

Perspectives and Reflections:
Report on Planning, Organizing and Conducting a Cross-Cultural Event

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On August 10th of 2012, eight students from Fullerton, California, aged 12 to 19, visited Jin-ai University for an all-day event. There were three male and five female students. They were here on a twenty-day visit to the Fukui area. The students were on a trip sponsored by a local chapter of a worldwide organization of business and professional leaders who provide humanitarian service to help build goodwill and promote peace.

The broad purpose of their trip was to engage in cross-cultural exchange with the people of Fukui prefecture. During their stay, the Fullerton students met with local government officials and attended various social events. Jin-ai University, through cooperation with the sponsoring organization, has been hosting students from the Fullerton California area on a two-year rotating basis for the past several years. In accordance with previous occasions, this year's students from Fullerton also visited the Jin-ai campus.

This presented a valuable opportunity for some current Jin-ai students to meet and interact with English speakers outside of the traditional classroom setting. In an effort to capitalize on this opportunity, it was proposed that as a special class project, students at Jin-ai University would handle the planning and organization of the Fullerton students' visit.

This report is an account of the Fullerton students' visit. It covers the in-class planning, organization and rehearsal stages and it culminates with a reflection on the event as a whole. The authors of the report, one faculty member and one student, provide their perspectives and thoughts on each aspect of the visit. Additional insight is provided by the results of a survey, which was administered to Jin-ai students immediately following the Fullerton students' visit.

Keywords: cross-cultural communication, cooperative learning, motivational factors

Introduction

An ongoing challenge for second or foreign language learners is transferring what they learn in the classroom and applying it in real or authentic situations. For many EFL learners the occasions to use English outside of the classroom may be limited, fewer still are the occasions to engage in cross-cultural communication in English. When an occasion does arise, it is advantageous for students to be involved as much as possible.

For many foreign language students, issues such as shyness, anxiety and a general lack of self-confidence may prevent them from taking full advantage of cross-cultural

communication opportunities (MacIntyre & Gardner, 1994; Hashimoto, 2002). Splichal and Nakamura (2003) likened cross-cultural communication to climbing a tree (Figure 1).



Figure 1.

The higher one climbs, the better one's view, i.e., communicative ability, becomes. However, the path upward might not always be clear or easy. It is often the unknown context of a situation that can trigger feelings of anxiety. In an effort to help alleviate the potential anxiety of the unknown, a decision was made to give the Jin-ai student participants as much control as possible over the content of the Fullerton students' visit. The belief was that the students would be potentially less anxious if they were afforded more input and control over the event and its contents. In other words, lessening the number of unknowns within the event thereby allowing the students to concentrate more on communicating with the Fullerton students during the event. Additionally, there was the belief that an increase in input and control over the event would lead students to have a more vested interest in the event and its success.

Authors

The main focus of the event was to offer the students from Jin-ai and Fullerton various opportunities to engage in cross-cultural communication. As the authors of this report, we would like to provide a brief background of our respective experiences relating to cross-cultural exchange and communication.

Matthew Hauca is one of the instructors at Jin-ai University's English Education Center. Some of Mr. Hauca's responsibilities as a Center instructor include: providing students the opportunity, through weekly sessions, to speak and interact with a native English speaker, assisting students in coordinating their own study plans and helping to organize monthly events at the English Education Center.

During Mr. Hauca's many years in Japan he has worked with various organizations for the purpose of promoting cross-culture exchange and communication. As a member FJET, an organization of foreign teachers in Fukui, he served as Community Liaison Officer. He helped coordinate local events, such as seasonal parties and other community activities. Mr. Hauca is currently a member of JALT, which is an organization that promotes cross-cultural communication between teachers of English as a second or

foreign language.

Ayano Fujino is a second-year student at Jin-ai University. She is involved with the Fukui Prefectural International Exchange Center. She has also assisted with events at the Jin-ai University English Education Center. Ms. Fujino also spent many of her formative years living and being educated abroad. These experiences give Ms. Fujino insight into the benefits and challenges of cross-cultural communication and exchange.

