asked the change concerning flexibility, “I went to America and talked to Americans, and they are like us, and not so different.” Americans were seen as more indifferent because one “friend” was not so talkative, leading him also to conclude that “Not every American [is] curious.” Some of the quotes below are of some interest.

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. Only students, they

are very hard working. . .but in store, they were not hard working. I shocked. Terrible people. They didn't know about Japanese culture, yeh [as] I expected.

When the teacher, Dr. M. Drake, asked one of the white male students, "Do you worry that when you are on campus in the evening, a policeman will stop you?" He said "maybe not" She asked a black student the same question, he said "maybe yes". She said "I think so, too. Why? It's just because he is a big black man. This is prejudice." It is a serious issue I think. Through three weeks, I studied many things. First, there is deep difference of social position between white and black. Wherever I went, most parts of service occupation, for example, cooks of cafeteria or hamburger shop, clerk and cashier of Wal-Mart or mall, sweeper, gardener, bus driver and so on, is done by black people. On the other hand, I could not see only white at CNN, flight attendants or pilots. Why? I saw many black students at Mercer but I noticed that there is still racial discrimination.

Second, the most people think everyone can speak English. Many students knew that I am Japanese but they talked to me in English as if I am their friend. Even if I said to them "pardon?" again and again, they just repeated what they said and they don't try to speak slowly until I ask them to do so. Do they think that all people in America must be English speakers? But in spite of that, most of foreigners who visit Japan don't try to speak Japanese. However Japanese people are very kind to foreigners, there are many signs or announcements in English and some

Japanese try to help foreigners even though they only speak broken English.

Another student had a lot of frustration with other foreign students "Korean students speak only Korean. They don't speak English. It's very frustrating. Their English is bad just like mine. I have a Japanese accent. They have a Korean accent. So they're like "Oh, You with a speak Japanese accent now." That made me frustrated.

Some students have trouble holding their own in a debate, "I was arguing with my friends about the environment, and I know what I want to say, but I cannot say exactly what I want to say in English and, they don't understand what I mean. It was so frustrating."

Older, retired families who go to bed early. Families consisting of a single, working mother. Class lectures which are targeted at too high a level. Lack of rice in diet. Exhaustion from full schedules where classes begin at 9am, and require waking up at 7am or so.—Anthony Torbert, audience member.

Food seems to be a problem. Hygiene issues, such as the lack of baths, etc, seem to be something that bothers students. They get tired to taking showers. Dealing with people who "blow them off" when they can't communicate is also a crushing experience, as well as meeting people who could care less that they are Japanese and have come to America to study English.—Gregory Hadley, audience member.

Students generally have negative reports of treatment by service staff, safety, and levels of cleanliness in foreign countries. For the vast majority who can't

drive in the foreign country, transportation is often inconvenient and unreliable. Many complain that the food is greasy and doesn't taste good. Some cultural differences are difficult for them to adapt to, such as wearing one's shoes in the house or leaving the bathroom door open. Japanese people are also often shocked at the treatment of elderly people and the general "separateness" of family members. They observe many older people, some in poor health, alone and fending for themselves. I have been asked on several occasions to explain why so many people in Western countries don't take care of their aging parents in the home as is customary in Japan. My students seem to have very negative opinions of this aspect of Western culture.—Milan Claudio, audience member.

4. What did students like and dislike about the (target country), and how can this information be used to better prepare other students who might go on an exchange trip?

In general, positive comments concerning Americans could be summarized as follows: Americans were viewed as being accepting, trustworthy, flexible, interested, social, helpful, multicultural, emotional, humorous, romantic, hardworking, cooperative, careful, lenient, and being responsible. 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 how hard they studied, how they cooperated

with each other during an emergency, responsibility in getting students home or in helping them to travel, and willingness to try new things and cuisine. Concerning activities, excellent ratings 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. Most of these activities required little language expertise or were interesting.

