

Culture Shock and Adjustment of Japanese Female College Students In & After Study Abroad Program

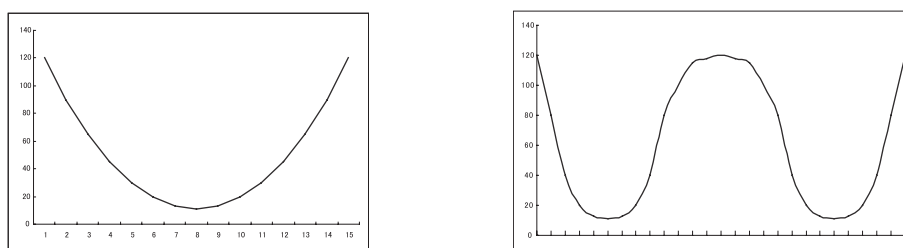
Tomoko Sugihashi

Abstract

This is an observational study to show how female college students perceived American culture and their own culture after their study abroad program. The study involved 29 students, 19 who participated in the 18-month course and 10 who participated in the 5-month course. Their initial reaction to American culture was rather hesitant as they found the communication style often too direct, but they soon made the adjustment and enjoyed conversing with the local people. Amongst other discoveries, the students started asserting their identity and self-assuredness in public and in the classroom. In contrast, on returning home they found a lack of individual contact in public as well as in the classroom. The opportunity they had to experience another culture and contrast it with their own proved worthwhile on the whole. At home, they turned a critical eye on the public for its homogeneity and frenetic pace, so it is possible that spending two years in college in Japan is necessary to shape their social skills before entering the work force. Lastly, the author suggests fostering in Japan the more autonomous learning style the students appear to have started developing during their stay in Boston.

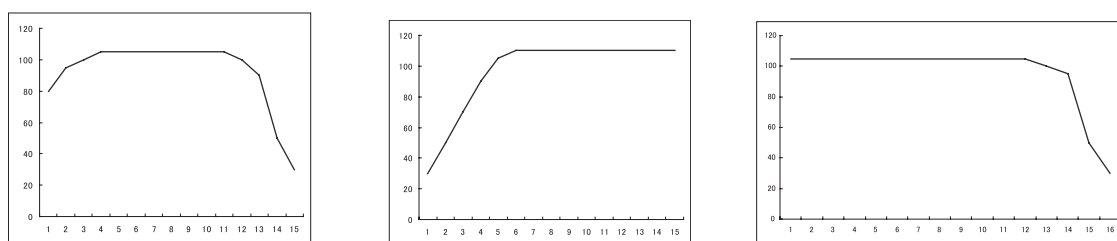
INTRODUCTION: Cultural Sensitivity

It is well known that many scholars (Adler, 1975; Damen, 1987; Furuta, Ishii, Okabe, Hirai & Kume, 2001) categorized the cultural transitional experience into five stages, such as from 1) the onset of encountering the other culture as pleasure that travellers often experience (honeymoon period) to 2) the anxiety period after experiencing numerical differences and 3) reaching the strong frustration and rejection of the new culture, 4) readjusting and settling period and 5) re-appreciation period of the target culture. There are different forms of divisions, but the typical graphs show that the psychological conditions trace more or less the same pattern (see below).



(Image 1: Typical cultural sensitivity curves)

In my cross-cultural communication class in 2007 spring, I asked my class to draw a line graph to show their emotional reactions to the new culture in Boston. Most of the students were third year students who had completed their required study abroad program for 5 months or extended study abroad program for 18 months less than two months before the course started. Surprisingly, many students showed variations in their experiences, as depicted in the following line graphs:



(Image 2: Students' curves)

The first two graphs indicate the students had some initial anxiety, but were basically happy once they got used to life in Boston. The third graph indicates the student was excited about going to Boston even before leaving Japan and continued to be happy for most of her stay. The steep drop-off at the end in graphs one and three shows the students were not looking forward to returning to Japan. According to Rohrllich and Martin's study (1991), except for language learning and money issues, female university students show more stress and problems than male subjects with cultural adaptation during study abroad programs. The study concluded that this was because "women are socialized to be more relationally oriented" and "therefore experience more stress in cross-cultural contexts" (p. 176). Further, they described that "women were more satisfied with reentry life because it posed fewer problems" (pp. 178-179). So what does this discrepancy tell us about my students?

INTRODUCTION: Classroom "shock"

In the following spring, in 2008, I welcomed a new group of students in the same cross-cultural communication class. Even though most of the class consisted of students who had just returned from Boston, including 17 third year students and 2 fourth year students, the class was relatively passive. When I posed a question to the whole class, most of the students appeared hesitant to answer until called upon directly. I altered the seating arrangement, gave less homework and softened my facial expressions in an attempt to enliven the class and elicit prompt responses, but to no avail. I, a Japanese EFL teacher, conducted the class in English and asked them why they were being so reticent. They gave me two reasons: 1) the class size was large (19 students) compared with the ones in Boston, where there were 10 students or fewer in each class, and 2) the "atmosphere" made them

rather quiet. The second reason needs to be investigated further as the students themselves could not adequately explain their feelings.

Previous Studies

Hall (1990) defines culture shock to be “simply a removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues which are strange” (p. 174). The term “culture shock” was first used by Beales and Humphrey in 1957 and became widespread by Oberg between 1958 and 1960 (cited from Kondo, 1981, p. 62). As there were few Japanese travellers and sojourners at this time or they went abroad for only short periods, studies of Japanese people suffering from cultural maladjustment became popular much later, after the 1980s (Onishi, 1992). According to the Ministry of Foreign Affairs (MOFA), more than 70,000 Japanese scholars (students, researchers, or teachers) were living in the US for a period of more than three months as of October 1st 2007. This number shows the popularity of study abroad programs in Japan, and studies of Japanese people suffering from culture shock have inevitably followed. Psycho-therapists (Hoshino, 1992; Kondo, 1981; Onishi, 1992; and others) investigated their Japanese patients and described that students and researchers who studied overseas may struggle or feel strongly frustrated with the Japanese education style when they return to their home country. Kondo analyzed that Japanese who experienced education in western countries may be particularly affected, as the education styles are contrasted (p. 233). Numerous Japanese researchers also conducted surveys and interviews with their subjects. For example, socio-psychologist Minoura (1984, 1998) visited Japanese families that moved abroad when the fathers were seconded to overseas positions, as well as the schools attended by the children of these families, and showed how their lives were affected, especially their children’s personalities and education. EFL linguists Tanaka & Yashima (1999), Yamamoto (1998) and Yashima (2004a, 2004b) studied students’ cultural adjustments. Yashima’s extended studies on high school students tried to find correlations among social skills, cultural contact, personalities and EFL development. Among her findings, studies related to cultural adaptability showed that the higher the self-evaluation of English usage, the more active students tended to be, and that extraverted Japanese students showed higher social and cultural adaptability in the US (2004a). The purpose of the study presented in this paper is not to analyze students’ individual personal differences but to find out what they perceived as cultural differences and how they perceived those differences while in Boston and after returning to Japan.

The Japanese anthropologist Nakane (1972) found that Japanese nationals are particularly susceptible to culture shock, as Japan’s insular society lacks a mingling of diverse social systems, and that most sojourners are 20 years or older when they experience social and cultural variations. She thinks that by the age of 20, the mindset of Japanese

people has already been set and lacks flexibility when encountering other cultures. So did the students, who are around the age of 20, also feel culture shock as they experienced American culture? This study observes students cultural adjustments in the US and back home based on qualitative analysis. Little is known from previous studies, as most of them were weighted toward investigating the overall success of programs using self-analysis questionnaires with four or five Likert scale ratings.