1. Pre-Event: Planning, Organization and Rehearsal

1.1. The English Education Center

In April of 2012, the English Education Center at Jin-ai University officially opened. The broad goal of the English Education Center has been to enhance the English learning experience for the students at Jin-ai University. Hosting English related events at the Center is one way to achieve this goal.

In late May, during the English Education Center's weekly meeting, the staff was officially informed that a visit by students from Fullerton, California to Jin-ai University was going to occur. The Center director, who had handled the planning and organization of past visits, suggested that the English Education Center should plan and host the upcoming event. It was at this time that an additional suggestion was made to have a class of students at Jin-ai plan and organize the visit with the help of the English Education Center.

Consultation between the Department of Communication and the English Education Center led to the selection of an oral communication class to plan and organize the Fullerton students' visit. The students would be responsible for planning and organizing the entire event. As previously stated, the reason for this decision was to give the students a great amount of input into the event in an effort to increase the students' connection between the event and the language, i.e., English, used during the event. The Center staff would act in an advisory capacity, mainly providing the students with budgetary and logistical support. The faculty felt it would be more beneficial and motivational for the students to have creative and organizational responsibility as op-

posed to having a plan and script for the event forced upon them. By organizing and planning the event, the students would have advance control and awareness over some of the English they would use during the event.

Hauca: There was intent on the part of the faculty to give the students as much control as possible. This intent is based on the belief that one way to reduce the anxiety often associated with speaking a foreign language is to increase one's awareness of the non-linguistic aspects of a situation. In short, if one is aware of situational expectations and is able to anticipate certain situational occurrences then one may potentially experience a decrease in anxiety inducing stimuli, i.e., unknown or confusing situations.

1.2. Participants

The Jin-ai University participants were students in a second-year oral communication class. The purpose of the course: "to allow students to share personal opinions and ideas on everyday life activities," fit well with the goal of the upcoming event. There were twenty-one students enrolled in the course. Fifteen students participated in both the in-class preparations and the actual event. In addition, there were ten Jin-ai students, who were not in the oral communication class, who volunteered to take part in the event. There were eight students from Fullerton with one staff member from the sponsoring organization. Finally, there were four staff members from the English Education Center. The total number of participants for the event was thirty-eight people.

1.3. In-class Groups

On June 21st, the details of the visit were finalized. The eight Fullerton students would visit on August 10th from 10:00 am to 4:30 pm. This provided six classes for students to plan and organize the day's events.

On June 26th, we had our first opportunity to discuss the planning and organization of the August 10th visit. As the event was to take place outside of regular class time, it was explained to the students that participation in the actual event was voluntary. However, it was conveyed that their

participation would be an excellent chance for them to use the language and communication skills they had been learning in class. The majority of the students agreed to participate. Some students were unable to participate due to prior commitments and other students were, themselves, actually leaving for Fullerton on August 10th. During class, we decided to maintain our four existing class groups to plan and organize specific parts of the visit. The four groups were the Liaison-Scheduling group, the Presentation group, the Activities group and the Food group.

The Liaison-Scheduling group was in charge of welcoming and guiding the Fullerton students around campus during their visit. This group was also responsible for coordinating the overall schedule for the day's events. Lastly, this group was also tasked with buying gifts for the Fullerton students.

The Presentation group was responsible for creating a presentation of Jin-ai University and general Japanese culture. The group decided on a theme of 'Japanese Summer'. The group members wanted to show both differences, e.g., the use of mikoshi and wearing yukata as well as similarities, e.g., the use of fireworks and consumption of high-calorie festival food, between Japanese and western summer events. The group included watermelon smashing or 'suikawari' as an interactive part of their presentation.

The Activities group, which included Ms. Fujino, chose a variety of activities in an effort to be as inclusive as possible for all participants. The Activities group had the challenge of planning activities without knowing anything about the preferences of the Fullerton students. Weather was also a concern. Fukui can be extremely hot and humid during the summer. The area can also be fraught with stormy and sometimes dangerous weather. The Activities group came up with several ideas for indoors and outdoors in an effort to account for any type of weather.