As for students' negative views, some students came to see Americans as being 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 dirtiness of a fast food restaurant, not regularly carrying out duties, and how Americans generally neglected their diet and health.

Twelve events / activities were described as *poor* and most of the reasons for these low ratings related to the students not fully understanding the speakers or content, having too many Japanese in attendance and with Japanese being used, or because of the students' own tastes and or expectations. Specifically, a school visit as well as two outdoor activities (going to a movie theater) both received a negative evaluation as the students couldn't understand what was being said, whereas at one party, there were too many Japanese and not enough Americans or foreigners. A school

orientation, shopping excursion, the evacuation from the university also were rated low for personal reasons.

Students were mostly positive about the activities and some change their attitudes about people and groups. “On Wednesday in the 1st week, we could listen to a talk about Islam and Christianity in an Islamic center. They talked about things similar to those that I listened to about Islam from Professor Yonemura . Both Islam and Christianity are made from the same base. Only minor parts of Muslim are said dangerous and almost all Muslims are faithful, so I understood we don’t need to be scared of them. Finally we got a little aroma oil that smelled good. Students seemed especially aware of the racial and religious discrimination in the United States and all with the *we are number one and always right* attitude in the states.

In Australia, the newness to it, which can be very unlike the Western/US culture they see in the movies. The animals and wide open spaces. Openness of people. Diversity of population. Strength of women. Negs- blandness of food (meat, potato, few veggies). Unfriendly people (or rudeness). Classes which identify differences in culture, and possible conflicts, are quite helpful. Assembling a “problem we’ve had with homestay students” list from the host families, then presenting it to prospective students as a “how would you resolve this problem” activity.—Anthony Torbert, audience member.

This is a very difficult question to answer, since we have tended to focus on the region (northwest Missouri) rather than the target country. I think they dislike the lack of availability to immediate gratification that one

can get at malls, and the lack of access to airports so they could travel somewhere on the weekends. A problem is that there is no public transport, and our school does not allow them to drive cars. They feel rather “legless” at times, and don’t like having to depend on others to get around. Positive things are the sense of openness they experience in many of the people they encounter, and the feeling that the sky’s the limit in terms of their own personal growth, if they try hard, that is.—Gregory Hadley, audience member.

My school doesn’t sponsor any exchange programs, so my discussions with students apply to various English-speaking countries that students have visited on a multitude of programs. Individual preferences and personalities also affect perceptions of the foreign country, as well as length of stay, type of program, and the particular circumstances of each context, which vary widely. In any case, I think the most important thing we can do to prepare students to study abroad is to help them develop realistic expectations and give them an awareness of some major cultural differences. That way, they have a better idea of how to behave and what behavior they can expect from other people. A lot of Japanese students, before visiting a Western country, don’t seem to understand that Western societies are less vertically structured than Japanese society and, overall, much more casual. Also, they need to be given practical tips about how they can approach people and start a conversation and make friends. They should also know how and who to ask

for help if they need it, and that it is okay to ask for help. My students are usually worried that they will be too shy to make friends and don't know what situations are appropriate for meeting new people. They are also usually afraid that they will hurt someone's feelings or cause offense by accident, so they need to be reassured that that is unlikely to happen. Those preparing for extended trips usually worry that they will not be able to find Japanese food where they are going. One of my students packed a bottle of soy sauce for her trip to Canada. I assured her that they sell soy sauce in Vancouver. Also, we should be sure they have some knowledge of issues like banking, ordering and paying for a meal at a restaurant, making a phone call, and "common-sense" safety (not leaving your Louis Vuitton bag with all its contents sitting on the chair at Starbucks while you go to the bathroom) which they never had to worry about in Japan.—Milan Claudio, audience member.

Conclusion

From these accounts we can see that helping students to better understand their positive and negative experiences allows students to take risks and be more tolerant of differences. It is clear that international exchanges provide positive learning experiences; however, orientation programs and teachers could do more exploration about student perceptions and stories.