THIS STUDY

Research Questions

In order to observe students' awareness, the following research questions were posed.

1. What kind of culture shock and reverse-culture shock did the students suffer, if any?
2. How did the students perceive classes in home country after a study-abroad program?

Class and Data

For three spring terms, I taught the Intercultural Communication class, an elective class for the Department of English Language and Communication. I examine here some examples from class worksheets collected in 2007 and 2008. The class theme was "Returnees and Acculturation" and the students received two relevant English articles to read and a worksheet with several questions regarding the articles and their experiences in the study-abroad program. The latter questions were as follows:

1. How did you feel about American culture at the beginning of your stay in Boston?
2. Did you feel differently toward American culture as you got used to life in Boston?
3. How did you feel about Japanese culture when you returned from Boston?
4. What sort of influences do you think the culture has on education, and how are returnees affected by having lived in two cultures and experiencing different education systems?
5. How would you like to deal with the two cultures?

The worksheet was given as homework in the last class in April and collected in the first class in May. The worksheet questions were originally compiled in order to lead the students actively involved in the class and so students answers might have been affected by this nature.

Students

Most of the students were third year students who had completed their 18- or 5-month study abroad program in Boston, Massachusetts, less than two months before the course started. There were about 20 students in the class each year, but only worksheets submitted by the third year students on the day of the class were examined for this study; i. e., a total of 19 BLIP (Boston Long-term Intensive Program, 18-month course) students and 10

University Program (5-month course) students.

Results

In order to answer the research questions, all the comments were examined and categorized as follows:

Friendliness and Assertiveness

Politeness

Appearance

Identity Awareness

Discrimination

Classroom

Two Education Systems

All the students' comments that appear in the discussion were reproduced verbatim. Grammar and spelling mistakes were retained, as the original expressions convey students' feelings better. The author added the following for clarification:

- 1). All the words in brackets were added, as the mistakes might be misleading or do not convey the meaning very clearly.
- 2). *(an asterisk) indicates that the comment is from University Program students who stayed for 5 months. Comments without an asterisk are from BLIP students who participated in the 18-month study abroad course in Boston.

All the students' comments, including those that appear in the discussion, are listed in the Appendix.

Friendliness and Assertiveness

Many students found Americans very friendly and direct. Some shy students were initially surprised and even felt uncomfortable when they observed how direct people were, especially their yes and no responses. One of the students wrote,

F-1: *(Americans were) Unfriendly. People said "yes" or "no" very clearly, so I thought I couldn't survive in this country.*

This student's second impression of the locals was "friendly", as she adapted herself to the life. This complete about-face in her feelings suggests a struggle with the directness of Americans. Another student wrote about her experience at a shop as follows:

F-2: *Americans say "no" without hesitation. When I went to shopping with an American friend, the clerk came to us and recommended some cosmetics. I just tried it, but she gave a ready (the lady) answer to her "No" because she don't want it. It seemed icy for me at first.*

One student considered the difference from a positive perspective:

F-3: *The American people say what they think and what they want directly, but I felt the way how they do is really natural. If people only insist on their opinions, it might cause problems in communication. Sometimes I felt Americans are so strong, however, mostly Americans insist their opinions strongly but also compromise with other(s) so well. I thought this is because they value self-reliant and admit “individual” well each other.*

Once the students adapted themselves to the assertiveness of Americans, many of them seemed confused when they returned to Japan. One student’s comment was as follows:

F-4: *Before I went to Boston, it was natural for me to see people bowing many times, or people don’t tell their feelings straight forwardly. However, when I came back, I realized Japanese people were too polite or (I) felt I didn’t understand how they felt.*

In class, many students were initially uncomfortable being asked many questions by the teachers. One typical opinion of their first impression was described as follows:

F-5: *In Boston, teachers often asked questioned (questions) to us and made us speak in the class. However, in Japan, most of the times students are passive and don’t ask questions so much during the class. Since I am Japanese and used to be passive, I felt a little bit uncomfortable in the American styled classes at first.*

This confusion students felt is discussed later in the paper. Even practicing eye contact embarrassed some students, but once they learned to make eye contact while giving a smile, they started enjoying the exchange of simple greetings such as “How are you?” and “Bless you!” with school staffers and even passer-bys. Having come back to Japan, two students answered that they missed hugging, and many more of them felt that Japanese society lacks “personal” touch.

Politeness

Many students were disappointed with Bostonians’ work ethic and felt they were rather rude. They encountered some waitresses and shop clerks chewing gum or having a private telephone conversation while at work. Their lackadaisical attitude toward work and seeming indifference to the needs of waiting customers turned the students off. In Japan, treating customers promptly and politely is the norm in the services industry. Interestingly enough, when the students returned to Japan, even Japanese clerks did not satisfy all of their expectations. While many of them found people in service businesses very polite and pleasant, at the same time quite a few felt that people were “not friendly.” Once they had become familiar with the American business style, students perceived the standardized Japanese service as lacking any individual recognition and as being uniform. Although the

Japanese language has many situational-set phrases, the students felt the greetings used by shop clerks are monotonous, repetitive and superficial. The experience in America made the students realize all over again how polite their mother tongue is, and they thought its complex honorific language might make relationships smoother. But they found the non-verbal language of bowing that is very common in Japan to be rather strange and used too often. Their disappointment in the home country continued outside the shop, too. Many students expressed opinions like the following:

P-1: *I had believed that Japanese people were the politest nation in the world, but I found out that we didn't care about other people as much as American people do because we don't say "Excuse me" or "I'm sorry" every time we hit someone in the public places.*

Most of the students turned a critical eye on other aspects of Japanese people too.

Appearance

More than half of the students described Japanese as being very busy, restless, and walking to and fro very quickly, and as being "skinny." One student wrote that she was "shocked" to find how skinny young people are. Moreover, while they thought Americans do not care much about clothes and appearance, they felt Japanese pay excessive attention to appearance and tend to look the same and rather uninteresting. One student wrote:

A-1: *I see a lot of people wearing same clothes, same bags and having same hairstyle. While in Boston, I saw a variety of people and it was rather hard for me to find someone wearing same things. I can see the idea of harmony from these aspects. Personally, it is not interesting to see people having same brands. I think people should be more independent.*

The students also felt that Japanese are cold and unfriendly, because there is not much interaction between people in public places and few people offer help or even a smile to strangers.