The Food group had to plan and prepare lunch for all the participants. Keeping with the overarching theme of summer, the Food group decided on a menu of traditional Japanese summer festival foods. The menu consisted of stir-fried noodles, meat and vegetables 'yakisoba', rice balls

‘onigiri’ and shaved ice ‘kakigori’. There was also watermelon from the watermelon smashing.

1.4. Organizational Meetings

The in-class groups were set. The next step was to begin planning the actual workings of each activity and part of the schedule. In addition to the event planning and organizing, the oral communication students still had to do their regular coursework. We set aside roughly thirty to forty-five minutes of each remaining class for the August 10th visit.

The students were encouraged to use English during their planning sessions. However, English was only required during the general class meetings. The reason was that initially, the ability to contribute effectively superseded the need to use English. It was more important for each group member to be confident in what his or her role was within the group without always having to worry about using English. The general class meetings were conducted in English. This was because the students had to be able to explain every activity in English to the Fullerton students. The general class meetings were the oral communication students first chance to practice their English explanations with a native speaker, their instructor. The general class meetings were de facto event rehearsals for the students.

Our first organizational meeting was on July 3rd. The number of student volunteers was set. The budget for the event was approved. Each group was instructed to create their own budget complete with a list of materials and supplies.

The second meeting on July 10th produced more material details. The Presentation group had a rough outline for their slideshow. The Liaison-Scheduling group had a more definite schedule to work with. The group members also started looking for gifts for the Fullerton students. However, we were still waiting for individual information, e.g., gender and age, on each Fullerton student so as to narrow the list of appropriate gifts. The Activities group had decided on the activities and was working on the English explanations for each activity. The Food group had a menu and budget ready, but was waiting on a final head count be-

fore finalizing everything.

The third meeting on July 17th brought more coordination between the groups. Especially, the Liaison-Scheduling group had to confirm the contents and details of the other groups to ensure the master schedule was precise and accurate. The other groups were proceeding with their plans. However, there were still some issues that needed to be resolved.

The fourth and final meeting on July 24th was a flurry of last-minute queries and adjustments by each group. The following week each group would present their completed plan as part of their final course evaluation. There was a feeling of unpreparedness among a number of students. The Presentation group was still trying to determine the number and order of the presenters for its slideshow. The Liaison-Scheduling group was somewhat ambivalent as to who was going to do what during next week’s final. The Activities group realized that it had yet to create an English explanation for the first activity, Janken Train. Also, as a class we were in the process of trying to secure enough calligraphy sets for the Fullerton students. A Japanese calligraphy lesson was one of the planned activities. The Food group was informed that it would not need to purchase their ingredients. An administrative decision had been made to procure all the foodstuffs from a catering company. This left the Food group responsible only for the preparation and cooking. One week remained and there was still a lot of work to do.

1.5. Final Presentations

On July 31st, each group presented their final plan to the entire class and two faculty members. Each student was given an evaluation sheet (Appendix A.). The evaluation was based on four elements. They were: The Plan, Group Participation, Use of English and Completion of Objective. Each element was scored on a range of 1 through 5. The complete results are in Appendix B. The Liaison-Planning group received the lowest point total. It was the group that most evaluators felt needed to improve. On a side note, the results also indicated that the members of the Food group

did not understand the instruction to grade their own group as well.

1.6. Rehearsal

The final rehearsal was on August 9th. The purpose of the rehearsal was to review each part of the plan and make any adjustments that the class felt were appropriate. One such change was made to the schedule. There would be a set amount of time for the Jin-ai students and Fullerton students to talk and get to know each other. The decision to include or not include ‘free-talking’ time was considered repeatedly before finally deciding to include it. The reason for this repeated consideration was that during many similar events participants are often told to simply talk without any structure or preparation. This lack of structure and preparation can lead to uncomfortable silence and increased apprehension or anxiety. This is what we were trying to avoid. Such an uncomfortable occurrence can put a damper on the day’s remaining activities. However, the ultimate goal of studying a foreign language is to communicate in that foreign language, so in the end it was decided that the potential pros, e.g., the opportunity to talk with the Fullerton students in English outweighed the potential cons, e.g., awkward silence or non-committal students.

