

## Developing intercultural communicative competence through guest speaker sessions — Two case studies

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The skills and competencies involved in becoming a fluent foreign-language learner include not only linguistic competencies such as grammatical knowledge and reading, listening, speaking, and writing abilities but also Intercultural Communicative Competence (ICC). A number of different definitions of ICC have been proposed as well as similar concepts, such as cross-cultural communicative competence in academic and business-related fields (e.g., Burhansstipanov, 1999; Matveev & Nelson, 2004; and Nakano, 2008). The present study adopted the following definitions, which have been used for over a decade by the European Council: “The ability to ensure a shared understanding by people of different social identities” and the “ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram, 1997; Byram, Gribskova, & Starkey, 2002, p. 14).<sup>1</sup>

Comparing other definitions of communicative competence proposed by Hymes (1972) and van Ek (1986), Byram (1997) described some features of his definitions in the language teaching environment. However, their definitions are not necessarily modeled on the competence of native speakers. According to Byram, both Hymes and van Ek implied that native speakers should be models for language learners. However, this could imply that language learners are incompetent both linguistically and socioculturally. According to Graddol’s (2004) demographic studies, the global spread of English will create new generations of bilingual and multilingual speakers. Many opportunities will exist in society, the workplace, and abroad for university students studying English as a second or foreign language to use it with other non-native speakers. Therefore, a high proficiency in ICC will become increasingly important for them. It is difficult to develop ICC in an environment in which the only interactions that students can experience are those with a single class instructor. Hence, we invited guests from other cultures and provided our students with opportunities to learn from them. The present study examines the effects of guest speakers’ presentations on the development of ICC in two English Communication classes.

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1 While various definitions of intercultural communicative competencies or similar terminology (e.g., cross-cultural communicative competencies) can be found in several academic fields, the European Council's definition based on Byram's (1997) model of ICC has been used in this study.

Table 1. Byram's ICC Component Chart (1997, p. 34)

	<b>3. Skills</b> Interpret Relate	
<b>2. Knowledge</b> Of the self and other; of interaction: individual and societal	<b>5. Critical Cultural Awareness (Education)</b> Political Education	<b>1. Attitudes</b> Relativising self Valuing other
	<b>4. Skills</b> Discover and/ or Interact	

### Definitions of ICC by Byram

Byram (1997) and Byram et al.'s (2007) models of ICC consist of five different components, as shown in Table 1 above.

Byram et al. (2002) described the five components as follows. *Attitudes are* "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (p. 12). According to them, the intercultural attitudes allow the person to relativize his or her own values, beliefs, and behaviors and see his or her own culture from different viewpoints. *Knowledge* is the knowledge "of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (p. 12). In other words, intercultural knowledge is composed of two different kinds of knowledge: "knowledge of social processes" and "knowledge about how other people are likely to perceive you, as well as some knowledge about other people" (p. 12). *Skills to interpret and relate* are the "ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (p. 13). *Skills to discover and interact* are the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction" (p. 13). *Critical cultural awareness* is the "ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other cultures and countries"<sup>2</sup> (p. 13).

Byram (1997) and Byram et al. (2007) emphasized the importance of *intercultural attitudes* because a lack of curiosity or interest in other cultures would make it difficult for one to become motivated to learn other cultural values and interact with people from other cultures, i.e., *knowledge*, or acquire two *intercultural skills*; hence, one would have difficulty developing *critical cultural awareness*. This means that even though Byram (1997) and Byram et al. (2007) did not specifically describe the developmental order of the five components of ICC, it is conceivable that the order in which the five ICC components are developed is (a) attitude, (b) knowledge, (c) skills to interpret and relate, (d) skills to discover and interact, and (e) critical cultural awareness. In this study, we refer to *attitudes* and *knowledge* as early

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2 Although in the original chart in Byram et al. (1997), the fifth component is "education," the name of the fifth component appears as "critical cultural awareness" in a more recent study (Byram et al., 2002). We adopted the more recent one.

components of ICC, and *skills to interpret and relate, skills to discover and interact, and critical cultural awareness* as late components of ICC.

