

A Pilot Study of Distant Joint Class in Oral Communication to Create an Intercultural Learning Community Model via ICT

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I. INTRODUCTION

In the wave of globalization, communication across borders has been increasing remarkably, probably far beyond our estimation, in many aspects of today's world, including in such areas as economics, politics, academia, and transportation. There is no doubt that intercultural communication is one of the implicit aims, but how can ability to communicate in intercultural contexts be developed? The advent of information and communications technology (ICT) has strongly contributed to the impetus to bring intercultural communication even into our everyday. As the frequency of intercultural communication increases, its difficulty has also been recognised by the communicators involved in it and in past research (Ardila, 2001; Kramsch, 2002).

Undoubtedly, foreign language education has a crucial role in developing the abilities necessary for intercultural communication. The role of promoting intercultural understanding can be assigned to other subjects such as social studies; however, the experiential exploration into intercultural understanding can be best achieved through each individual's direct interaction with other peoples. The optimal educational setting for such experiential intercultural understanding will be provided by foreign language education where a language is used as a tool for communication (Liddicoat, 2000). The essential purposes of language teaching are to develop language proficiency, to promote intercultural understanding, and to foster positive cross-cultural attitudes (Ingram, 1980, 2000, 2002). In this research, it was assumed that an international distant joint class via ICT would provide language learners with an opportunity that accommodates all these three purposes. Furthermore, the ICT-mediated distant joint classes are expected to create an intercultural learning community beyond space and time differences.

This study was conducted as a pilot study to examine the effect of an international distant joint class on the development of language proficiency, intercultural understanding, and

cross-cultural attitudes. A questionnaire survey and follow-up interviews were conducted with the participants in a one-off joint class between Griffith University, Australia, and Akita University, Japan.

II. PURPOSES

The overall goal of this pilot study was to create an intercultural learning community model via ICT. More specifically, there were four research objectives:

1. To examine the effect of an international distant joint class on the development of the participants' confidence and motivation in target language learning.
2. To examine the effect of an international joint class on their interest in both the target culture and their own culture.
3. To examine the extent of their willingness to help the foreign partner class with their language and culture learning as native speakers.
4. To estimate the effect of a one-off session and regular sessions respectively and find out the difference between the two.

We were, first, concerned with the participants' reaction to the session in terms of their confidence and motivation. Confidence in speaking and listening to a target language was assumed to become higher if the students experienced actual communication with native speakers and felt a sense of achieving the communication. A positive change in motivation was also expected both towards improving their target language proficiency and towards participating in oral presentations and exchanges in their target language.

Second, it was hypothesized that the students' interest in the target culture was another variable positively affected by the session as well as interest in their own culture.

Our third concern was to establish the extent of the willingness of the participants as native speakers to help their partners' target language proficiency and promote their cultural interest and understanding. It was hypothesised that if an intercultural learning community were constructed, the participants would take a positive role as target language and culture informants and would contribute to each other's language and culture learning.

Fourth, it was hypothesized that regular sessions of an intercultural learning community would be more effective than a one-off session in promoting the participants' target language proficiency, their interest in the target culture and its people as well as in their own culture. It was further hypothesized that their motivation towards improving their oral presentations and exchanges in their target language would also be promoted.

III. METHOD

III.1 Participants

The participants in this pilot study were six university students. On 27 March 2003, they joined a one-off distant joint class, where Akita University was connected to Griffith University, Australia, via the Space Collaboration System (SCS) and a teleconferencing system. At the Akita University end, four students participated in the session: two Japanese students learning English (J1 and J2) and two Chinese students learning Japanese (C1 and C2). At the Griffith University end, two Australian students learning Japanese (A1 and A2) joined the session. The two Australian students were to study at Akita University as exchange students from October, 2003, to September, 2004.

III.2 Contents of Distant Joint Class

Each of the 3 groups of participants made a presentation in turn. The Japanese students made a presentation about some aspect of Japanese culture based on their own experience with visual aids such as photos, props, and physical performance. The Chinese students made a presentation on what they had experienced and how they had felt since coming to Akita University. The Australian students talked about the Japanese language and culture studies and campus life at Griffith University. The presentations, Q&A, and discussion were all conducted in the students' respective target languages. In other words, the Japanese students made their presentations and exchanged Q&A plus discussion in English, while the Australian and Chinese students did the same in Japanese.

