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"2FL students' preparedness for cultural differences"
- On students' "Fuyukai (Disagreeable-ness)" –

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Preparatory considerations

- *Learning a foreign language puts stress on learners (anxiety Kondo, S., & Yang, Y-L. (2003), Williams & Andrade (2008))*
- *this stress is sometimes/somewhat reduced if*
- *- the foreign language is presented as "minimally intrusive",*
- *- i.e. adjusted to the mother tongue and*
- *- learned with reduced skills) > English in Japan*
- *This 1FL English becomes representative of all things foreign*
- *and is an asset.*

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- *- but does this 1FL learning prepare for differences (linguistic and cultural)?*
- *learning a second foreign language (2FL) puts additional stress on learners*
- *- addressing productive skills (speaking and writing) adds further stress (small study 1 below)*
- *- stress from spelling conventions different from 1FL (study small study 2)*
- *- stress from consequentiality and re-application in spelling and pronunciation (small study 3)*
- *understanding for cultural others*
- *preparedness for meeting other cultures in the learners' mother tongue environment?*
- *reaction to cope with this (coping strategies)*
- *Which strategies?*

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- *In this presentation: Demonstrate one example of (mother-)culturally dealing with foreign cultural items in a 2FL context*
 - *- differences with unfamiliar teaching approaches*
 - *- coping with an unfamiliar language*
 - *Preparedness ? and importance of second foreign language in the Japanese context*
- methods (learners): case study (1), questionnaire (64)*

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Preface: How it all came about

1. Introduction: What is fuyukai 不愉快 "disagreeable-ness"? A case study

Abstract

reports on students' "Fuyukai (Disagreeableness)" with cultural differences.

- **Rudolf Reinelt, "2FL students' preparedness for cultural differences"**
- Having to do with a foreign language to a higher degree of involvement than just solving school tasks or multiple choice questions requires and leads to an increased personal involvement, e.g. in the case of speaking or writing a second foreign language. Japanese learners may resist acknowledging that their Japanese version of English is not the only way of "linguaging" the world, and that there are other ways of speaking, reading and writing, and making meaning. This may lead to "feeling unwell" (ふゆかい fuyukai) and even lead to complaints.
- On the other hand, the instructor, in order to give learners any chance of understanding, has to present some differences in a strong, if not personal way, with the understanding that this is demonstrating cultural differences for this purpose.
- This presentation reports all stages of a *fuyukai* case from reasoning for differences to a questionnaire among students. The audience will re-do all steps,, including steps such as pronunciation practice, reading of names, a complaint, and designing and evaluating a questionnaire, so as to be prepared for similar situations prone to arise whenever second FLs are concerned.

In the winter term 2011/2012 (start in October 2011) the author offered a special course in which learners

- learn essential German (for speaking and some reading)
- learn to research German internet sites related to a self-chosen topic
- get information from there and offer it to an institution, business etc. in their hometown, i.e. Matsuyama

科目名:異文化へのまなざし [A Look at Foreign Cultures]

授業題目:

外国の現状を日本に広める(Informing Japan about foreign countries)
第二外国語/未習外国語を目的語とする国を愛媛県民・企業などに広める-
(Informing Ehime and its businesses about countries with other target languages)

授業のキーワード:

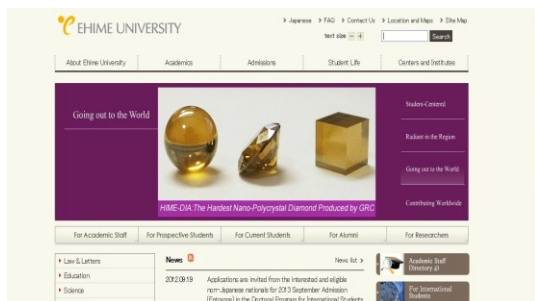
- 英語の世界を越えて、(The world beyond English)
- 諸外国語の初歩、(First steps into other foreign languages)
- 情報の取得・分析・提供、(Gathering, analyzing and offering information)
- 大学と県民社会、(University and regional society)
- 一国を紹介することとその結果(Presentation of a foreign country and results thereof)

授業の目的:

1. 始めに、学生は英語以外の外国語(ドイツ語)の初歩を3つの観点(目的語のコミュニケーション、人間情報交換、数字という三つの観点)から学ぶ。
2. 学生はその国についての情報等取得方法を学んでから、実際に調査を始める。
3. 学生は学んだドイツ語、及び調査したドイツについての情報を取捨選択し、それらを愛媛県民及び企業などに紹介する。
4. 学生は紹介した結果(反応、手応えなど)を報告書として作成し、フォローアップを試みてから、全体についての簡単な分析を行う。