## **Background**

The students in this study belong to the School of Human Welfare Studies (SHWS). The faculty consists of three departments: Social Work, Social Organization Development, and Holistic Human Sciences. The English department offers first- and second-year students two compulsory English classes to develop basic skills for reading, listening, speaking, and writing; they may also choose a two-year course in English communication as an elective. Approximately 350 students enter the SHWS each year, and they are required to study another language (i.e., Japanese sign language, Spanish, German, French, Chinese, and Korean) and about 90 of these students choose English Communication every year. The university also offers English courses with different objectives (e.g., preparation courses for TOEIC and TOEFL, advanced reading, writing, listening, and speaking) for third- and fourth-year students.

English Communication classes aim to help students develop their critical and creative thinking skills. This is done by building skills for negotiating in business-related situations, and skills for making presentations and leading debates on international issues through reading and listening activities as well as a research-based writing project.

## **Previous Studies**

In previous studies involving language classrooms in Japanese universities (e.g., Matsuzaka, 2007; Nakano, 2008; Nakano, Donnery, & Fukui, in press; Ryobe, 2008; Watanabe, 2008), students were provided with opportunities to interactively communicate with other students at foreign universities through synchronous computer-assisted communication devices such as video-conferencing systems and Internet video web-chat software programs. Kobayashi (2007, 2008) invited a few international students several times per semester to teach World Englishes. She divided her Japanese students into six groups and instructed them to ask the international students questions and chat with them. After they asked some questions, the international students moved to different groups. While three of the six groups were talking with the international students, the other three groups of the Japanese students wrote reports about what they had discussed. Kobayashi reported that the students learned different varieties of English, but were also highly motivated to study English. Nakano, Donnery, and Fukui (in press) also invited international students to their English classes and found that inviting international students was effective for the development of ICC, though they could not find any evidence that indicated the development of the fifth component of ICC, i.e., critical cultural awareness. Donnery, Nakano, Liederbach, Sanders, Azizi, and Fukui (2010) invited guest speakers to English Communication classes and asked them to talk about their experiences and history of immigration. The guests gave PowerPoint® presentations, and the students asked questions that they had previously prepared. After the session, the class teacher asked them to role-play and write in-role, or express the feelings of the person in the play in written form. For example, the students wrote about how a daughter of a first-generation Brazilian immigrant felt as if they were that daughter. Through these activities, the students were able to pseudo-personalize the guests' experiences. Since no studies have reported on guests' presentations about the role played by culture in the development of ICC, this study investigated it by using surveys.

## Method

### Guests

Two guests were invited to attend English communication classes for second-year students. The first guest speaker was a British female who has a PhD in biomedical science and is presently studying English pedagogy at the British Council Centre in Singapore. She has been living in Singapore since 2004. She came to Japan with her family during the Easter break in April 2010 and visited two of the three English Communication classes (upper intermediate and intermediate levels) (Case 1). The other guest was a Nepali who is currently working on his PhD in economics at a national graduate school in Japan. He visited the third English Communication class (lower intermediate level) in July 2010 (Case 2).

### Case 1

#### Students

The students (n=46) in these classes came from various parts of Japan as well as three students, who were from mainland China. Many of them were involved in international volunteer activities or interacted with people from other countries in church or other social networks. A handful of the students had lived or studied abroad for an extended period of time, but for the majority of them, their primary interaction with foreign cultures had been within Japan.