III.3 Tutoring Students for Distant Joint Class on the Japan Side

III.3.A. Tutoring of the Japanese Students by Kono and Tsue

At first, two 1st-year Japanese students were selected from the English listening comprehension course that Kono and Tsue had been in charge of in the first semester, 2002. During this course, the students prepared and presented an English speech followed by questions and answers in each class. They chose their own topic and used a show-and-tell technique, which was recommended as one of the effective techniques for an English speech (Tsue & Kono, 2003, p.3). Then, after the rehearsal session on 19 February, one of the two 1st-year students gave up and was replaced by a 3rd-year student, who had participated in a number of distant joint classes taught by Sasaki. The students were first advised to write rough drafts of their speeches on a common topic from Japanese culture.

The tutoring of J1 (1st-year student) and J2 (3rd-year student) was focused on two aspects. One aspect focused on the content and organization of a speech. Each of their speech drafts were revised so that their speeches could be developed cohesively and focused on their respective topics (topic-focused development). J1 organized her speech, “My Part-time Job”, based on her experience of working as a part-timer for a Japanese restaurant in Akita City. J2 organized her speech, “Hanawa-Bayashi Festival”, on the basis of her involvement in the local traditional festival in Hanawa, Akita Prefecture.

The other aspect focused on the delivery of the presentation involving a show-and-tell technique and physical performance. J1, dressed in a waitress uniform, showed photos of various kinds of Japanese food and demonstrated some phrases of Chinese and the Akita Dialect of Japanese with hand signs. J2 showed some traditional musical instruments used in the Hanawa-Bayashi Festival and the photos of the festival; she also demonstrated her performance in the festival as a *fue* (Japanese flute) player.

To make the joint class interactive, J1 and J2 were encouraged to conclude their respective speeches with a question for their counterparts. J1 concluded her speech by saying that she not only earned money but also learned many things through that part-time job and then she wanted to know about their counterparts’ part-time jobs. J2 asked them if they had any traditional festivals in their country and what they thought about such traditions.

III.3.B. Tutoring of the Chinese Students by Miyamoto

Two Chinese students (C1 and C2) volunteered to join the class when asked if anybody from Miyamoto’s Japanese courses would be interested in presenting their talks and exchanging ideas with Australian students by distant communication.

Three preparatory sessions were held before the class. First, Miyamoto and the two students discussed what kind of topics would be interesting for both sides. They reached a conclusion that sharing their experience as *ryuugakusei*, ‘foreign students studying in Japan’, with their Australian counterparts would be stimulating since they already knew that the Australian students were planning to come to Akita University as *ryuugakusei* later. Accordingly, the Chinese students started preparing the manuscripts of their presentations on what they experienced and how they had felt since they came to Akita University. In the second meeting, each manuscript was proofread and revised. Then, practice of their oral presentations started in the room where the distant joint class was to be held. In the third meeting, the actual presentations were rehearsed to check how loud their voices should be and

how clearly they had to pronounce Japanese. Even though Miyamoto did not focus on the technical points of performance such as eye-contact, a show-and-tell technique, and so forth, the students quickly learned by themselves by watching their Japanese peers utilizing all these techniques, and tried to apply them to their own presentations. They seemed eager to see how their presentations would be delivered and how discussions would be conducted.

Throughout the actual exchange with the Australian students, the Chinese students shared their experiences and, as we has expected, received and answered several practical questions from the Australian students. The Chinese students really seemed to enjoy giving advice as *sen'pai*, 'seniors'.

III.4 Survey Approaches: questionnaires and follow-up interviews

Two approaches were employed to investigate the four research purposes in this study. One approach was to administer questionnaires before and after the joint distant class. The pre-class questionnaire was conducted between 10 and 20 March; the first post-class questionnaire (P-1) immediately after the 27 March class; the second post-class questionnaire (P-2) about one month later. The pre-class questionnaire consisted of 13 question items and the post-class one was made up of 22 question items (see Appendix).

The other approach was to conduct follow-up interviews with the participants. The aims of the interviews were to directly confirm participants' responses to the questionnaires and find out how the distant joint class had affected them for over a year. The two Japanese participants and one of the two Australian participants were interviewed in either June or July, 2004; regrettably, the other Australian participant and the two Chinese participants were not available for the interview.