The Jin-ai students gave their assurance that they would try their best to talk with the Fullerton students. In preparation for ‘free-talking’ there was a class discussion on appropriate and inappropriate or poor questions. Do you like Japan? This is an example of a poor question. If the respondent answers yes, it is a superficial matter of fact response. If the answer is no, then it will make for a very uncomfortable conversation. When the goal is a longer conversation and deeper cultural understanding, one should ask more substantive questions. What do you like about Japan? This is a far more probative question. It encourages the responder to provide more detail and possibly greater insight into her or his likes or dislikes. The answer potentially provides more input for the listener too. Which do you like better, America or Japan? This is another example of an inappropriate question. One should never put a guest

in such a position. The discussion concluded with a talk about follow-up questions. A simple example:

A: Do you like ice cream?

B: Yes, I do...

A: What flavor do you like? (Follow-up question)

The rehearsal finished and the final program was set. (Figure. 2)

Hauca: There were a number of 10-minute breaks inserted into the schedule to allow for time overruns between activities. Also, the forecast for August 10th called for extremely hot weather so we wanted to give the students plenty of opportunities to rehydrate.

2. The Event Day

The Fullerton students arrived on campus and met with university officials before proceeding to the E-lounge where the opening activities were held.

Hauca: When I first met the students, I asked them how they were doing. Many of them replied that they were OK, but a little tired. Indeed, quite often, trips such as these are quite heavily scheduled with very little downtime. I explained to the Fullerton students that today would be a day for them to enjoy themselves and take it easy. The students seemed very eager to meet and get to know the Jin-ai students.

The days activities went mainly according to the plan set out by the students. There were a couple of small changes made. For example, during the sports activities the majority of students decided against playing badminton opting instead to continue playing dodge frisbee.

Fujino: We had planned to play badminton, but the Fullerton students were not interested in playing badminton. So, we decided to extend our dodge frisbee playing time instead. I was surprised that the Fullerton students did not want to play badminton. Although, I was relieved that we had planned many events for them.

Hauca: The following day, August 11th, was one of the Fullerton student’s birthday. Her fellow students ap-

Time	Activity	Contents
10:00 ~ 10:15	Fullerton students arrive at Jin-ai	Meet with Jin-ai University Vice President and other administrative staff
10:20 ~ 10:30	Welcome to Jin-ai English Education Center	The Center Director and staff
10:30 ~ 10:50	Presentation: Jin-ai University and Japanese Summer Activities	Part 1: A description of Jin-ai University's campus and academic programs Part 2: An introduction to Japanese summer activities
10 Minute Break		
11:00 ~ 11:20	Open Conversation	Jin-ai students rotated in groups and talked with Fullerton students
11:20 ~ 11:40	Janken Train	Culturally common activity of Rock-Paper-Scissors
10 Minute Break		
11:50 ~ 12:20	Calligraphy	Jin-ai students helped Fullerton students create Japanese kanji and hiragana characters
10 Minute Break		
12:30 ~ 13:00	Lunch	Traditional Japanese summer festival foods: yakisoba, onigiri and kakigori
10 Minute Break		
13:10 ~ 13:50	Watermelon Smash (Suika-wari)	A traditional Japanese summertime activity
10 Minute Break		
14:00 ~ 15:30	Various Sports	Dodge frisbee and basketball *Badminton had been prepared for, but not played
10 Minute Break		
15:40 ~ 16:30	Farewell Ceremony	A last chance for students to talk and give their impressions *A surprise birthday party was added

Figure 2. The Event Schedule

proached us and asked if there was something we could do for her. In fact, we were aware of the student's birthday and we had made arrangements for a cake.

These two examples highlight the need for flexibility when making a schedule for this type of event.