#### Procedure

1. The guest speaker was invited quite early in the semester, during the third class meeting; therefore, there was little time for preparation on the part of the students. They were told during the first class meeting that a British speaker living in Singapore would come the following week.
2. At the beginning of the second class the students were asked to read a description of the purpose of the surveys and to fill out the consent form. After that, they completed the pre-survey.
3. After the surveys were completed and collected, the teacher introduced the ideas of language politics and World Englishes. The students read a newspaper article on the role English plays in Singaporean society, *Saving 'Singlish': Filmmaker speaks up for Singapore Slang* (Olsen, 2002) and discussed it in small groups.
4. After discussing the newspaper article, the groups were asked to make a list of questions they wanted to ask the speaker. These questions included items related to Britain, Singapore, Singlish, living abroad, and culture shock. The teacher checked the questions for accuracy and clearness and then the students practiced them aloud to gain confidence.
5. On April 14, 2010, the guest speaker came to both classes and made a PowerPoint® presentation about various aspects of Singapore, e.g., geography, flora, fauna, population, food, and religions as well as her home, her family, and living in Singapore (for the other topics dealt with in the presentation, please refer to p. 12). At the end of the class, the students asked the questions they had prepared beforehand. Some of the students also asked questions related to her talk.
6. The post-survey was administered at the beginning of the next class, two days later. After the surveys were collected, the class discussed what they had learned from the talk.
7. Instructions were given to help the students to wrap-up what they had learned through the guest speaker's presentation, including a discussion session. The students' comments will be described in the discussion section (Please also refer to the Instructional Procedure in the Discussion section).

## **Case 2**

### **Students**

Similar to Case 1, the students (n = 23) were from diverse backgrounds and various parts of Japan. However, none of the students were from other countries. Approximately one-third of them were athletes who had travelled abroad for pleasure or for international athletic competitions, and a few of the students participated in short trips to assist in NPO- or NGO-related activities in Asian countries.

### **Procedure**

1. At the beginning of the academic year, the students were asked to form groups of four or five and select a country about which to make a presentation. Through a brainstorming session, the students came up with different categories that they thought should be included to make their presentation informative, educational, and interesting.
2. In the second stage, the students researched the country of their choice and prepared for their presentation. The students collected information and discovered interesting facts through reading books, magazine and newspaper articles, as well as searching the Internet.
3. The class was informed that a guest speaker from Nepal would come to their class and make a presentation. As they had already developed categories for the countries they had presented on, they used these as their template to begin their research on Nepal. The students then brainstormed and formed questions to ask the guest speaker.
4. One week before the guest came to the class, the students were given a pre-survey. After they read the purpose and instructions of the survey, they completed it.
5. Finally, on June 9, 2010, the guest speaker came to the class and spoke about Nepal. The students listened and then asked the questions they had prepared.
6. A week later, after the guest's presentation, the same post-survey, which had been adapted to Nepalese culture, was given to the students.
7. A discussion session followed to help the students reflect on what they had learned through the guest speaker's presentation. The students' comments will be described in the instructional procedure part of the discussion.

### **Data Elicitation**

Pre- and post-surveys, which consisted of both multiple choice questionnaires and open-ended questionnaires, were constructed for both cases. Questions were constructed according to each of the five components of ICC. The correspondence between the five components and the questions is shown in Table 2.<sup>3</sup> The questions were printed on A4-size sheets of paper. All the questions were presented together with the corresponding Japanese translations. Yes/no questions were followed by "yes" or "no" answer choices, and the questions that asked about the degrees (e.g., of interest and knowledge) were followed by a 5-point scale with answer choices (e.g., Q. How interested are you in …?: (1) No interest at all, (2) Not very interested, (3) Mildly interested, (4) Quite interested, (5) Very interested; Q. How well do/did you know…? : (1) Not at all, (2) Not very much, (3) Mildly well, (4) Quite well, (5) Very well).

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3 Question 6 was given only to the students in Case 1.

Table 2: Questions in the pre- and post-surveys

ICC	Pre-survey	Post-survey
<b>Attitudes</b>	Q1. How interested are you in other cultures?	How interested are you in other cultures now?
	Q2. How interested are you in intercultural communication with people from other cultures?	How interested are you in communication with people from other cultures now?
	Q3. No question was given in the pre-survey.	Did you become more interested in communication with people from other cultures by attending the guest speaker's session?
	Q4. Have you ever felt or realized that people from another culture have different values from yours?	Did you feel or realize that the guest speaker from another culture had the same and/or different values from yours?
	Q5. Have you ever experienced your view of another culture being changed somehow?	Did you feel or find that your view about another culture was changed somehow through the guest speaker's session?
<b>Knowledge</b>	Q6. How much do you know about British culture? (Only for students in Case 1)	Did you learn anything new about British culture through the guest speaker's session? (Only for students in Case 1)
	Q7. How much do you know about Singaporean/Nepalese culture?	Did you learn anything new about Singaporean/Nepalese cultures through the guest speaker's session?
	Q8. How well do you know the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country?	Did you learn or find anything new about the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country through the guest speaker's session?
	Q9. How well do you know the customs and conventions of talking with native speakers of English (topics that interest them, topics to avoid, how to greet people and take leave from them)?	Did you learn or find anything new about the customs and conventions of talking with native speakers of English (topics that interest them, topics to avoid, how to greet people and take leave from them)? (Not applicable in Case 2)