IV. RESULTS AND DISCUSSION

IV.1 Questionnaires

IV.1.A. Confidence and Motivation in Target Language Learning

As Table 1 shows, the mean value of the participants' confidence levels in speaking and listening were respectively 3.33 and 3.00, which means that they were neither confident nor so worried about speaking and listening to their target languages before the distant joint class. It was, however, noteworthy that the Japanese students indicated that they felt less confident in speaking than in listening and less than the Australian and Chinese students.

Table 1

Pre-class Confidence in Listening and Speaking (Feel confident?)

Q no.	Item	J 1	J 2	A 1	A 2	C 1	C 2	Mean
1	Listening	4	3	4	3	3	3	3.33
2	Speaking	2	2	3	4	4	3	3.00
	Mean	2.75		3.50		3.25		

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

After the joint class, a slight positive increase in confidence in both listening and speaking was indicated in each of the mean values. A closer observation made it clear that their speaking confidence was relatively more positively influenced by the distant joint class than their listening confidence. Three (J1, A2, C2) of the six participants said that their confidence in listening neither changed nor increased both immediately and one month after the class, while only one (A2) could not feel more confident in speaking in either of the two post-class questionnaires. Concerning confidence in listening, J1 expressed her feelings in her response to an open-ended question, “As I could not understand what the Australian students spoke in English well, I realised my English skills are not good enough and felt motivated to learn English harder,” which shows a positive rather than a negative attitude towards improving her listening skills, which is attested by her high motivation after the joint class indicated in Table 4.

Table 2

Post-class Confidence in Listening and Speaking (Have gotten more confident?)

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	
	Listening	3	2	4	5	4	4	3	3	4	4	3	3	3.50
	Speaking	4	5	4	4	4	3	3	3	5	4	3	4	3.83
	Mean	3.88				3.38				3.75				

Note. 1 = Strongly disagree, 2 = Disagree, 3 = No change, 4 = Agree, 5 = Strongly agree

Table 3 shows that all the six participants had been highly motivated to improve their oral communication skills as a whole before the joint class, though there is a slightly lower mean for their motivation in making a presentation.

Table 3

Pre-class Motivation towards Oral Communication (Motivated to improve?)

Q no.	Item	J 1	J 2	A 1	A 2	C 1	C 2	Mean
3	Listening	4	5	5	5	5	5	4.83
4	Speaking	5	5	5	5	5	5	5.00
5	Presentation	4	4	4	3	4	3	3.67
6	Interaction	5	5	4	4	5	4	4.50
	Mean	4.63		4.38		4.50		

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

The motivational influence of the joint class on their listening, speaking, and two-way interaction was strong with the mean values of 4.50, 4.75, and 4.50 in order (Table 4). The mean for making a presentation was 3.92, lower than that of the other three items, but the responses in this item varied among the participants. The Japanese students marked “strongly agree (5)” and the Australian students marked “agree (4)” in both post-class questionnaires, whereas the Chinese students marked their motivation lower with a mean of 2.75. This difference may have been dependent on the content of their speeches. As the Japanese students chose cultural topics and content they knew well, they may have felt a stronger sense of achievement than the Australian and Chinese students.

Table 4

Post-class Motivation towards Oral Communication (More motivated to improve?)

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	
3	Listening	5	5	5	5	5	5	5	4	4	4	4	3	4.50
4	Speaking	5	5	5	5	5	5	5	5	5	4	4	4	4.75
5	Presentation	5	5	5	5	4	4	4	4	4	3	2	2	3.92
6	Interaction	5	5	5	5	5	5	4	4	4	5	4	3	4.50
	Mean	5.00				4.56				3.69				

Note. 1 = Strongly disagree, 2 = Disagree, 3 = No change, 4 = Agree, 5 = Strongly agree

Table 5

Effect of regular sessions on their motivation

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	
18	Motivation	5	5	5	5	5	4	4	4	5	4	4	3	4.42
	Mean	5.0				4.25				4.00				

Note. 1 = Not helpful at all, 2 = Not helpful, 3 = Not clear, 4 = Helpful, 5 = Very helpful

The students were also asked whether regular sessions of this sort would strengthen their motivation to improve their target language. The quite high mean of 4.42 signifies that they assumed that if this sort of joint class were conducted regularly, their motivation to make oral presentations and exchanges in their target language would be improved (Table 5).