3. Reflection and Opinions

3.1. Student Questionnaire

After the event concluded, the Jin-ai students completed a questionnaire. In total twenty-five students completed the questionnaire (Appendix 3).

In response to the first question regarding the partici-

pant's level of satisfaction with the event, ninety-two percent of students responded that they were satisfied or very satisfied. For the second question, all students responded that their personal interests had been expanded in varying degrees because of the event. The third question concerned more specific interests in relation to the event. The students indicated the greatest interest in English conversation, International or cross-cultural exchange activities, the Fullerton students and foreign travel and study.

Hauca: These results are encouraging. The challenge for instructors is how best to turn student enthusiasm into real and effective action. I believe one way to harness this

enthusiasm is by involving the students as much as possible in all aspects of an event to encourage cooperative learning and active involvement.

On a decidedly disappointing note, unfortunately a very valuable opportunity was squandered. Due to my own shortsightedness there were no surveys administered to the Fullerton students. I had not thought ahead to create an English version of the survey nor had I set aside time to conduct any interviews. This missed opportunity stresses the need to brainstorm, plan thoroughly and consult others for advice right from the very start of a project.

The final question concerning future participation, the majority of students indicated a willingness to participate in future English Center events. A significant minority also stated they would like to take part in future events related to the content of the event. That is if the specific contents of certain event appealed to them, then they would like to participate. The student respondents also provided some written comments.

- I was happy to have the opportunity to engage in cross-cultural exchange with the students from Fullerton.
- If I had a higher English speaking ability, I would have enjoyed the event more.
- Prior to the event day, I didn't receive any information about the event. It was hard to find out what was going on.

Hauca: This final comment was one that Ms. Fujino and I discussed after the event.

3.2. Author Reflection

The authors met afterward to reflect on and discuss the entire event. Specifically, Mr. Hauca and Ms. Fujino discussed five questions related to the planning, organizing and after thoughts concerning the event.

Question One: What were your original thoughts or feelings when you were told about the Fullerton students' visit?

Fujino: I was looking forward to meeting with them because I never have any chances to talk with teenage native English speakers in Fukui. I also wondered why they decided to visit Japan now. Why did they choose to come to Fukui? Also, I thought this event would be a very good

time for myself and other Jin-ai students to get to know people from another country and culture.

Hauca: I thought that this would be a great opportunity for my students to explore the limits of their English speaking ability while also enjoying spending time with and getting to know the Fullerton students. There was also the prospect of providing the students a chance to do something tangible with their English. The students would be able to demonstrate some real world skills, e.g., event planning and organizing.

Question Two: What were your thoughts about the planning and organizing done by you and your classmates?

Fujino: The preparation and planning were not easy because it was the first time for my classmates and I to plan and prepare for something in English. For example, one of the traditional Japanese cultural activities, Shuji, was difficult to explain in English. My personal concern about the visit was whether my classmates and I would appear to be too serious, shy and withdrawn. It seemed that many of my classmates were uncomfortable about presenting their ideas and talking with the American students. For example, the presentation group seemed very quiet during their first practice presentation.

Hauca: Progress was slow in the beginning. As an instructor, I did not want to hover over the students. I wanted the students to create and develop their own ideas. However, there were some groups that did not show much initiative at least not initially. The challenge was to try and draw out the students' creativity without usurping or undermining their control. Confidence plays a considerable role in second language communication. I felt that planning and organizing the event would provide a confidence boost to the students. I also felt that it was possible that this confidence would transfer over to their use of English.

Question Three: What were your thoughts before the event?

Fujino: I was worrying because there were just a few people at the final rehearsal. Moreover, some groups did not seem ready for the event yet. I was also surprised that many Jin-ai students no longer had Shuji sets. This was a

problem because we needed a set for each of our guests to use. I was excited about the visit, but I was also nervous because I didn't know whether the other groups were ready or not.