	Q10. How well do you know the customs and conventions of talking with non-native speakers of English excluding Japanese (topics that interest them, topics to avoid, how to greet people and take leave from them)?	How well do you know the customs and conventions of talking with non-native speakers of English excluding Japanese (topics that interest them, topics to avoid, how to greet people and take leave from them)?
	Q11. Have you ever thought about how people from another culture are likely to perceive you?	Did you find anything about how people from another culture might perceive you through the guest speaker's session?
<b>Skills to Interpret and Relate</b>	Q12. Have you ever felt or realized that you can interpret a document or event from more than two points of view?	Did you feel or realize that you can interpret a document or event from more than two points of view through the guest speaker's session?
	Q13. Have you ever felt or realized that you can interpret a document or event from more than two different cultural views?	Did you feel or realize that you can interpret a document or event from more than two different cultural views?
<b>Skills to Discover and Interact</b>	Q14. Have you ever wanted to know about another culture, some other country, local area and/or the people living there?	Has the guest speaker's session made you want to know about another culture, some other country, local area and/or the people living there through the guest speaker's session?
	Q15. How well can you discover new information and new aspects of another culture for yourself?	Did you find out how to discover new information and new aspects of another culture for yourself through the guest speaker's session?
	Q16. How well can you engage in conversation with people of another culture and maintain a conversation?	Did you find out how to engage in conversation with people of another culture and maintain a conversation through the guest speaker's session?
	Q17. Have you ever experienced your view of another culture being changed somehow?	Did you find anything that could change your ability to live in a different culture through the guest speaker's talk?
<b>Critical Cultural Awareness</b>	Q18. Have you ever experienced something that made you reconsider your own culture and/or values?	Did you feel or find something that made you reconsider your own culture and /or values through the guest speaker's session?
	Q19. No question was given in the pre-survey.	Did you feel or find that you would like to integrate the values of another culture into your own through the guest speaker's session?

The presentations and question-and-answer sessions were videotaped. The pre-surveys were administered to the students in the class before the guest speaker sessions and the post-surveys were administered in the class following the sessions.

## Analyses

The data from the students who had been absent from one or both of the classes in which the pre- and post-surveys had been administered were not included in the analyses because the data could not be compared before and after the guest-speaker sessions. Also, the data from the students who did not sign the consent form were not included in the analyses. The rest of the survey responses were analyzed with respect to each component of ICC. The resulting number of students was 40 in Case 1 and 16 in Case 2. Tables were constructed for raw data and they were further categorized into groups as shown in the results section.

The number of guest sessions was limited, and the students were instructed differently and by different teachers in Cases 1 and 2. We analyzed the data quantitatively and qualitatively, but we did not conduct statistical analyses when the number of responses was not sufficient to conduct regular statistical tests.

## Results

### Results for Case 1

#### Attitudes

Q1. Pre-survey (Post-survey): How interested are you in other cultures (now)?

Interest	Pre-survey	Post-survey
5. Very interested	13	11
4. Interested	22	19
3. Somewhat interested	3	9
2. Not so interested	2	1
1. Not interested	0	0
Total	40	40

Although the difference between the pre- and post-survey answers on this item was not statistically significant ( $t(39) = 1.32, p > 0.05$ ), almost all of the students expressed interest in other cultures. It is surprising that almost half of the students changed their response on the post-survey. The decrease in interest in other cultures could be attributed to the guest-speaker session having satisfied some desire for knowledge that the students previously felt.