IV.1.B. Interest in Target Culture and Their Own Culture

As Tables 6 and 7 show, the participants had had a high level of interest in the target culture before the joint class and the interest level became still higher after the class. Compared with the interest in the target culture, their interest in their own culture was marked lower or the same. Their stronger interest in the target culture was, perhaps, because of their natural curiosity about something new. Perhaps, also, the lower mean for interest in their own culture resulted from their struggle to explain their culture to foreign students.

Table 6

Pre-class Interest in target and their own culture

Q no.	Item	J 1	J 2	A 1	A 2	C 1	C 2	Mean
7	Target	3	5	5	5	5	4	4.50
8	Own	4	4	5	4	5	4	4.33
	Mean	4.0		4.75		4.50		

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

Table 7

Post-class Interest in target and their own culture

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	
7	Target	5	5	4	4	5	5	5	5	5	4	3	4	4.50
8	Own	5	4	4	4	4	4	4	4	5	4	2	4	4.00
	Mean	4.38				4.50				3.88				

Note. 1 = Strongly disagree, 2 = Disagree, 3 = No change, 4 = Agree, 5 = Strongly agree

IV.1.C. Willingness to Help the Foreign Partner Class as an Informant

Both Australian and Japanese students had been very willing to help their partner students in their target language and culture learning before the joint class (Table 8) and their willingness was higher after the joint class (Table 9).

This kind of intercultural setting where two target languages are used may give both sides a fair chance to learn from each other linguistically and culturally. A1 stated this, "I think it is

a very good opportunity to participate in a fair language exchange. Each party should get equal opportunity to learn as opposed to a language exchange undertaken in a particular country where one language is spoken more than the other.”

Table 8

Pre-class Willingness to Help Partner Students

Q no.	Item	J 1	J 2	A 1	A 2	C 1	C 2	Mean
9	TL	4	5	5	5	/	/	4.75
10	TC	4	5	5	4	/	/	4.50
	Mean	4.50		4.75				

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree

Table 9

Post-class Willingness to Help Partner Students

Qno.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	
9	TL	5	5	5	5	4	5	5	5	/	/	/	/	4.88
10	TC	5	5	5	5	4	5	5	4	/	/	/	/	4.75
	Mean	5.00				4.63								

Note. 1 = Strongly disagree, 2 = Disagree, 3 = No change, 4 = Agree, 5 = Strongly agree

IV.1.D. Estimation of Effect of a One-off Session and Regular Sessions

The participants were asked to estimate the effect of this kind of intercultural joint class in cases where it is held only one time (one-off) and regularly (regular). Their estimates of effect were indicated on three aspects: target language proficiency improvement (Table 10), interest in target culture and its people (Table 11), and interest in their own culture (Table 12).

In all the three aspects, it was assumed that regular sessions would be more helpful than a one-off session, but the students' estimates differed over the three the aspects. First, a high mean of 4.5 occupied for regular sessions both with regard to target language proficiency improvement and to interest in the target culture and its people, but the average of a one-off session in target language proficiency improvement, 3.82, was noticeably lower than the students' interest in the target culture and its people, 4.27. The point difference between regular sessions and a one-off session in target language proficiency improvement was 0.68, while difference for interest in the target culture and its people was 0.23. The wider difference in target language proficiency improvement seems to suggest that the participants realise that language proficiency development takes time and one session alone does not improve it, though

it is highly motivating. On the other hand, even a one-off session seems to have been seen as influential on their interest in the target culture and its people. Secondly, the lowest average ratings, 3.73 in a one-off session and 3.83 in regular sessions, were observed in effect on interest in their own culture. It may not be the frequency of intercultural joint classes but other factors that could positively affect their interest in their own culture.

Table 10

Effect on target language proficiency improvement

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2											
12	One-shot	4	5	3	/	4	4	4	2	5	4	3	4	3.82
15	Regular	5	5	5	5	5	5	4	4	5	4	4	3	4.50

Note. 1 = Not helpful at all, 2 = Not helpful, 3 = Not clear, 4 = Helpful, 5 = Very helpful

Table 11

Effect on interest in target culture and its people

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2											
13	One-shot	4	4	4	/	5	5	5	5	4	4	3	4	4.27
16	Regular	5	5	5	5	5	5	4	4	5	4	4	3	4.50