Identity Awareness

So far, we have seen contrastive behaviours between Americans and Japanese. Nakane (1972), who coined the term タテ社会 (vertical hierarchical society) to explain Japanese human relationships, and Nakayama (1989, cited from Furuta et al., 2001) described Japanese as having three categories of relationships with people—ウチ (family members and very close persons), ソト (people with whom they have some social contact, such as neighbours and colleagues) and ヨソ (strangers)—and that people in the third group are treated as non-existent and are essentially ignored. Most foreigners in Japan belong to the third group, as they do not bring any "returns" or do not have social obligations (義理). Based on these

categories of relationships, Japanese do not need to be recognized as individuals within the first group, whose members are mutually dependent (甘え). In contrast, a study by socio-psychologist Hofstede (1991) with IBM employees in 50 countries and 3 regions showed that individualism was the strongest in the US. (Japan ranked 22/23, pp. 49-54.) So the students were naturally impressed with the patience of Americans to listen to their incorrect English and with Americans' treatment of the students as individuals and adults. The following comments are examples of their impressions:

- I-1: *There are many diversities, so they seriously listen to my rough English, and they don't look down (on) us.*
- I-2: *I was confused about Americans treatment towards me. The reason is because they regarded me as an adult not as a student. Therefore, I understood that Americans treat people with an equal point of view.*
- I-3: *Individualism made me comfortable gradually. They communicated me not as a person of a group, but as an individual. Because of this I trusted on lots of people, and changed my mind about Americans.*

Being treated as an individual and an adult seems to have made many of the students more aware of "self," as expressed in the following comments:

- I-4: *Since the American culture values individualism and self-reliant, I started to open myself and tell what I feel or want to to others.*
- I-5: **Japanese people have less chance to express their opinion when they return to Japan.*
- I-6: **Japanese people tend to be in a group.*
- I-7: *I became used to speaking in public. I couldn't give my opinions in my class because I felt (was worried) how the other students feel my opinions. I was also shy so I couldn't speak in the class. But American were more positive and active, so I was influenced by them to speak my thoughts actively.*

Many of the students were also influenced by their new-found identity as a student. They had opportunities to meet local university students and families and learn about American student life through programs sponsored by the Boston campus. Some of their comments on the differences they perceived were as follows:

- I-8: *When I learned American values, my idea had totally changed. One of the values is "independent", so children are expected to be independent. College students pay their school fees by themselves. They go to the colleges because they really want to study. So they are so busy to study and work. I understood that they didn't have time and money to be dressed up. They don't need to do it to go to colleges.*
- I-9: **American college students were much more independent. They consider that they have*

to pay tuition by themselves and they should leave parents' house at least by the age of their 21.

I-10: **Compared with Japanese, American (shows) respect each other, even if they are children. Parents often have their children make decision, but there (they take) always responsibilities for it. In teams (terms) of that, there are more freedom, but responsibilities too.*

Hall & Hall (1990) refer to Japanese homes as having a “close, dependent relationship” (p. 50), with the mother seeing “her child as an extension of herself and thus sets the stage for lifelong dependency relationships” (p. 47). American parents, on the other hand, do not see “a need for improvement in” their children’s education because they are “unaware of the high performance of children in other countries” (p. 50). The students critically perceived Japanese students as rather lazy and spoiled by their parents, because not many of them are financially independent. In fact, they seemed to show some admiration towards American students’ independence. It is possible that, as adolescents, they are at that point in their lives when “self” is established, but the interdependency of their family situation does not allow them to behave like American students. As is clear from the students’ comments heretofore, there was much criticism and many observations about people in public, but not a single comment about the students’ own relationship with their parents or how their relationship was influenced by their time abroad. This might show that they are still trying to relate their new awareness with their family, as well as the difficulty of independent relationships in Japanese homes.

Discrimination

Initially the students enjoyed somewhat the racial diversity, but later perceived racial discrimination to be a problem. Some of them were even cursed at by young passer-bys, which shocked them as such incidences are rare in Japan. One of the students in the 2007 class said she was called a “geisha” at a cafeteria located in a market. She was so shocked that she started crying when she retold the incident in class. Later, she chose “Geisha and Maiko” as a group presentation theme and found through studying the subject that the feeling of discrimination she experienced came more from within herself than from the passer-by. The following comments show their preconceived notions.

D-1: *In a cafeteria at Boston College, people were eating at the table but they just made groups with same ethnic students. Chinese table, African American table, Irish table, so and so. So I finally got that American had diverse and prejudice and discrimination were there.*

It may have been that these foreign students preferred to sit together rather than as a

result of discrimination by Americans. The author has also experienced personally similar situations at British universities, especially with undergraduates. The students are isolated on the Showa Boston campus and do not have many opportunities to mingle with students of other ethnic backgrounds. They are not very familiar with racial diversity and can be easily misled or get the wrong impression.

Classroom

Most of the students were confused in the beginning, as the way teachers conducted classes in Boston was very different. They seemed to adapt themselves fairly quickly, though, and started enjoying themselves. On returning to Japan, however, they seem to have taken longer to readjust to the Japanese traditional style. They “conscientiously” keep quiet in class, as teachers take their passive attitude for granted. The following comments are a sampling of what the students felt:

- C-1: *In Boston all of the teachers said Hello, Hi, or Bye when we met in a school even though they weren't my teachers. But in Japan some teachers just bow as a greeting. So I got confused whether (whether) a teacher greeted or not.*
- C-2: *American students can learn how good to say their opinions and it makes them have their identity. I could say my opinions all the time in class in Boston, but it is difficult for me to say it in class in Japan. American teachers always gave us thinking time or discussion time, but Japanese teachers just gave us their lecture, so I think Japanese way does not give students really think about or not to have their opinions (does not help students to think by themselves or to have their own opinions).*
- C-3: *People often make sure that all of them is interested in a communication in American culture. Exchanging ideas shows how each person takes part in the communication. That culture influences American education. Students and a teacher often exchange opinions. That class style is like a conversation. But in Japan, people often have a communication without words. Quietness shows respects to a speaker. Therefore in a class only teacher speaks. Students aren't willing to speak in the class.*
- C-4: *I think both of the Japanese way and the American way of education have a good point. Japan: students are quiet, sleeping, America: students are active, eager to learn.*

These comments may indicate that the students prefer to study actively. The C-4 student referred to sleeping in class, which may be considered normal and not something to feel guilty about. The students wrote these opinions less than a month after their course resumed in Japan, so it is possible the teachers and classes in Boston were still fresh in their memory. On the other hand, these comments may indicate that teachers in Japan need to reconsider the traditional teaching style of lecturing. Lecturing students without involving any interaction may fail to stimulate them. Giving them questions to think about

or time to have a discussion are possible ways to actively involve them in the class. Silence in class may not necessarily show “respect” anymore, so teachers should allow students to interrupt and ask questions. The huge gap in class sizes between the Tokyo and Boston campuses is another issue. Small classes make it easier for teachers to hear students and give them individual attention.

Two Education Systems

This category concerns students’ perceptions of their study abroad experience. As the following comments show, most of them tactfully distinguished between the two cultures and positively consider their experience.

- T-1: *For me, it’s not so hard to deal with both American and Japanese culture. With Japanese person, I obey Japanese style and with American I use American style. I know both culture and the differences. Both culture has positive and negative points. I know both background so I can change my style depend on the situation. Of course sometimes I’m under the stress because of the culture differences but it’s not so big problem for me.*
- T-2: *I would try to rais (raise) my child following the good cultural facts from America and Japan. The returnees know the good and bad point in each culture and they can take an advantage that and use them to build new characteristics for themselves and also in the future when they have the child.*
- T-3: *For American culture, I should be flexible and patient. Because transportation is delayed everyday, and people have own pace. For Japanese culture, I should be cooperative. Because in Japan, it is important to be able to cooperate with others.*
- T-4: *Each culture is different from others and some people like some parts of a culture but some people don’t. Therefore, I’d like to understand the two cultures very well and take good parts that I think from both cultures. And, I hope I’m a person who is tolerant for the differences or conflicts between the two cultures.*
- T-5: *When in Rome, do as the Romans do. Since I went to Boston, I realized many wonderful Japanese cultures but I also want to accept new culture. Throw (through) knowing and experiencing American culture, I can broaden my horizons. I don’t want to obey every Japanese culture and American culture I want to obey some (from) both cultures that I think they are good.*
- T-6: *I think living with two culture is great. Although some conflicts maight (might) be happened, but I believe people can have a wide view in the end. So returnees don’t need to be afraid of accepting two cultures at same time.*

The students made no negative comments about their experience and they seem to have absorbed the two distinctive cultures. The T-2 student has already made plans to pass on

the experience to her children, while the T-5 student has learned to appreciate anew Japanese culture. No student seems to be struggling with reverse culture shock, and these comments suggest they are able to adjust to the two cultures.