Dennis Woolbright is a professor at Seinan Jo Gakuin University in Kitakyushu where he is a member of the International Exchange Committee. He has been active with the Asian Youth Forum, and in JALT nearly 20 years.

Robert Long is a lecturer at Kyushu Institute of Technology and has taught in Japan for 12 years. His interest areas cover culture, pragmatics, and material development.

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Appendix A. Perception survey (post—for Americans)

Perception survey (pre-trip: for Americans)

1. Social relations

Trait	1	2	3	4	5	6	7	Trait
Accepting / Open 開放的								Closed/Calculating 閉鎖的
Trustworthy 信頼できる								Dishonest 不誠実な
Flexible 柔軟な								Rigid, inflexible 堅苦しい
Interested / Curious 好奇心のある								Indifferent, bored 無関心
Social 社交的								Shy 内気
Caring / Helpful 気遣う								Unhelpful 気遣いが無い
Multicultural 国際的								Inward, provincial 自国にしか興味のない
Emotional 感情豊か								Cold, unemotional 冷静
Serious まじめな								Relaxed, humorous ユーモアがある
Romantic ロマンチックな								Dull 感受性に欠ける
Hard-working, energetic 勤勉な								Lazy, idle 無精
Controlling, strict 厳格な								Lenient 寛大
Cooperative 協力的								Competitive 競争好き
Careful 用心深い								Careless 不注意
Responsible 責任感がある								Irresponsible 無責任

2. Forms of activities

Most activities in America were:

Trait	1	2	3	4	5	6	7	Trait
Well-planned 計画性のある								Spontaneous 計画性のない
Formal 形式的								Informal 形式ばらない
Creative 創造的								Unimaginative 想像力のない
Logical 論理的								Illogical, irrational 非論理的
Punctual 時間を守る								Late 時間にルーズ
Interesting おもしろい								Boring 退屈
Educational 教養のある								Uninformed 教養のない
Expensive 費用のかかる								Inexpensive 費用のかからない

3. Language use and communication

Most American speech was:

Trait	1	2	3	4	5	6	7	Trait
Thoughtful 思慮深い								Passionate 情熱的
Positive, supportive 積極的、支持的								Negative, critical 消極的、批判的
Persuasive 説得力のある								Unconvincing 説得力のない
Engaging 話好きな								Disinterested 他人に興味のない
Easy to Understand 理解しやすい								Confusing ややこしい
Explicit, direct 単刀直入な								Ambiguous, indirect あいまいな

Opinionated 独善的な									Impartial, unbiased 公平な
Quick 鋭い									Slow 鈍い

Appendix B. Project 1: Social and cultural projects for KIT exchange students (2001)

These projects allowed students to explore a variety of cultural and social themes including sensations (see below), perceptions, styles in thinking and behaving, language use and communication, activities, social relationships, perceptions of the world, and perceptions of one's self.

Project A. Sensations Purpose: To describe the reactions that Americans have to eating Japanese food, (*miso*, *natto*, etc.). Goal: Interview 3 Americans, after they have tasted (or have learned about) five kinds of Japanese dishes. How do they react to each kind of dish?

Interview questions

1. Which food did you like the best?
2. What do you like about Japanese food?
3. What do you not like about Japanese food?
4. What is your general impression of Japanese food?
5. Do you think this food would ever be popular among most Americans? Why or why not?
6. How often do you eat Japanese or Asian food?
7. What do you know about Japanese food?
8. What do you know about Japanese beverages: tea, liquor, sodas, beer, etc?

9. Your question: _____ ?

10. Your question: _____ ?

Your conclusions: _____

Project B. Forms of social relations

Purpose: To describe how Americans think about their own social relationships.

Goal: Interview 3 different Americans about their own relationships?

Interview questions:

1. Has it been easy for you to make friends here?
2. Are your own friends very different from you?
3. Is it easy for you to get to know someone from the opposite sex?
4. It has been said that people around the world are not as social as they once were, that they are not involved in clubs, social gatherings, community affairs, etc. How about you? Have you become more or less social over the past 5 years?
5. Is it easy for you to be very open about your private life with your friends and family?
6. What should Japanese know about meeting and making

friends with Americans?