Note. 1 = Not helpful at all, 2 = Not helpful, 3 = Not clear, 4 = Helpful, 5 = Very helpful

Table 12

Effect on interest in their own culture

Q no.	Item	J 1		J 2		A 1		A 2		C 1		C 2		Mean
		P-1	P-2											
14	One-shot	4	4	3	/	4	4	3	3	5	4	3	4	3.73
17	Regular	5	4	4	4	4	4	3	3	4	4	3	4	3.83

Note. 1 = Not helpful at all, 2 = Not helpful, 3 = Not clear, 4 = Helpful, 5 = Very helpful

IV.2 Follow-up Interviews

The follow-up interviews with J1, J2, and A2 fifteen or sixteen months after the joint class revealed that the students' estimate of the effect of the intercultural joint class was similar to that which emerged in the post-class questionnaires.

IV.2.A. Confidence and Motivation in Target Language Learning

As found out in the post-class questionnaires, it was confirmed by the interviews that J1

felt less confident in listening; A2 did not feel more confident in speaking; J2 became more confident in both speaking and listening. It was probably because of actual communication with native speakers of their target language that they either lost or gained confidence in listening and speaking. Actual communication may tell more about their language proficiency level than the score of a language test.

Less confidence did not lead to lower motivation towards using a target language in this study. All the three participants remarked that they were more motivated after the class, though they had been already well motivated even before the class. J1 and J2 attributed their stronger motivation to their willingness to inform the Australian students of Japanese culture in their presentations, while A2 mentioned the value of having authentic communication with native speakers other than her Japanese teachers.

IV.2.B. Interest in Target Culture and Their Own Culture

The level of the participants' interest in the target culture seems to depend on the quality and quantity of the cultural information they receive. Since the Australian students' presentation was a talk about the Japanese language and culture studies and campus life at Griffith University, J2 stated, "I was not able to get so much information about the target culture as I had expected." On the other hand, A2 remembered that she had been delighted and excited to have a lot of cultural information from the Japanese students' presentations about part-time jobs and a traditional festival for her stay and study in Akita that started six months after the class.

The lowest estimate of the effect on interest in their own culture seemed to be due to not the frequency of intercultural joint classes but other factors that could positively affect their interest in their own culture as mentioned above (see IV.1.D). This was documented by J2's remark, "An SCS-mediated session itself would not necessarily make its participants interested in their own culture. As my topic was a traditional festival in my hometown, I had to investigate into it before the presentation. That process fostered interest in my own culture." Both J1 and J2 obviously deepened their understanding of their own culture through their preparations and presentations. Unlike them, A2 did not specifically show interest in her own culture.

IV.2.C. Estimate of Effect of a One-off Session and Regular Sessions

According to J1 and J2, the distant joint class could be more effective if it is administered

on a regular basis plus between the same members and could be quite beneficial especially in improving target language proficiency. J2 added that just a one-off session would not lead to such an improvement, convinced so by her two-year participation in the distant joint classes.

IV.2.D. How the Distant Joint Class Later Affected the Participants

As the distant joint class was conducted only once and for a limited time of 80 minutes, the three participants did not remember each other's faces or names or have close contacts with each other. Since the Australian students arrived at Akita University as exchange students, there had been very few contacts or exchanges with each other. In order to have the exchanges between the two sides continue and develop into more beneficial and rewarding ones, the teachers' further encouragement and arrangements would be necessary. It might be a good idea to build links in some way between the distant joint class project and the student exchange program.

The experience of the distant joint class also affected the students' later studies. J1 was made aware of her weakness in oral communication skills during the class, she tried to overcome it by being exposed to as much spoken English as possible. J2 became confident in speaking in public. A2 became so interested that she was ready to get any information she could about Akita. The difference in the way the distant class affected their later studies was noteworthy. It affected the Japanese students in terms of their language proficiency improvement, while the influence on the Australian student was more culture-oriented.

V. CONCLUSION

This questionnaire and interview survey examined the effect of an intercultural distant joint class held on 27 March 2003 on the participants' confidence and motivation in oral communication skills, their interest in the target culture and their own culture, their willingness to help the partner students, and the students' estimate of the effect of regular sessions compared with a one-off session.