DISCUSSION

Tanaka & Ellis (2003) studied students' language development when this study abroad program of the college was 15-week-long. They called the setting "Japanese College Overseas" and inferred the students' modest improvement was due to limited exposure to the local NSs. Lengthening the course to 5 months might not show significant linguistic development, but the students remarks in this paper demonstrate their positive cultural adjustment to the US. They showed negative reactions to the verbal and non-verbal linguistic customs in the home country, as Japanese uses more situational-set language. Hall (1990) defines Japanese society as high context and containing many hidden messages in the vocalized language. Whereas American society is defined as low context, with a preference for explicit messages. When the students travel from a low context American society to a high context Japanese society, it is only natural that they perceive the Japanese public sending superficial and ambiguous messages, as is evident in their comments. One student wrote that bowing is "convenient" as it carries "many meanings without any words", such as "thank you", or "excuse me." These findings are often seen from the viewpoint of foreign travellers who have just arrived in Japan. This particular comment may illustrate that they were turning on and off their "Japanese switch" in an attempt to understand the two cultures during the transition period. As seen in the comments heretofore, the students understood what was expected of them in the Japanese classroom and were "well behaved" as a group. This might explain why the students in my intercultural course found it difficult to take a more active role. Having a Japanese teacher conducting the class in English might have confused them.

We may also need to consider our teaching style, as the students feel there is a lack of thinking, discussing and expression of thought in class. Students are vulnerable when they return to the Tokyo campus and are exposed again to Japanese culture, and providing them with a classroom atmosphere that bridges the two cultures and allows them to readjust gradually might be helpful. The concept of World Englishes has yet to take hold in Japan, and it may be worth considering the use of teachers that are non-native English speakers and teachers of different ethnic backgrounds for their classes. One of the students wrote the following comment in her diary a week after her arrival in Boston:

Today, I was surrounded many foreigner for the first time in my life when I had lunch. I was so nurvouse (nervous). I didn't remember what I ate. At first I couldn't tell her what I want to say. But she tried understand what I want to say.

This comment suggests how the students are affected by the visual message. Offering a variety of teaching styles may therefore be effective.

We should also foster an independent learning style in Japan. Teachers readily give the answers to questions or ask questions that only require yes/no responses to minimize teaching time, but it might be better to put more of the onus on students to think about and respond to the questions. Nowadays young people are often criticized for being inflexible when communicating with the public, for “going by the book.” Many students work part time and this may be the case where they work. Ironically, the more independent leaning style and individual communication modes students picked up in Boston may be what is needed to make young people more flexible, and it would be a shame if these skills were lost.

Finally, from the viewpoint of students’ social communicative development, spending the final two years of their program in Japan may be worthwhile. As evident in the comments heretofore, on returning to Japan, many students showed complex feelings about the attitudes of shop clerks. Some students were puzzled by their bowing and situational-set language. One student wrote that Japanese honorific language is rather troublesome (面倒) to use because of its complexities, whereas spoken English is fairly straightforward. Still, this linguistic coding may be what society expects of them when they graduate from university. Kelly (2001) examined Japanese five- and seven-year old children and found that they “possessed surprisingly sophisticated interactional abilities that are reflective of many aspects of the Japanese value system as well as of certain social customs and behavioural conventions” (p. 170). If this is true of Japanese children and society expects the assimilation of behaviour and language, college graduates must demonstrate higher skills of group dynamics. As almost all of the students choose to join domestic companies after graduation, having two years to develop and hone their honorific language skills is probably a necessity.

Reference

- Adler, P. S. (1975). The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, 15 (4), 13-23.
- Damen, L. (1987). Culture learning: *The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.
- Furuta, G., Ishii, S., Okabe, R., Hirai, K., & Kume, T. (2001). *Ibunka komyunikeshon keyword (shinban)* [Keywords in intercultural communication, new edition]. Tokyo: Yuhikaku.
- Hall, E. T. (1990). *The silent language*. New York: Anchor Books.
- Hall, E. T. & Hall, M. R. (1990). *Hidden differences, doing business with the Japanese*. New York: Anchor Books.
- Hofstede, G. (1991). *Culture and organizations: Software of the mind*. London: McGraw-Hill.
- Hoshino, A. (1992). *Kurosu karuchasekai eno syoutai* [Introduction to cross-cultural thinking]. Tokyo: Yomiuri shimbun.
- Isa, M. (2002). Josei to ibunka tekiau [Women and intercultural adjustment]. In M. Isa (Ed.), *Tabunka*

- syakai to ibunka komyunikeshon* [Multi-cultural society and intercultural communication] (pp. 149–171). Tokyo: Sansyusya.
- Kelly, V. E. (2001). Peer culture and interaction. In H. Shimizu & R. A. Levine (Eds.), *Japanese frames of mind* (pp. 170–201). New York: CUP.
- Kondo, H. (1981). *Karucha shokku no shinri* [Psychology of culture shock]. Osaka: Sogensya.
- Minoura, Y. (1984). *Kodomono ibunka taiken* [Children's intercultural experiences] Tokyo: Shisakusya
- Minoura, Y. (1998). Ibunka taiken to ningen keisei [Intercultural experiences and personality development]. In *Kokusaikajidaino kyouiku* [Education in international age]. Iwanami koza 11, (pp. 127–147). Tokyo: Iwanamisyoten.
- Ministry of Foreign Affairs Agency survey. *Nihonjin no kaigai tokousya chosa* [Survey on Japanese residents overseas]. Retrieved December 3, 2007, from <http://www.stat.go.jp/training/toshokan/faq02.htm#13>
- Nakane, C. (1972). *Tekioh no joken* [Differences for adaptation] Tokyo: Kodansha.
- Nakane, C. (2004). *Tatesyakaino ningenkankei* [Human relationship in vertical hierarchical society]. Tokyo: Kodansya.
- Nakayama, O. (1989). *『Bokashi』 no shinri* [Psychology on ambiguity]. Osaka: Sogensya.
- Omori, M. (2001). Returnees to Japan. In H. Shimizu & R. A. Levine (Eds.), *Japanese frames of mind* (pp. 228–253). New York: CUP.
- Onishi, M. (1992). *Ibunka sutoresu shokogun* [The syndrome of stress from the cross-culture experiences]. Tokyo: Babel Press
- Rohrlich, B. F. & Martin, J. N. (1991). Host country and reentry adjustment of student sojourners. *International Journal of Intercultural Relations*, 15, 163–182.
- Shimizu, K. (1999). A survey of expectations of and characteristics attributed to native-speaker English teachers and Japanese English teachers by Japanese university students. *Journal of Intercultural Communication*, 3, 53–74.
- Suda, N. (1998). Preparing students for group study abroad: The case of Showa Women's Junior College. *Journal of Intercultural Communication*, 2, 189–201.
- Suda, N. (1999). Issues of adjustment abroad and readjustment to their home country of Japanese spouses. *Journal of Intercultural Communication*, 3, 75–86.
- Suzuki, K. (2006). *Ibunkakan shinrigaku eno apurochi* [Approaches to cross-cultural psychology]. Tokyo: Brain-shuppan.
- Tanaka, K. & Ellis, R. (2003). Study-abroad, language proficiency, and learner beliefs about language learning. *JALT Journal*, 25, 62–85.
- Tanaka, T. & Yashima, T. (1999). Social Support and Intercultural Adjustment of Adolescent Japanese Sojourners in the U. S. A. *Journal of Intercultural Communication*, 3, 99–114.
- Yamamoto, S. (1998). Applying the Developmental Model of Intercultural Sensitivity in Japanese Context. *Journal of Intercultural Communication*, 2, 77–100.
- Yashima T. (2004a). *Dainigengo komyunikeshon to ibunkatekiou* [Second language communication and intercultural adaptation]. Tokyo: Taga syuppan.
- Yashima T. (2004b). *Gaikokugo komyunikeshon no joui to douki* [Intention and motivation in foreign language communication]. Osaka: Kansai University Press.