7. Your question: _____

8. Your question: _____

9. Your conclusions: _____

10. Your conclusions: _____

Appendix C. Project 2: Reflections survey used in 2003 – 2004 exchanges

This project was conducted so that students could give advice to students in the following years. Directions: Finish the sentences below relating to each construct (social relations, activities, language use) and try to provide some advice to future ODU exchange students. If you can not think of any advice, leave that area blank.

Social relations advice

1. I was surprised by _____

2. Americans know a lot about _____

3. Americans are very interested in _____

4. Americans don't know a lot about _____

5. Americans generally don't seem to care about _____

6. The one thing that I did not like was _____

Activities advice

7. Most Americans seem to prefer doing _____

8. I enjoyed _____

9. Americans are very good at _____

10. A problem that Americans often had was _____

Appendix D. Project 3. Language use / communication survey used in 2003 – 2004 exchanges

This project was used to have students think about their own communication, specifically which speech acts were easy and which were difficult to express.

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 begin *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

Initiation

Greeting (say hello, give greetings)

[1] [2] [3] [4] [5]

Invite (Ask someone to do something)

[1] [2] [3] [4] [5]

Offer (presents 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]

Response

Accepting (agreement)

[1] [2] [3] [4] [5]

Acknowledging (signals understanding some information)

[1] [2] [3] [4] [5]

Agreeing (signals agreement with what is said)

[1] [2] [3] [4] [5]

Apologizing (expressing regret)

[1] [2] [3] [4] [5]

Checking (checking for clarification)

[1] [2] [3] [4] [5]

Appendix E. Project 4. Action Log used 2003 – 2004 exchanges

This project had students to evaluate the activities that they engaged at Old Dominion University. In short, the activities were rated as follows.

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:

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

Reasoning: _____

Picnic / Outdoor Activity:

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

Reasoning: _____

Trip / Outing:

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

Reasoning: _____

Sport Activity:

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

Reasoning: _____

Shopping Excursion:

Beach, Pool:

School Event:

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

Reasoning: _____

Downtown Tour

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

Reasoning: _____

School Visit

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

Reasoning: _____

Bike Trip / Jogging

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

Reasoning: _____

Club Activity

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

Reasoning: _____

Other _____

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

Reasoning: _____

Appendix F. Project 5. 2005 KIT - ODU student exchange projects

This project had students working in pairs to investigate a variety of social and cultural issues.

Directions: You will be assigned to one of the projects below. Write up your answers in both Japanese and in English, and send them (by email) before you return to the United States.

1. American women project

Talk to 15 – 20 American women during your stay at ODU. Try to get to know some of them very well so that you can answer the following questions. Take pictures of the women that most impressed you.

1. Are American women similar or different from Japanese women?
2. What were your impressions of these women?
3. Was there any similar issues that these women care

about and talk about?

4. In what ways were these women interesting / uninteresting?
5. Was there anything new that you learned from these women?

2. Customs review: Similarities and differences

During your stay at ODU, find more about American customs and culture. Answer these questions about the following issues. Also, take pictures of places or people where interesting customs took place.

1. What did you learn about the issue of tipping in the United States?
2. What are the customs, practices, and habits to dating and romance in the U.S.?
3. In regard to relationships, and going out (on picnics, parties, etc), were there any new customs and practices that Japanese should know about?
4. In regard to eating, were there any customs that you found were different from those in Japan?
5. Was there any custom that you found particularly strange or difficult?
6. When you go out shopping, traveling, or making plans with Americans, did you find that Americans are as clean and efficient as Japanese? If not, why?
7. Were there any new customs, practices in how American women and men interact that were different from how Japanese men and women relate?