Q2. Pre-survey (Post-survey): How interested are you in intercultural communication with people from other cultures (now)?

Interest	Pre-survey	Post-survey
5. Very interested	14	11
4. Interested	16	15
3. Somewhat interested	8	12
2. Not so interested	2	2
1. Not interested	0	0
Total	40	40



The responses to this item were quite similar to those on the previous question. As can be seen below, the movement in interest was almost identical to that observed in Question 1. These findings may indicate that both questions tested the same attitude.

Q3. Post-survey: Did you become more interested in communication with people from other cultures by attending the guest speaker's session?

<b>Answer</b>	<b>N</b>
Yes	37
No	3
<b>Total</b>	<b>40</b>

Over 90% of the students responded positively to this item. This is strong evidence that guest speaker sessions have a positive impact on students' attitudes toward ICC.

Q4. Post-survey: Did you feel or realize that the guest speaker from another culture had the same and/or different values from yours?

<b>Answer</b>	<b>N</b>
Same	6
Different	11
Both	16
Other	1
Incomplete	6
<b>Total</b>	<b>40</b>

Many students found both similarities and differences between the two cultures, and 67.5% of the students found some different cultural values. Some students described that people are all human beings regardless of their cultures, and other students found differences in natural environments and housing matters between Singapore and Japan.

Q5. Pre-survey (Post-survey): Have you ever experienced (Did you feel or find that) your view about another culture being (was) changed somehow through the guest speaker's session?

	<b>Pre-survey</b>	<b>Post-survey</b>
Yes	20	13
No	19	26
Incomplete	1	1
<b>Total</b>	<b>40</b>	<b>39</b>

It is quite interesting that the response to the pre-survey was a very strong indicator of the response to the follow-up question. As can be seen below, half of the students who had previously experienced their view of another culture being changed found that their view was again changed by the guest speaker session. However, only three students who answered "no" initially found their view changed by the guest speaker session.

		Post-survey	
		Yes	No
Pre-survey	Yes	10	3
	No	10	16

### Summary

Both before and after the guest speaker session, over 90% of the students expressed interest in foreign cultures and a desire to communicate with people from different cultures. As might be expected, the desire to communicate with people was somewhat less than the interest in other cultures; face-to-face communication, especially in a foreign language, can make interlocutors nervous. The guest speaker session positively impacted the students' interest in communicating with people from other cultures. While some students' interest appeared to decrease after the lecture, there was an overwhelmingly positive response to the guest speaker session. The apparent decrease could be the result of their interest in other cultures being partially satisfied by the experience of having a guest speaker come to their class. Students who had previously experienced their view of another culture being changed were much more likely to experience it again through the guest speaker's presentation. It seems that once their mind opened to this possibility, they were much more receptive to new ideas about other cultures. This would also seem to indicate that the time spent focusing on attitudes toward ICC before experiencing a guest speaker session would be very beneficial for students.

### Knowledge

Q6. Pre-survey: How much do you know about British culture?

Answer	N
I know it very well	1
I know it quite well	3
I know it mildly well	14
Not very much	20
I know nothing at all	1
Incomplete	1
Total	40

Almost all of the students indicated that they possessed limited or scarce knowledge of British culture, but only one student professed to know nothing about it.

Post-survey: Did you learn anything new about Singaporean culture through the guest speaker's session?

Answer	N
Yes	7
No	33
Total	40

After the guest speaker session, 17% responded that they had learned something about British culture by attending the lecture. This is surprising, since the speaker's talk focused mainly on her life in Singapore; Britain was mentioned only in passing or in comparison with Singapore.

Q7. Pre-survey: How much do you know about Singaporean culture?

<b>Answer</b>	<b>N</b>
I know it very well	0
I know it quite well	3
I know it mildly well	3
Not very much	23
I know nothing at all	11
<b>Total</b>	<b>40</b>

Post-survey: Did you learn anything new about British culture through the guest speaker's session?