Appendix

Worksheet results

All the students' comments listed below were reproduced nearly verbatim. Grammar and spelling mistakes were retained, as the original expressions convey students' feelings better. The author added the following for clarification.

1. All the italicized words in brackets were added, as the mistakes might be misleading or do not convey the meaning very clearly.
2. (multiple) indicates there were at least three comments that expressed essentially the same view.
3. *(an asterisk) indicates that the comment is from a University Program student who participated in the 5-month study abroad program in Boston. Comments without an asterisk are from BLIP students who participated in the 18-month study abroad program in Boston. All the students' comments from the spring 2007 and spring 2008 class are listed here, without regard to order or the year in which it was submitted.
4. All the comments for questions 1, 2 and 3 were categorized in the following two ways:
 - Positive, negative or neutral. Neutral comments include the ones that could be viewed as either positive or negative, or show students' objective observations about the culture.
 - a) American/Japanese society, b) people's behaviour and customs, c) classes and schools, d) the language and e) others.

The comments for questions 4 and 5 were categorized only as positive, negative or neutral to their situation.

Q1: How did you feel about American culture at the beginning of your stay in Boston?

Positive:

a) American society

1Pa-1. Great: beautiful building, lots of museums, having leisure.

1Pa-2. *Free culture

1Pa-3. Acceptable Diversity: There were many different people.

b) People's behaviour and customs

1Pb-1. American people were very friendly. (multiple)

1Pb-2. Personal space is smaller than Japanese.

1Pb-3. There are many diversities, so they seriously listen to my rough English, and they don't look down (*on*) us.

1Pb-4. Aggressive (positive), Energetic.

1Pb-5. People want to know other's opinion.

1Pb-6. People in America behave naturally and freely.

1Pb-7. The American Culture is very interesting because it has assimilated many other cultures in music, food, etc.

1Pb-8. I was confused about Americans treatment towards me. The reason is because they regarded me as an adult not as a student. Therefore, I understood that Americans treat people with an equal point of view.

1Pb-9. People say their opinions clearly and voluntarily.

1Pb-10. American culture is more easy to express their feeling or opinions I thought. So it was easy to tell others my honest feeling and opinion. Japanese prefer to show their feeling and opinion

unclear, but between Japanese, it's normal thing and we can understand each other.

1Pb-11. Americans cherish something old, for example, houses or furniture.

1Pb-12. Individualism. The American people say what they think and what they want directly, but I felt the way how they do is really natural. If people only insist on their opinions, it might cause problems in communication. Sometimes I felt Americans are so strong, however, mostly Americans insist their opinions strongly but also compromise with other(s) so well. I thought this is because they value self-reliant and admit "individual" well each other.

1Pb-13. I thought it's good that each person has own fashion style and life style.

1Pb-14. I enjoyed American reaction when I went to see NBA and movies.

1Pb-15. *Compared with Japanese, American (*shows*) respect each other, even if they are children.

Parents often have their children make decision, but there (*they take*) always responsibilities for it. In teams (*terms*) of that, there are more freedom, but responsibilities too.

1Pb-16. *American people venerated (*worshipped*) their religions.

1Pb-17. *American treasure their family or relatives. Regularly they celebrated their birthday every year.

1Pb-18. *American (*are*) kind to others. For example, they open a door for others.

Negative:

a) American society

1Na-1. (*There are*) discrimination and lots of races.

1Na-2. Dangerous!!

1Na-3. I was afraid of American because in Japan a lot of bad news were broadcasted.

1Na-4. I felt it was a little strange because it was really different from Japanese culture. For example, there was no schedule (*time tables*) for train.

b) People's behaviour and customs

1Nb-1. American service is not good.

1Nb-2. Clarks and waiters were rude and blunt, not smiling. (multiple)

1Nb-3. They don't like to take a bath.

1Nb-4. Restaurant clarks were not polite like Japanese style.

1Nb-5. I was irritated when I saw clerks' attitude. They didn't care about customers but they worked at their own pace.

1Nb-6. They work more reluctantly than Japanese people.

1Nb-7. I thought American say real thoughts anytime because of freedom so they don't say bad things behind someone. But it's not true. I heard someone say bad things to someone indirectly. It is not once. I was shocked.

1Nb-8. When Americans spoke their opinions and thoughts, they were very powerful and aggressive.

1Nb-9. Unfriendly. People said "yes" or "no" very clearly, so I thought I couldn't survive in this country.

1Nb-10. I thought people were free but irresponsible.

1Nb-11. *I was confuse(d) at (*as*) most of American were friendly. I'm shy so when some American talked to me, I was always confused.

1Nb-12. *I felt many American people make slipshod work and they don't care about what they do very carefully. (*Author's comment: She later reversed this opinion: see 2Pb-18*)

1Nb-13. *They don't clean their rooms many times and Japanese people much care about cleaning our clothes or rooms.

1Nb-14. Americans say "no" without hesitation. When I went to shopping with an American friend,

the clerk came to us and recommended some cosmetics. I just tried it, but she gave a ready (*the lady*) answer to her “No” because she don’t want it. It seemed icy for me at first.

1Nb-15. *Not punctual. Many of American is a loose character.

c) Classes and schools

1Nc-1. In Boston, teachers often asked questioned (*questions*) to us and made us speak in the class.

However, in Japan, most of the times students are passive and don’t ask questions so much during the class. Since I am Japanese and used to be passive, I felt a little bit uncomfortable in the American styled classes at first. (multiple)

1Nc-2. I am a shy person, so it was so hard for me to say my opinion in front of many people/students.

Neutral:

1Ta-1. Everything is so big.(multiple)

1Tb-1. Fashion is really casual. (multiple)

1Tb-2. They like to talk and eat a lot.

1Tc-1. Lots of homework.

Q2: Did you feel differently toward American culture as you got used to life in Boston?

Positive:

2Pb-1. When I made eye contact with Americans they smiled at me. It is very nice culture.

2Pb-2. I wasn’t good at expressing myself. Therefore at first I didn’t say “Hello” or “How are you?” to the people especially to strangers. But in America, people greet or have a short conversations even though they don’t know each other well. Gradually I try to have a short conversation with any people such as maintenance or facility staff in a hallway. And those conversations were comfortable for me.

2Pb-3. Independent: I realized I have to figure out everything which I want to and need to know by myself, cause Americans have to take their own responsibility.

2Pb-4. Individualism made me comfortable gradually. They communicated me not as a person of a group, but as an individual. Because of this I trusted on lots of people, and changed my mind about Americans.