First, their confidence in listening and speaking were not so much influenced as their motivation in oral communication skills. Their motivation became stronger in speaking, listening, and two-way interaction, while their motivation in making a presentation varied among the students and seemed to be dependent on the content of the presentations. Second, their interest in the target language and its people was found to become higher after the joint class; on the other hand, their interest in their own culture was not influenced by the joint class

itself but seemed to be influenced by other factors such as how they researched and tried to explain the content of their presentation. Third, their willingness to help their partner students with their language and culture learning became still stronger after the joint class. Fourth, the students believed that regular sessions would be more effective than a one-off session, particularly in target language proficiency development.

As this pilot study was a one-off session, the effectiveness of regular sessions has not been proved yet. The actual effect should be investigated in a comparative study of one-off and regular sessions of intercultural joint classes. The possibility of creating an intercultural learning community could be better explored by further empirical studies.

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APPENDIX: Pre- and Post-class Questionnaires (to Japanese students*)

* These questionnaires below were originally written in Japanese for Japanese students. There were two other versions: one to Australian students written in English and the other to Chinese students written in Japanese.

Pre-Class Questionnaire

- 1) I feel confident in understanding spoken English.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 2) I feel confident in speaking English.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 3) I am motivated to improve my English listening skills.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 4) I am motivated to improve my English speaking skills.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 5) I am motivated to make a presentation in English.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 6) I am motivated into exchanges in oral communication in English.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 7) I am interested in Australian people and culture.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 8) I am interested in my own culture.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 9) In a joint class, I would feel willing to help Australian and Chinese students improve their Japanese language proficiency using Japanese as a native speaker.

1. Strongly agree	2. Agree	3. Undecided	4. Disagree	5. Strongly disagree
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- 10) In a joint class, I would feel willing to help Australian and Chinese students take interest in and understand Japanese people and culture using Japanese as a Japanese.
1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree
- 11) I am looking forward to interacting with Australian and Chinese students in a joint session via information and communications technology (ICT).
1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree
- 12) What do you want to learn/gain from a joint class via ICT? *(Please write specifically.)*
- 13) Write any comments related to a joint class via ICT, please. *(Please write specifically.)*

Thank you so much for answering.

Post-Class Questionnaire

- 1) Thanks to the session, I've got more confident in understanding spoken English.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 2) Thanks to the session, I've got more confident in speaking English.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 3) Thanks to the session, I've got more motivated to improve my English listening skills.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 4) Thanks to the session, I've got more motivated to improve my English speaking skills.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 5) Thanks to the session, I've got more motivated to make a presentation in English.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 6) Thanks to the session, I've got more motivated into exchanges in oral communication in English.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 7) Thanks to the session, I feel more interested in Australian people and culture.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 8) Thanks to the session, I feel more interested in my own culture.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 9) Thanks to the session, I feel more willing to help Australian and Chinese students improve their Japanese language proficiency using Japanese as a native speaker.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree
- 10) Thanks to the session, I feel more willing to help Australian and Chinese students take interest in and understand Japanese people and culture using Japanese as a Japanese.
1. Strongly agree 2. Agree 3. No change 4. Disagree 5. Strongly disagree

11) I enjoyed oral interaction with Australian and Chinese students in the joint class.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

In case of a *one-off* ICT-mediated joint class 12)-14)

12) To what extent do you think that a one-off session of this sort would improve your proficiency in English?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

13) To what extent do you think that a one-off session of this sort would improve your interest in and understanding of Australian people and culture?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

14) To what extent do you think that a one-off session of this sort would improve your interest in and understanding of your own culture?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

In case of *regular* ICT-mediated joint classes 15)-18)

15) To what extent do you think that regular sessions of this sort would improve your proficiency in English?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

16) To what extent do you think that regular sessions of this sort would improve your interest in and understanding of Australian people and culture?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

17) To what extent do you think that regular sessions of this sort would improve your interest in and understanding of your own culture?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

18) To what extent do you think that regular sessions of this sort would improve your motivation to make oral presentations and exchanges in English?

1. not helpful at all 2. not helpful 3. not clear 4. helpful 5. very helpful

19) What did you learn/gain from this joint class via ICT? *(Please write specifically.)*

20) Did you find any advantages or disadvantages in the joint class via ICT? *(Please write specifically.)*

21) If you had another chance of this sort of joint class held via ICT, what kind of language learning activity would you like to have included? *(Please write specifically.)*

22) Write any comments about the joint class via ICT, please. *(Please write specifically.)*

Thank you so much for answering.