授業の到達目標:

この授業を受けた学生は、未習外国語の初級段階が身につく上、その言語を母国語とするその国の自画像をある程度理解することができる。更に、その国の現代の特徴を知ること、愛媛県民、及び企業にそれらの要点を紹介したり、分析したりすることができる。



Introduction to the course

- The author started the course with interactive activities and introduced reading and writing from the 2nd class onwards.
- A class moodle with the contents of each class entered afterwards was made available.
- Students had to send in homework by e-mail and partly on paper .
- All words from the classes were in the moodle class file and students were advised to consult this.
- Sometimes homework was entered in the moodle class file so student had to look at it.

- At the end of December the author was handed over a letter of "Fuyukai", submitted by a student of this class to the university president's opinion box.
- For the letter see next slides

What is fuyukai 不愉快 "disagreeable-ness"?

A case study

- - In Japan one of the strongest accusations.
- - typically (but not restricted) from lower to higher
- its utterance indicates that the utterer has been treated "unfairly"
- background: all in the same position have to be treated in the same way
- usually results in strong measures, especially if hierarchical positions are involved.
- How did this come about in the author's class?
- One case study in three small studies is presented below

mail in Japanese

- Subject: 御意見箱に投稿がありました
- 学長へのご意見が寄せられています。回答処理をお願いします。
- タイトル: 共通科目「異文化へのまなざし」ルドルフ・ライネルト教員の講義について

- 内容:
- 常識的に理解不能な言動が多い。
- 先日の授業では、生徒の名前を用い、個人的に侮辱と感じる極めて不愉快な言動を取った。また、生徒が解答に詰まっていると「時間稼いだね」と言って、授業を延長するが、対して自分は授業開始時刻に教室にいた試しがなく、遅れて教室に入ってきて悠然とコーヒーを飲んでいる。そのような状態で、授業時間を延長されても納得できるはずもなく、非常に不愉快である。
- 投稿日: 2011/12/20 10:52:39
- 在籍区分: 学生

- 《教育支援課が投稿者に補足確認をした内容》
- ドイツ語の発音はスペルをそのままローマ字読みした物である場合が多いため、先週の授業で発音だけ学習した範囲のドイツ語を黒板に書かせようとしていた時の事です。(授業で、ドイツ語の綴りは学習していませんが、授業ファイルという形でmoodleにアップロードされているので、いきなり書かせることに関しては文句はありません。)

- 細かく覚えているわけではありませんので、一例ですが、生徒が「Eine」(発音は『アイネ』と書くべきところを「Ine」と書いた場合、「これじゃ『イネ』になっちゃうよ～」と言いながら生徒名簿を取り出し、笑いながら「これじゃ『井上』(Inoue)が『えのうい』(Enoui)になるし、『賢太郎』(Kentarou)が『きんたろう』(Kintaro)になるし、・・・)といった具合に、実際に受講している生徒の名前を5人ほど用い、最後に「これじゃへんだよね～」と発言していました。全く同じことが、授業中に何度かありました。人の名前(しかも架空の人ではなく、実際に教室内にいる生徒の名前)で遊んでいるかのような言動を取り、「変だよ～」と発言するのは、各個人の名前を侮辱しているとも感じられ、非常に不愉快でした。

- これは、教師という立場以前に一人の大人としてやっつけてはいけない事ではないかと感じています。
- また、ライネルト先生は日ごろから生徒が解答に詰まると「外人差別だから私には話してくれない」などと発言しており、本人にとってはジョークなのでしょうが、私たちからすれば無神経な発言に聞こえてしまいます。
- 特に今回の授業ではその『無神経な発言』が顕著でしたので、今後の為にも改めて頂きたいと思い、投書させていただきました。
- End of letter

- E: The letter in part

- Thus:
- **This presentation**
- - reports stages of a *fuyukai* (disagreeableness) case
- - from reasoning for differences
- - to a questionnaire among students
- and more...

- The situation
- Trying to cope with the letter and improve teaching
- Theories for student-active 2FL instruction? (cultural assimilation ?)
- - even when in the mother tongue country??