2Pb-5. I first hesitated to make eye contact with them because I might be talked by American people. But (a) few month(s) later, I changed my mind and I tried to communicate with a lot of them (*with no hesitation of making an eye contact*).

2Pb-6. They sometimes more positive than Japanese.

2Pb-7. When I learned American values, my idea had totally changed. One of the values is “independent”, so children are expected to be independent. College students pay their school fees by themselves. They go to the colleges because they really want to study. So they are so busy to study and work. I understood that they didn’t have time and money to be dressed up. They don’t need to do it to go to colleges.

2Pb-8. At first I thought that American people express their thoughts without thinking the other person’s thoughts. But I realized that this expression is not because of their rudeness but because of being honest.

2Pb-9. It became natural for me to hug with my friend and talk with strangers.

2Pb-10. When somebody said to me “Ni-hao” or “Annyohaseyo”, I became to be able to say that I was Japanese!! I used not to say anything but now I can say my opinion clearly.

- 2Pb-11. Very friendly. Sometimes people spoke to me in a train or bus whenever I got lost, somebody spoke to me and helped me.
- 2Pb-12. I got used to hanging with someone, so I came to even sad when people didn't hag me.
- 2Pb-13. Since the American culture values individualism and self-reliant, I started to open myself and tell what I feel or want to to others.
- 2Pb-14. I could be (*was able to be*) more active and talkative and I felt more relaxed when I was in Boston. I think it was because I didn't need to care about train schedule or walk in crowded streets.
- 2Pb-15. *American college students were much more independent. They consider that they have to pay tuition by themselves and they should leave parents' house at least by the age of their 21. (multiple)
- 2Pb-16. *American people venerated (*respected*) elderly people and (*the*) unfortunate.
- 2Pb-17. *American have a strong ego. They have their opinion every time.
- 2Pb-18. *I thought they make slipshod work because they don't like their work. But it wasn't true. They have own idea, I found.

Negative:

- 2Na-1. Some areas are dangerous. I was surprised that an area which have the most criminal has lots of black people.
- 2Na-2. In a cafeteria at Boston College, people were eating at the table but they just made groups with same ethnic students. Chinese table, African American table, Irish table, so and so. So I finally got that American had diverse and prejudice and discrimination were there.
- 2Na-3. I thought American support poor people equally. But while I was in Boston, I found that there were many people who don't get enough support. They were still many poor people.
- 2Na-4. There are still many discrimination to black, Asia or Hispanic people.
- 2Na-5. *Boston must make time table for the bus and subway.
- 2Nb-1. Americans don't wait others when they eat meals together. I couldn't get used to the culture in Boston.
- 2Nb-2. *Many American like junk food, but they value their national holidays like Halloween, Thanksgiving and Christmas. They also make traditional foods and eat them (*at these holiday celebration*).
- 2Nb-3. *I had problem about food, at first it was fresh for me, but I like rice very much. So I wanted to eat rice on breakfast.

Neutral:

- 2Tb-1. People are much more open about showing their affection toward the partners.
- 2Tb-2. The relationship between boys and girls (*were different from what I expected*).
- 2Tb-3. Americans like discussion. They are good at say opinions and exchange thinking. Japanese are not like that. They are good at guess.
- 2Tb-4. *American culture was same as my image.
- 2Tb-5. *There were many vegetarians in Boston.
- 2Tb-6. *American don't care much about their clothes and appearance.
- 2Tb-7. *Americans gave me a call or email the day before, or on the very day to meet up. Japanese tend to decide the gathering time in advance.
- 2Td-1. When I taught Japanese to American, I realized Japanese culture of modesty. We often say "Taishitamono janai (*it's not a good stuff, translated by the author*)" when we give something. It

seemed rude for Americans if the present is really not good.

Q3: How did you feel about Japanese culture when you returned from Boston?

Positive:

3Pa-1. Japan is very convenient and clean. (multiple)

3Pa-2. Japanese welfare policy is good!!

3Pa-3. Everything in Japan is neat.

3Pa-4. *I was surprised to find that many stuffs were (*well*) managed, small and compact.

3Pb-1. I like taking a bath for a long time, sleeping on the futon, and taking off shoes (*at home and so I felt very comfortable to be back home*). (multiple)

3Pb-2. People are modest.

3Pb-3. Polite

3Pb-4. Japanese food is delicious and healthy!! (multiple)

3Pb-5. At stores, bathrooms are very clean, and the clerks are polite. I realized that Japanese culture had perfection.

3Pb-6. *It's important to respect senior people.

3Pb-7. *Afterall, I love Japan. I like Japanese politeness. When I came back to Japan, I could adapt to Japan soon.

3Pb-8. *I thought Japanese culture was wonderful!! The clerks (clerks) are very kind to customer.

3Pb-9. *Japanese people are considerate.

3Pd-1. Japanese culture is very convenient. For example it is a "bow". By using a bow, people recognized my feeling, "Thank you", "Sorry", "See you" etc. even without words.

3Pd-2. *Japanese Culture has a honorific word. This makes for good human relations.

3Pe-1. Art is beautiful and sensitive.

Negative:

3Na-1. I became sick, when I used a crowded train and saw so many people in Tokyo.

3Na-2. Train is so crowded. (multiple)

3Na-3. Japan is noisy!!

3Na-4. Tokyo does not have nature so much!!

3Na-5. Everything looked so small, close and far. People live in this such a small island like they are pushing the shoulders each other. People in Tokyo don't know each other and they try not to stop into the other people life. But in Boston, people live in pretty good distance, they do some fun activities together.

3Na-6. Not so peace (*safe*) than I expected. In my image, Japan was so safe but my umbrella's stolen.

3Nb-1. I made eye contact with people in Japan, and Japanese people avoided (*avoided*) me. When I sneezed, American said "Bless you!" After I came back to Japan, nobody say it, so I feel something empty.

3Nb-2. I was shocked that Japanese young women are skinny. (multiple)

3Nb-3. I had believed that Japanese people were the politest nation in the world, but I found out that we didn't care about other people as much as American people do because we don't say "Excuse me" or "I'm sorry" every time we hit someone in the public places. (multiple)

3Nb-4. I felt how busy Japanese people were. (multiple)

3Nb-5. People walk very fast. (multiple)