<b>Answer</b>	<b>N</b>
Yes	36
No	4
<b>Total</b>	<b>40</b>

The students did not have much knowledge about Singaporean culture before the guest speaker's presentation. In contrast, after the presentation, almost all of the students, or 90%, answered that they had learned something new through the guest speaker's presentation. This is strong support for the acquisition of specific knowledge about another culture through guest speaker sessions.

Students wrote that they learned about the following:

Economy	7
Language	5
Climate	3
Behavior	2
Education	2
Entertainment	2
Ethnic Diversity	2
Housing	2
Business	1
City	1
Cultural diversity	1
Customs	1
Fashion	1
Fashion, food	1
Law	1
Others	1
Politics	1
Society	1
Transportation	1
Way of thinking	1

Although the guest talked about several aspects of Singaporean culture, society, and its people, as shown in the list (1) below, the topics that seemed to impress the students the most were “economy,” e.g., prices are generally high, and “language,” e.g., Singlish, and they also noticed some behavioral differences between people in Singapore and Japan, such as gregariousness.

(1) *The Headings for Individual Slides that the Guest Speaker Prepared*

1. Singapore: The Lion City
2. Why she and her family moved to Singapore
3. Where is it?
4. Climate
5. Ethnic diversity of Singapore’s population
6. Main languages spoken in Singapore
7. Religion in Singapore
8. A street view in an ethnic area (a mosque and small shops)
9. Housing
10. Things to do in Singapore
11. Entertainment
12. Being a foreigner in Singapore
13. Ecology

Q8. Pre-survey: How well do you know the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country?

<b>Answer</b>	<b>N</b>
5. Very well	7
4. Quite well	14
3. Mildly well	9
2. Not very much	8
1. Not at all	2
Incomplete	1
Total	41

Over half of the students answered that they knew the cultural conventions of communication in their own country either quite well or very well, while only two answered that they knew nothing about this type of knowledge.

Post-survey: Did you learn or find anything new about the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country through the guest speaker’s session?

<b>Answer</b>	<b>N</b>
Yes	4
No	36
Total	40

Only 10% of the students answered positively to this question, perhaps because the majority of them already had extensive knowledge of these customs. Those students who answered “yes” described what they had learned: English is used in business and Singlish is used among friends and family. For students living in a monolingual country such as Japan, it was surprising that people in a multilingual society use language differently depending on the people they are with.

Q9. Pre-survey: How well do you know the customs and conventions of talking with native speakers of English (topics that interest them, topics to avoid, how to greet people and take leave from them)?

<b>Answer</b>	<b>N</b>
5. Very well	0
4. Quite well	4
3. Mildly well	9
2. Not very much	23
1. Not at all	4
Incomplete	1
<b>Total</b>	<b>41</b>

Even though the students had studied English for at least eight years, half felt that they had limited knowledge, and another ten percent felt they had no knowledge of these conventions at all. No one answered with the most positive response, i.e., that they knew these customs very well.

Post-survey: Did you learn about the customs and conventions of talking with native speakers of English (topics that interest them, topics to avoid, how to greet people and take leave from them)?

<b>Answer</b>	<b>N</b>
Yes	7
No	33
<b>Total</b>	<b>40</b>

This question concerned knowledge about the customs and conventions of talking with people, such as the topic that one should start with in conversations, e.g., weather and temperature, and using polite expressions on formal occasions and to someone older than the interlocutor. Approximately 17% of the students answered that they did learn something new from the guest speaker session. The areas in which their knowledge increased are listed below.

<b>Answer</b>	<b>N</b>
Conversational custom	7
Greeting	4
Politeness	4
Respect	3
Social norm	3
Female	2
Custom	1
Guts	1
Hobby	1

The guest speaker paid careful attention to the students' questions and tried to answer their questions sincerely. Some students were impressed by her attitude as a listener and wrote that they should learn some ideal aspects as a listener. Others stated that they noticed the guest speaker's frequent use of hand movements when she explained culture. A few students described that they could not make themselves understood when they asked her a question in English. They blamed their English pronunciation as the cause of the difficulty in communication.

Q10. How well do you know the customs and conventions of talking with non-native speakers of English excluding Japanese (topics that interest them, topics to avoid, how to greet people and take leave from them)?