In this study: three "small studies"

- 1) filibustering with "ich"
- 2) knowledge of the writing/spelling system
- 3a) written representation / pronouncing of names in OLE (Japanese)
- 3b) pronouncing names in OLE (foreigners)

Activities

- *The audience* will re-do all steps, including
 - - pronunciation practice,
 - - reading of names,
 - - a complaint, COPY and
 - - designing and
 - - evaluating a questionnaire (Questionnaire results COPY)
- so as to be prepared for similar situations prone to arise whenever second FLs, especially after English, are concerned/ learnt actively.

2. Small study 1

The case circumstances:

- **The student's side**
- Having to do with a foreign language to a higher degree of involvement than just solving school tasks or multiple choice questions
- - requires and leads to an increased personal involvement, e.g. in the case of speaking or writing a second foreign language.
- This also concerns rules about writing/ spelling
- English as asset. as THE foreign language
- - This may lead to "feeling disagreeable" (ふゆかしい fuyukai) and even lead to stronger complaints

blackboard writing

- hesitating in front of the blackboard
- learning/ efforts of students usually no problem in Japan (but see contract at Lancaster University (Reinelt OFLT JALT Proceedings)
- Problems arise from the connection of economy and learning: Doesn't paying the tuition fee guarantee graduation? Additional problem in Japan: Everyone is guaranteed a place at *some* university.

- Activity 1 Name reading
- Japanese - English - other languages

- Dictations were used as test
- Students were sometimes asked to write words that had already appeared in the class and in the moodle on the blackboard, e.g. when reviewing a test.
- The test of items which had cropped up various times
- > was administered (dictation) > returned > discussed > the teacher had students write some items on the blackboard activity

風文化理解の準備状況	月曜2限 Mo2 nat. sc.	火曜3限 Tu3 humanities	水曜2限 Wi2 nat.sc.	水曜6限 evening course	金曜3限 Fr3 humanities	月曜5限 Mo5 2ndy humanities
nr of students	10名	23名	4名	15名	9名	3名
1. 10回目程度の講義で、難しいドイツ語の単語回書く機会があった。変換を書かされたから、講義にichというドイツ語。その学生は可哀そう。の単語を書かせるとき That student has to write a word and is therefore difficult German word and is therefore pitiful		2	2		2	
その学生はなんらかの理由で時間を浪費している The student is for whatever reason trying to gain time		1		1	2	1

	月曜2限 Mo2 nat. sc.	火曜3限 Tu3 humanities	水曜2限 Wi2 nat.sc.	水曜6限 evening course	金曜3限 Fr3 humanities	月曜5限 Mo5 2ndy humanities
10回目でも書けないという事はその学生に問題がある Not being able to write in the 10th class, this student has problems		5	19		3	11
大学にとって考えさせること As university I would be worried		1	2			
自由回答 Free answers						
黒板に対してどの位置にどれくらいの高さで書けばよいか悩んでいる。 (S)he is worrying how big to write on the blackboard						
「i」を大文字か小文字かで書きたかど思ったかだと思ふ。 (S)he Just wondered whether to write the [i] in capital letters						
ド忘れした。 (S)he just forgot						

3. Small study 2

- **The writing/ spelling/ pronunciation rule**
- Japanese learners may resist acknowledging that their Japanese version of English is not the only way of “languaging” the world,
- - and that there are other ways of speaking, reading and writing (speling), and making meaning.
- This may be the case with other language learners as well (petrification of language learning RR)

2.ドイツ語の場合はローマ字そのままを書く、文字をローマ字通りに読むのはGerman is written as in Roman letters and spoken that way	まれにある rarely		3	5		3	2
	多くある very often		3	14		7	4
	原則である in principle		3	4	4	5	3

4. Small study 3a: Pronouncing names

On the other hand: The instructor's side

- On the other hand, the instructor, in order to give learners any chance of understanding, has to present some differences in a strong, in the extreme, personal way, with the understanding that this is demonstrating cultural differences for this purpose.

- Demonstration of differences with learning German (vs. English before)
- In the early classes students learnt to speak and were able to exchange conversational chunks correctly (without looking at written materials but at their partners).
- When introducing the writing (and reading) a full explanation of the differences between English and other languages was given.
- Still some students reverted to “English” spelling.

pronouncing names

- Consequentiality of pronunciation in writing/spelling
- i > ai Inoue > Ainu(i)
- when students learn English: Romaji spelling can change freely

- Returning this to Japanese names. The author then applied this “English” to the pronunciation of Japanese names of students in class.
- Such consequentiality may be unbearable
- therefore problems with names
- In other classes of the author this has so far been understood as necessary exaggeration never openly encountering *personal* problems.