3. Sports report

Examine 7 sports that are being done at ODU or in Norfolk. Go to the games and talk with the players. Answer the following questions for each sport. Take two to three pictures of each sporting activity / game. So, for each sport, answer these questions:

1. What are the rules to the game? (Summary).
2. What did you like and dislike about the sport / game?
3. Is this sport popular in Japan? If not, why?
4. What did you think of the spectators?
5. What were your impressions about the sport? Interesting? Boring? Difficult? Etc?

4. School report

Find out what you like (and disliked) about ODU. Look at various classes, check out several labs, and talk with professors and students. Take pictures of places at ODU that impressed you.

1. What classes and labs did you look into? What did you learn?
2. How were these classes and labs different from KITS?
3. In talking with professors and students, was there anything that impressed you about them?
4. What facilities does ODU have that KIT does not have?

Appendix G. Student advice

2003年度の参加学生にはアメリカ人の社交性、行動形式、言語使用についてのアンケートを実施。合計で129もの回答から76のアドバイスが得られた。その76のアドバイスを2005年度の参加学生に順位づけしてもらい25のアドバイスに絞った。

In 2003, students had to complete various prompts (sentences) that reflect their views regarding American social relations, forms of activities and language use (see In total, the students in 2003 provided. 76 comments (advice) This data was used to create the survey for 2005 in which this year's students identified the most important advice for students travelling abroad. Eight students choose 25 statements that they felt were very important advice for other exchange students.

Advice: You should have always small money in your purse. いつも財布の中に、小銭を入れておくと良い。

You should study American history and our history. 事前に、アメリカと日本の歴史を勉強しておくのが良い。

You should tell other people about yourself. あなたは自己紹介をする必要がある。

If you want to drink something not sweet, you [should] ask for unsweetened tea.

もし、甘くない飲み物が欲しかったときは、無糖のお茶を注文してください。

You must wear a jacket or sweater.

現地は、寒くなってくるので、ジャケットかスウェットを持っていったほうが良い。

You should wait for the bus for [a] long time.

バスはいつも遅れるので、時間にゆとりを持ってください。

When you can't understand what they say, you ask them to say once more. If you don't, you will have a problem afterwards.

もし、会話が理解できなくても、聞き流さず理解できるまで聞きなおすこと。分からないままにしておくと、後からヤバくなる。

You should [greet] everyone.

愛想良くしなさい。みんなに挨拶しなさい。

You should understand what they say.

みんなが何を喋っているのか理解しなさい。

You should talk to various people If you couldn't understand what someone said, it's good to ask again and again.

多くの人達と会話をしてください。もし、話していることが分からなかったら、何度も聞きなおしてください。

You should speak easily [about yourself].

自己紹介が簡単にできるようにしておいてください。

You should study listening [to] English before you will leave for America.

リスニングを帰国前に極めてください。

Don't be afraid of [making mistakes] in English.

べつに、間違った文法でも通じます。

If you concentrate [on] the classes, it is not so difficult to catch up with them.

授業に集中すれば、他のクラスメイトに追いつくのは容易である。

They are interested in Japanese girls.

彼らは、日本人女性に対して興味を持っています。

Prepare topics that you want to talk about.

会話の前に話題を考えておく良いです。

Speak to Americans aggressively and don't be shy.

積極的にアメリカ人と話してください。決して内気にはならないで！

Be brave. It is natural that we can't speak English well. But you should speak as often as possible.

勇気を出してください。我々が英語をしゃべれないのは当たり前のことです。でも、あなたは話さなくてはならない。

You should talk with many Americans about activities.

あなたは、色々な活動について、アメリカ人と話す必要がある。

Bring your camera everywhere you go.

どこへ行くときにも、カメラは携帯してください。

Prepare enough money especially in New York.

NYでは、大出費があるので、大金を用意しておいてください。

Exchange greetings with everyone. It makes it easier to speak to him or her.

挨拶を心がけてください。それは、人々と会話するのをより簡単にしてくれます。

Don't forget your sense of humor.

個性を十分に発揮してください。

Notes

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