- 3Nb-6. They're restless. (multiple)
- 3Nb-7. Japanese seem like the same, in other words, they don't have an individual.
- 3Nb-8. I see a lot of people wearing same clothes, same bags and having same hairstyle. While in Boston, I saw a variety of people and it was rather hard for me to find someone wearing same things. I can see the idea of harmony from these aspects. Personally, it is not interesting to see people having same brands. I think people should be more independent.
- 3Nb-9. Japanese culture seems more politer than American culture. However, I thought it's inconvenient, because we have to use honorific word to older people. For me, it's just 面倒 (*troublesome*) cared formal. (Surface.) I think it's not so important.
- 3Nb-10. Not kind.
- 3Nb-11. Some of the Japanese go to college because they don't want to work yet. They just want to have free time, so they often skip classes. I cannot believe that their parents pay for them. They take it for granted that parents pay for them, so they don't thank for their parents. I think Japanese students are much lazier.
- 3Nb-12. Japanese are less friendly than Americans.
- 3Nb-13. People do not smile!!
- 3Nb-14. Young people's looking is strange!!
- 3Nb-15. Too polite. Clerks are too polite. They say "Thank you very much." many times and bow many times.
- 3Nb-16. Before I went to Boston, it was natural for me to see people bowing many times, or people don't tell their feelings straight forwardly. However, when I came back, I realized Japanese people were too polite or (*I*) felt I didn't understand how they felt.
- 3Nb-17. I feel that Japanese culture (*in daily life*) is kind of boring. Ex) when I go shopping, most of all clerks are not inpolite (*impolite*) but also not so friendly. They say same words. Though there is only me in the store, the clerk says repeating same phrases, and it's kind of strange to me.
- 3Nb-18. I felt strange about Japanese culture. For example clearks (*clerks*) who treat customers in same way all day long. It seems to be really weird because they don't really say "Thank you." or "May I help you?" to their customers from their bottom of heart.
- 3Nb-19. *Japanese parents tend to spoil their children. Some parents pay cell-phone charge for their children.
- 3Nb-20. *I felt solitary.
- 3Nb-21. *I thought Japanese culture was a little rigid. Japanese think strongly about living comfortably.
- 3Nb-22. It seems everyone cares about fashion so much.
- 3Nb-23. (*People*) don't think about the world so much, (*it is because Japan is*) too peaceful.
- 3Nb-24. I didn't feel discomfort in Japanese culture strongly. But I wondered my aunt's behaviour. Even if she is really busy, she accepts the chair resident's association unwillingly. Now, she has no time to relax. I thought she should had refused this offer clearly.
- 3Nb-25. *Japanese people tend to be in a group.
- 3Nb-26. *Japanese people think about many things in detail.
- 3Nb-27. *Everything is so complicated. People look serious and unfriendly. Actually, I think Japanese people are unfriendly. Or merely they are indifferent about others.
- 3Nc-1. In Boston all of the teachers said Hello, Hi, or Bye when we met in a school even though they weren't my teachers. But in Japan some teachers just bow as a greeting. So I got confused weather (*whether*) a teacher greeted or not.
- 3Nc-2. I became used to speaking in public. I couldn't give my opinions in my class because I felt (*was*

worried) how the other students feel my opinions. I was also shy so I couldn't speak in the class. But American were more positive and active, so I was influenced by them to speak my thoughts actively.

Neutral

3Nd-1. People have skills to communicate without (*saying*) words.

Q4: What sort of influences do you think the culture has on education, and how are returnees affected by having lived in two cultures and experiencing different education systems?

Positive:

4P-1. The students in Japan tend to be supported a lot by the teachers. However, in American students case, they have to act by themselves. I was influenced that culture, so I'm trying to do something by myself for like getting information that I really need.

4P-2. American children seem to be good at telling their opinions and thoughts well since when they are quite little. I assume this is because of their cultural background, self-reliant. I think returnees get affected mostly in a good way even though they may have difficulties also. As I'm a returnee, I sometimes feel difficult to be back in Japan. However, I have more positive aspects now as I know both Japanese and American cultures and get good parts from the both and have flexible thinking.

4P-3. Being independent is one of American cultures. It makes American students learn actively by themselves. But Japanese students are opposite. They learn with others passively. They don't study voluntarily or actively. Returnees can be positive like American people.

4P-4. Japanese put stress on cooperation in education. For example, there are group work and a lot of tests. Students discuss with each other and study for the same goal. On the other hand, American put stress on individual. So there are a lot of presentations and discussion. They are requested their own opinion. I think returnees adapt their differences through daily life naturally. They learn two ways of education. I think they are well balanced. (multiple)

4P-5. Japanese culture is culture of cooperation. It is good to do work etc. with people, but it may make people dependent and have little personality. US culture is culture of individual. It may be hard to cooperate with others, but people tend to be independent and have much personality. Returnees know both cultures. It means returnees may be able to get good points from both culture and fit in both culture easily.

4P-6. I think living with two culture is great. Although some conflicts might (*might*) be happened, but I believe people can have a wide view in the end. So returnees don't need to be afraid of accepting two cultures at same time.

4P-7. I think I can think about people more than before because I saw many types of people in Boston.

4P-8. I became more independent, positive, aggressive person more than before.

4P-9. *In Japan, teachers ask (*for*) the answer, but students are very shy and don't try to answer voluntarily. So after all, teachers tell the answer. On the other hand, in America, teachers ask (*for*) the answer and wait for students' answer until they answer. So students can have own answer. In fact, I became positive in America.

Negative:

4N-1. American students are very active in a class. They are very hard workers to study. In an elementary (*elementary*) school, teachers have difficult to call on one student because most of students want to answer the questions.

4N-2. Even though American children are brought up to be independent by their parents, they really

have good relationship with their parents. I thought they did not have a good relation, but it (*I*) was wrong. I also feel Japanese parents spoil their children, so children always depend on them and do not do their things by their selves. However, American family have better relation than Japanese family.

4N-3. At an American school, students give their opinions actively and discuss with each other. One student says an agreement, soon other student say a disagreement. But Japanese education doesn't have chance to discuss.

4N-4. American students can learn how good to say their opinions and it makes them have their identity. I could say my opinions all the time in class in Boston, but it is difficult for me to say it in class in Japan. American teachers always gave us thinking time or discussion time, but Japanese teachers just gave us their lecture, so I think Japanese way does not give students really think about or not to have their opinions (*does not help students to think by themselves or to have their own opinions*).

4N-5. Japanese kids learn to work in a group and learn how important it is to respect teachers and to cooperate with other students. And Japanese students are afraid of making a mistake, so few of them ask a question in class. But the American students ask many questions actively and are eager to make them clear in class.

4N-6. *In Japan, we should be the same or similar (*we shouldn't stand out*). It is one of Japanese culture. But it gives children abilities to leave someone who is different. (*Children with some difference tend to be left out.*) So if they find a friend, who is different from themselves, children tend to bully him or her.

4N-7. *American people venerated each personality, so they like discussion and they discuss their idea and also student is positive. But in Japan, student is negative. Student don't give their opinion very much that teacher didn't name them.

4N-8. *Japanese people prefer to be in a group, so they don't want to express their opinion in front of classmates. Because of that the class isn't activated. They avoid taking high level class by themselves.

4N-9. *Japanese people have less chance to express their opinion when they return to Japan.

4N-10. *American people venerated each personality, so they like discussion and they discuss their idea. And also student is negative. Student don't give their opinion very much that teacher didn't name them.

4N-11. *Japanese correspond inferiority and weakness. We have interested in returnees because they experience more than us.

Neutral:

4T-1. I heard the problem that recently, many American parents do every thing for their children like homework, writing a resume and so on. In Japan, most students go to a clam school, so they depend on only a clam school. I can't say which one is better because each country has different culture.

4T-2. People often make sure that all of them is interested in a communication in American culture. Exchanging ideas shows how each person takes part in the communication. That culture influences American education. Students and a teacher often exchange opinions. That class style is like a conversation. But in Japan, people often have a communication without words. Quietness shows respects to a speaker. Therefore in a class only teacher speaks. Students aren't willing to speak in the class.

4T-3. Japanese students are good at cooperate and do something (*together*) so sometimes they can't do

something by themselves. On the other hand American students are good at do by themselves. Self-reliance is one of American value, so they think it's important to independent. So for Asian people, sometimes they seem they are selfish because they say their opinion too strongly. They just have own clear opinions.

4T-4. I think the two different culture have totally different views toward the world. A(merica)- having war, 9.11 terrolism (*terrorism*).

4T-5. Japanese and American educational styles are different, so it might confuse the returnees. For example, while asking questions in the middle of the class is inappropriate in Japan, it is good to do that in the U.S. because it shows that the students are active in class. These are opposite ideas. I think it is better for them to adjust each situation: when in Rome, do as the Romans do.