Hauca: I shared many of the same concerns as Ms. Fujino. I didn't know if students were unsure what to do or if some students simply were not enthusiastic about the event. I was still wrestling with the idea of taking more control over certain groups. To instructors overseeing future events I would definitely recommend that they instill a greater sense of accountability toward the students. In hindsight, I believe that I was not forceful enough. For example, I should have had the students provide a written progress report in addition to the general class meetings.

Question Four: What were your thoughts or feelings after the event?

Fujino: It was a really great time. Although our English was not perfect, there was good communication between the Jin-ai and Fullerton students. Everyone became friendlier through activities such as watermelon smashing and dodge frisbee. There were some problems. For example, many classmates and other Jin-ai students who volunteered did not know about the other groups' specific plans. So, the members of each group needed to explain to the Fullerton students in English and to the Japanese students in Japanese. It took a lot of time. However, we were able to show some aspects of Japanese culture to our American guests. Moreover, the students at Jin-ai could learn something too. For example, the Fullerton students were not shy. They were very friendly and genuine. To me they seemed like regular teenagers. I think this experience will change some students' points of view toward their own futures. I took part in this event because I thought I could use a lot of English. I did, so I was very satisfied and happy. I was able to use English to introduce my home prefecture Fukui.

I am Japanese, but I was partially raised and educated in Singapore and the United States. I lived in Singapore for about 5 years and the United States for about 3 years with my family. I attended elementary school in Singapore, junior high school in Japan and an all-English high school

in America. So, I feel my past experiences and this event have given me greater insight and appreciation of people from other countries and cultures. We should definitely take a closer look at our own culture before we start making comparisons to other cultures.

Hauca: Although as an organizer my opinion is biased, I truly do believe the event was largely a success. There were no mishaps and the atmosphere throughout the entire event was positive. The common pitfalls of cross-cultural events like this, e.g., periods of inactivity or silence, group separation and the feeling that everything is staged and artificial, were avoided. Both groups of students were able to relax and have a good time together. I was pleasantly surprised with the efforts of many of the Jin-ai students. Many of them were outgoing and they made a concerted effort to communicate. One example, during the initial meet-and-greet one of the Fullerton students asked, "What y'all do for fun around here?" For a second the Jin-ai students experienced a 'deer in headlights' moment. They did not know how to respond to this unfamiliar question. However, instead of shying away one student asked for clarification while the others conferred in Japanese. The main thing was that the Jin-ai students did not allow one instance of not being able to understand to keep them from trying. The Fullerton student, after being asked for clarification, rephrased his question in a form that was more familiar to the Jin-ai students. "What do you do in your free time?" There was a collective, "Oh, I see", followed by a barrage of answers from the Jin-ai students.

Question 5: What recommendations, comments or advice do you have for the organizers and participants of future events?

Fujino: Generally, I recommend that Jin-ai students behave in a way that makes the guests comfortable. The Fullerton students were very active. They always wanted to do something. Typically, Japanese people are shyer and less outgoing than Americans. Americans are often more enthusiastic and socially adventurous than Japanese people. As for the event, I felt that some groups could have prepared more. For example, I felt the presentation group

could have prepared a more interactive presentation. The group's members should have made the presentation more enjoyable for a teenage audience.

For future events I think all Japanese students who are going to join the event should have a general meeting. The organizers need to make sure everybody knows what everyone else is supposed to do. We should make a lot of plans because we might not know what our guests want to do. We thought the Fullerton students would enjoy badminton, but they were much more interested in playing dodge frisbee. If we had only prepared badminton, the visit might have been less enjoyable for our guests.

Hauca: For faculty advisors or organizers I recommend maintaining tight control over the progress or lack of progress being made by students. It is important that students have the freedom to proceed by trial and error with their ideas. However, the students need to be made aware of the applicable time constraints that events like this have. I believe this is where my input was less than optimal. I should have been more aware of each group's progress and the progress of the event as a whole. I agree with Ms. Fujino, we should have had all Jin-ai participants present during our final rehearsal. Firstly, there are a number of potential unknowns that can arise during an event like this. The weather could change, a key member could become ill and unable to attend or an unfortunate injury could occur mid-event. The organizers and volunteers need to be aware of their respective roles during the course of the event. Secondly, awareness of the contents of the event, e.g., what is happening, with whom and when, permits the Jin-ai students to focus on the more cognitively taxing task of communicating in English. It is much easier to communicate when you know what is going on around you.