- Activity with participants' names
- Excel
- 12-23

※ 字の読み・書き方について
about reading/writing letters

3.1 英語では普通、母音はその通りに発音しない。aはae, uはu などとなる。では "house" を英語発音で読むとどう読みますか(確率の高い方)。それをわかち合わせて書いてください。

In English vowels are usually not spoken as they are: A is spoken ae, u and so on. Thus reading the word house in English would be pronounced as (give the most probable one). Try to indicate this in Katakana

	アインオウン	イナウエ	イノウエ	アイノウイー ³ 名	イナウエ 2名	アイノオイ
	イノウエ 2名	イナアエ	アイノエ	アイノウイ	アイノオエ	アイナウ
	イノイエ	イノウエ 7名	イナウエ	イノウエ 2名	アイノアイー	イノエ
	アノウエ	アイノウエ	イノアイ	アイノアエ	アインウエ	
	イノアエ	イナウエ 2名	アイノウイ	アイノア		
	イヌー	アインウエ 2名	アイノウエ 2名	イヌーエ		
	イノエ	イノウイ	イナウエ	アイノウエ		
	アイナウ	アイノウエ	イナウエ	イヌエ		
	アイノイー	イノウ	イノイ			
		イナウイー	アイノアイ			
		イノアエ	イノアエ			

5. Small study 3b names of foreigners

Having to do with a foreign language to a higher degree of involvement than just solving school tasks or multiple choice questions

- requires and leads to an increased personal involvement, e.g. in the case of speaking or writing a second foreign language;
- and actively involving students in a process where **not only**
- writing and spelling Japanese names as "English", sounds strange or bad, or as insult and this may lead to "feeling disagreeable" (ふゆかしい fuyukai) and even lead to stronger complaints

- may lead to problems with the pronunciation of 2FL words and (personal) names of foreigners.
- wrong pronunciation
- with Japanese > insult, with 2FL foreigners o.k.
- i.e. no fuyukai?

- foreigner names
- Activity with author name
- Excel
- 24- 29

※ 英語以外の言葉では、ある母音はかかる場合も同じ発音するのが通常の状況。日本語は「は」にならないでしょう Matsuyama → matsuyama の「更」に突然変異も少ない → o, は例えば Matsuyama → Matsuyama ?? では光(ひかり)さん名前をハイライと読まれるのは本人に對して侮辱だと思う。では例えば知り合いのドイツ人の Michael をマイケルと読まれるのはどうでしょうか。

In languages other English, one and the same vowel usually has the same pronunciation everywhere. Thus Japanese a does not become o, e.g. pronouncing Matsuyama as matsuyomo. Also, sudden changes are not common: Matsuyama → Matsuyum?? and pronouncing the name Hikari as Haikaerai would be an insult to her. Thus how about reading the German personal name Michael as Mai-ke-ru?

外国人だからその読み方に慣れているはず As a foreigner, M should be used to this pronunciation	1	6		3	1	2
英語を徹す(J would be) going through with English		3		1		
本人は侮辱を感じて不快である M would feel insulted and disagreeable	7	12	4	10	6	

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自由回答 _____と訂正する _____ free answers	侮辱は感じないです He wouldn't be insulted but correct it	最初は不愉快だが、理由を分かれば大丈夫。後から訂正する。 At first he would feel disagree-able, but will be o.k. once understanding the reason. Then he will correct it		もし初めてなのであれば、いたがたないのでは。 If it is the first time, there is nothing one can do about it	正しい読み方があるからなかったのなら仕方ないと思う If (the partner) didn't know the correct pronunciation, I think there is nothing one can do about it
	相手がなぜ怒じたかを考えて、場合によっては二度と相手と接しない。 Thinking why the partner would feel that way, one would not meet him again		不愉快かもしれないけど誰んだ相手が外国人なら仕方ないかも。 He may feel disagree-able but the partner being a foreigner there is nothing one can do about it		
ご協力ありがとうございました Thank you very much for your cooperation					

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6. Discussion

- Difficulties in and adapting to experiencing a foreign culture in the mother tongue environment
- Without extreme demonstrations no results
- Pronunciation at the end of the course usually quite good.
- One result: English teaching in Japan on the pre-university level does not prepare students for different cultures.

Ramifications

- Ways out??

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- Thank you very much for your attention
- And beware of “fuyukai”