4T-6. Americans treasure the self-reliance, independent and diverse, the children can know the differences between them and other people. In Japanese we don't have diverse so much and they grow exactly in same way. They would face difficulty to make own decision. I would try to rais (*raise*) my child following the good cultural facts from America and Japan. The returnees know the good and bad point in each culture and they can take an advantage that and use them to build new characteristics for themselves and also in the future when they have the child.

4T-7. American education emphasize independent. Japanese education emphasis observing the proprieties. I think people who use to live in America are tend to (*be*) more independent. Also they can say their opinion, but sometimes in Japanese culture it comes to be a problem; too direct.

4T-8. In America, the class is small and they need to talk each other. They exchange their thoughts. On the other hand, there are lots of lecture classes in Japan. So they shouldn't talk in the class. Just listening. Both of them have good points and bad points. That's why American say their opinion directly.

4T-9. *I think Japanese way of thinking is very serious, so free way of thinking doesn't suit for Japanese. Memorization's the best way of study.

4T-10. *In Japan, we rarely give some comments and question to teachers. Also teachers don't like what the students give comments and questions. However, American teachers like that. They rather think if students don't ask and give comments, they don't participate in the class.

4T-11. *Returnees should learn Japanese culture in a class. If they don't, teachers and even Japanese students around them don't like returnees.

4T-12. *Since we are children, we learn to refrain (*refrain*) something first even if someone gives us something. (*While growing up, we learn not to accept a gift too easily.*) It influences our education, I think. From this Japanese culture, children know that we must not be proud of something and they know they aren't great, wonderful. It leaves their confidence about themselves, I think. (*Even when someone praises you, you should keep the pride and confidence within yourself and shouldn't be bragging about it.*)

Q5: How would you like to deal with the two cultures?

Positive:

5P-1. I'd like to broaden my horizons. Trying to accept each culture is important. I want to think there're interesting life because each person has each culture.

5P-2. I have both good and bad feeling to American and Japanese culture. Sometimes it is difficult to understand part of each cultures. However, I don't want to say just I don't understand but to combine good and bad points of each cultures and get merit from both culture.

5P-3. I really want to keep my idea and thinking and interest in the world in my mind, with (*while*) living in Japan.

- 5P-4. At first I try to understand the two cultures. Then I start thinking whether I need to follow which culture in each country. I try a coexistence of two different culture. Gradually those actions build my personality.
- 5P-5. I would like to know Japanese culture well. Then I should study about other cultures and understand the people who have the culture.
- 5P-6. *I think it's important not to hesitate about being individuals, because when we start working, we need to do our best without helping. So I want to aim to be (*like*) American people.
- 5P-7. *I prefer American culture to Japanese one and I think American one is much more respectable in many points. However, Japanese is also not always wrong. They also have good points. I think it's important to choose good points from each culture and follow them. We should be more positive say our opinion as a one student in classes, as a citizen in Japan.
- 5P-8. *When I have a chance to communicate with foreigners, I want to make use of my these experience and keep in mind. In addition, If I can I want to talk about cultural differences. It would give me more large, big world.
- 5P-9. *In Japan, I don't need to change my attitude because I'm a Japanese and have lived here since I was born. However, I also adapt good ones of American culture.

Negative:

- 5N-1. I prefer American culture or education, because I could feel people's warmth more and more than when I was in Japan and they always cheered me up. When I take classes in Japan, I often wonder how other students think about everything that we learned, so I think we should have chances to discuss above classes with other students and I think it makes us friendly, also.
- 5N-2. In the case of America, students should wear a school uniform, because I think a school uniform makes students unity. Elementary school students take P.E., music, and art class. They need a home room. In the case of Japan, teachers should give more questions to students. Japanese students are too passive. They should improve communication skill in school. I think it's better there are no clam schools and schools should have responsibility to teach to students. All Schools should have counsellors, because students need opportunity to talk about their worries.
- 5N-3. *I like American culture because they are very friendly. When I was walking a street in Boston, a man said a woman "What time is it now." Maybe they were not friend. I was very surprised that situation. It is impossible in Japan. I don't like Japanese culture.
- 5N-4. *Japanese need more soft way of thinking.

Neutral:

- 5T-1. I still have bad points of Japanese like unable to say my opinion, dependent etc. so I want to hang them in American good points. Then, I will have only good points but also know bad points of the two cultures.
- 5T-2. I think humbleness is one of Japanese good points because these include feeling of cherishing others. However, American might not understand them. So we should tell them more distinctly. Also American need to tell mildly even if they have definite opinions. Both of them should come close to each other to know.
- 5T-3. For American culture, I should be flexible and patient. Because transportation is delayed everyday, and people have own pace. For Japanese culture, I should be cooperative. Because in Japan, it is important to be able to cooperate with others.
- 5T-4. Each culture is different from others and some people like some parts of a culture but some people don't. Therefore, I'd like to understand the two cultures very well and take good parts that I think from both cultures. And, I hope I'm a person who is tolerant for the differences or

conflicts between the two cultures.

- 5T-5. When in Rome, do as the Romans do. Since I went to Boston, I realized many wonderful Japanese cultures but I also want to accept new culture. Throw (*through*) knowing and experiencing American culture, I can broaden my horizons. I don't want to obey every Japanese culture and American culture I want to obey some (*from*) both cultures that I think they are good.
- 5T-6. There are good and bad things in each culture and we shouldn't say which is right and which is wrong. I want to respect the others and my culture too. I also want to introduce my culture to the others and learn from the others too.
- 5T-7. For me, it's not so hard to deal with both American and Japanese culture. With Japanese person, I obey Japanese style and with American I use American style. I know both culture and the differences. Both culture has positive and negative points. I know both background so I can change my style depend on the situation. Of course sometimes I'm under the stress because of the culture differences but it's not so big problem for me.
- 5T-8. I think we need to know about both countries cultures and historical background deeply. If we don't study and understand then, we may feel cultural shock when we are faced with other culture. So, before we will experience other culture, we should know the other culture, we should know the other culture fast.
- 5T-9. I think it is good to deal with two or more cultures because I will be able to think about Japanese culture when I experience other cultures and it makes me see the things from different perspectives. So the way I think will be widen by experiences many cultures.
- 5T-10. Each country have good points and bad points, so I want to take the country as it is.
- 5T-11. I think it is good to learn different two cultures. When I am in Japan, I should obey Japanese way. When I am in America, I should obey American way.
- 5T-12. Some aspects are related to each other but basically Japanese and American cultures are quite different to deal with the two cultures. We should know enough about both cultures, so we may avoid misunderstandings or difficulties in advance.
- 5T-13. When I deal with the two cultures, I will compare them first, and understand the differences between them. I think the objective point of view is quite important.
- 5T-14. I think both of the Japanese way and the American way of education have a good point. Japan: students are quiet, sleeping, America: students are active, eager to learn.
- 5T-15. *I like American culture. Because they is friendly and venerated elderly people and (*the*) unfortunate. But Japan is safety, so I like Japan.
- 5T-16. *So, in America I should change my attitude into for Americans. But I think it would be better to adapt good things of Japanese culture.
- 5T-17. *I think both cultures have good and bad aspects. If we go to America, we need to adapt myself to its culture. We find good culture, and we should keep it in Japan. In reverse, Japanese good culture also should be kept in America. So I think we need environmental adaptation.

(杉橋 朝子 英語コミュニケーション学科)