Also, I mentioned previously, it is important to plan ahead as much as possible. This is of course a matter of fact statement, but had I been more thorough in my own preparation I would have been able to garner more insight and opinions from the Fullerton students.

4. Conclusion

Fujino: Nowadays, the number of foreigners who live in Japan is increasing. However, we do not have many chances to spend time together and exchange culture. It is important to expand our awareness of other cultures. Thus, the Fullerton students' visit was a really valuable experience for the Jin-ai students. It is evident that it is easier to understand another culture from direct experience, instead of from a textbook. Direct experiences have more power to change people.

Hauca: Overall, I believe this was a very positive experience for all those involved. For a number of my second-year students this was their first time speaking with American high school students. A few of the Jin-ai student volunteers had been to Fullerton the year before. For these students the event was a chance to meet with students from Fullerton, practice their English and talk about a mutual topic, Fullerton, California.

The initial worries I had, student shyness, either group being unapproachable or standoffish and whether the second-year students would be able to plan and organize an event were thankfully, for the most part, allayed. A lot of credit goes to the students from Fullerton. They had been on a long trip and they had been shuttled to many different events during their stay. In spite of their hectic schedule, they came to our campus happy, cheerful and ready to have fun. Our students responded in kind, which made for an enjoyable day for everyone. In short, I believe that the presence of good-spirited participants, easy to understand games and cultural activities, delicious food and with any luck favorable weather go a long way to ensure an enjoyable and cross-culturally beneficial event.

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要 約

2012年8月10日に、仁愛大学にて、アメリカ合衆国カリフォルニア州フラトン市の学生(12～19歳, 男性3名, 女性5名, 計8名)との交流イベントが行われた。フラトン市の学生は、地元の世界的事業で親善と平和を促進する人道的奉仕を手がける協会の支援を受け、20日間福井県を訪問していた。この事業の最大の目的は、福井県の人々との異文化交流である。滞在中、フラトン市の学生は地元の行政機関の人々と会ったり、様々な社会行事に参加した。仁愛大学は、ここ数年、この協会の協力を得て、1年おきにフラトンの学生を招いている。前回同様、今年の学生たちも仁愛大学を訪問してくれた。この訪問は、仁愛大学生にとって、従来のクラス以外でネイティブスピーカーと触れ合うことのできる、大変価値のあるものとなった。フラトン市の学生の来校に向けて、仁愛大学の学生はオーラル・コミュニケーションクラスでの特別プロジェクトとして、交流イベントを企画し、取り組んだ。このレポートはその報告書である。授業中でのイベントの企画、取り組み、そしてリハーサルの全貌を、著者の回想を踏まえ報告する。教員および実際にイベントの企画に参加した学生の考えや振り返りをまとめた。また、イベントに参加した仁愛大学生へのアンケート結果から得られた見解をまとめた。

Report on Planning, Organizing and Conducting a Cross-Cultural Event

Appendix A. Evaluation Sheet for the Final Group Presentation

Group/Category	The Plan	Group Participation	Use of English	Completion of Objective	Total
Presentation					
Liaison-Planning					
Activities					
Food					

You will evaluate each group **including your own**
 Score: 1 = no effort made, 2 = poor effort made, 3 = OK effort made, 4 = above average effort made, 5 = excellent effort made

Appendix B. Complete Results of Final Group Presentation Evaluations

Evaluator	*1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	*19	20	21	22	23	Average
Presentation Group																								
The Plan	4	5	4	5	4	5	4	4	3	2	2	1	5	5	5	5	5	5	4	4	4	3	4	4.00
Group Participation	5	5	5	4	5	4	4	3	4	4	3	3	5	5	5	5	5	5	5	3	3	4	5	4.30
Use Of English	4	5	5	3	5	4	4	3	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4.30
Objective Complete	5	4	4	4	5	4	4	3	4	3	2	1	5	5	5	5	5	5	3	3	3	3	4	3.87
Total	18	19	18	16	19	17	16	13	15	13	11	9	20	20	20	20	20	20	16	14	14	14	17	16.48
Activities Group																								
The Plan	4	5	4	5	5	5	5	4	4	4	4	4	5	5	5	5	5	5	5	4	5	5	3	4.57
Group Participation	5	5	4	4	5	5	5	3	4	3	4	4	5	5	5	5	5	5	5	4	4	4	4	4.43
Use Of English	4	5	5	5	5	5	5	4	3	4	4	4	5	5	5	5	5	5	5	4	4	4	3	4.48
Objective Complete	5	5	4	5	5	4	5	3	3	4	5	5	5	5	5	5	5	5	5	3	3	4	4	4.43
Total	18	20	17	19	20	19	20	14	14	15	17	17	20	20	20	20	20	20	20	15	16	17	14	17.91
Food Group																								
The Plan	4	5	5	5	5	4	5						5	5	5	5	5	5	4	5	4	5	5	4.82
Group Participation	5	5	4	4	5	5	5						5	5	5	5	5	5	5	3	4	4	4	4.55
Use Of English	4	4	5	4	5	5	5						5	5	5	5	5	5	4	4	4	4	4	4.55
Objective Complete	3	4	5	5	5	4	5						5	5	5	5	5	5	5	3	3	3	4	4.36
Total	16	18	19	18	20	18	20	0	0	0	0	0	20	20	20	20	20	20	18	15	15	16	17	18.27
Liaison Group																								
The Plan	3	5	4	4	5	4	5	2	3	2	3	3	5	5	5	5	5	5	3	3	3	4	4	3.91
Group Participation	3	5	5	4	5	5	5	3	2	3	3	3	5	5	5	5	5	5	5	3	2	3	4	4.04
Use Of English	2	4	4	4	5	4	5	2	3	3	3	3	5	5	5	5	5	5	4	3	3	3	4	3.87
Objective Complete	2	3	5	4	4	4	4	3	3	3	3	3	5	5	5	5	5	5	3	4	3	3	4	3.83
Total	10	17	18	16	19	17	19	10	11	11	12	12	20	20	20	20	20	20	15	13	11	13	16	15.65

Scale

- 1 = No effort
- 2 = Poor Effort
- 3 = OK effort
- 4 = Good effort
- 5 = Great effort

*Note: Evaluators 1 and 19 are faculty advisors

Appendix C. Results of Jin-ai Students' Post Event Survey

2012/8/10(金)のRotary Club Summer Exchange Programについてのアンケート

今回のイベントへ参加した学生に配信しています。今後のイベントに参考にさせていただくため、ご協力をお願いします。なお回答にあたり、個人が特定されることはありません。

今回のイベントに参加してどうでしたか。	比率	人数
・とてもよかった	68%	17人
・まあまあよかった	24%	6人
・ふつう	8%	2人
・あまりよくなかった	0%	0人
・よくなかった	0%	0人

今回のイベントは、自分の興味がより広がるものでしたか。	比率	人数
・そう思う	68%	17人
・まあまあそう思う	32%	8人
・あまり思わない	0%	0人
・まったく思わない	0%	0人

イベントを通して、興味をもったことは何ですか。(複数回答可)	人数
・フラトン市について	5人
・カリフォルニア州立大学フラトン校について	3人
・8名のゲストについて	12人
・英語の学習について(検定試験等含む)	7人
・英会話について	19人
・海外留学について	11人
・海外旅行について	13人
・国際交流活動について	14人
・その他	0人

その他の場合は具体的に記入してください。

次回、英語教育センターでこのようなイベントがあった場合参加したいですか。	比率	人数
・参加したい	52%	13人
・内容によっては参加したい	44%	11人
・参加したくない	4%	1人