<b>Answer</b>	<b>Pre-survey</b>	<b>Post-survey</b>
5. Very well	0	3
4. Quite well	1	1
3. Mildly well	4	11
2. Not very much	24	20
1. Not at all	11	3
<b>Total</b>	<b>40</b>	<b>38</b>

All but five students indicated very limited or no knowledge of these customs when they answered the pre-survey. In the post-survey, the number of positive responses from mildly well to very well tripled. The guest speaker session had a very positive impact on this generalized type of cultural knowledge. The speaker discussed her own experience of living in Singapore and talking with Singaporeans. It seems that many students were able to use her examples to generalize some cultural knowledge about how to interact with non-native speakers of English.

Q11. Pre-survey (Post-survey): Have you ever thought (Did you find anything about) how people from another culture are likely to (might) perceive you (through the guest speaker session)?

<b>Answer/Survey</b>	<b>Pre-survey</b>	<b>Post-survey</b>
Yes	23	16
No	17	23
<b>Total</b>	<b>40</b>	<b>39</b>

The students wrote that foreigners may think that they are shy, that the Japanese do not understand their English, and that the Japanese would struggle to make themselves understood in English.

## **Summary**

The data showed strong support for learning specific knowledge about a culture through guest speaker sessions. Almost all of the students learned something new about Singapore, and the variety of things they learned was quite broad. In addition, some students were also able to learn about British culture, although the speaker mentioned it only in passing. In terms of general cultural interaction, the students were confident in their knowledge of only their own country; they were very uncertain about how to interact with native English speakers and non-native speakers, excluding other Japanese. The

guest speaker helped them learn about how to interact with native speakers, and some responded that they wanted to emulate her “good listener” skills. It was quite surprising that the biggest increases in general cultural knowledge were with regard to interacting with other non-native speakers of English. The mechanism for this acquisition is unclear, but it seems that the students were somehow able to generalize the speaker’s personal experiences into some form of general cultural knowledge that they felt would be useful to them in the future when interacting with non-native speakers of English.

### Skills to Interpret and Relate

Q12. Pre-survey (Post-survey): Have you ever felt or realized (Did you feel or realize) that you can interpret a document or event from more than two points of view (through the guest speaker’s session)?

Answer	Pre-survey	Post-survey
Yes	22	13
No	16	25
Incomplete	2	2
Total	40	40

More than half of the students indicated that they were familiar with this skill before the guest speaker’s visit. Three more students, or roughly 8%, became aware of it through the guest speaker’s presentation, as can be seen in the chart below. Of those who were already aware of the skill, about half found something in the guest speaker’s session that reminded them of it again. It seems that previous knowledge was a quite good predictor of what students would gain from the guest speaker’s visit.

		Post-survey	
		Yes	No
Pre-survey	Yes	10	12
	No	3	13

Q13. Pre-survey (Post-survey): Have you ever felt or realized (Did you feel or realize) that you can interpret a document or event from more than two different cultural views (through the guest speaker’s session)?

Answer	Pre-survey	Post-survey
Yes	12	3
No	25	34
Incomplete	3	3
Total	40	40

More than half of the students were unaware of this idea before the lecture, and very few found anything in the guest speaker session that reminded them of this skill. The guest speaker session may have been too limited an interaction to touch upon this area.

		Post-survey	
		Yes	No
Pre-survey	Yes	2	10
	No	1	24

### Summary

It appears that one session is not sufficient for students to gain this type of deep cultural awareness. The survey revealed that the students possessed some intercultural skills to interpret and relate. The guest speaker session may become an opportunity for them to realize that they need to acquire more of these skills. Several students did learn something regarding interpretation and relating, since they changed their answer from “no” in the pre-survey to “yes” in the post-survey.

### Skills to Discover and Interact

Q14. Pre-survey (Post-survey): Have you ever wanted (Did you want) to know more about another culture, some other country, local area and /or people living there through the guest speaker’s session?

Answer/Survey	Pre-survey	Post-survey
Yes	35	36
No	4	2
Incomplete	1	2
Total	40	40

Only 5% of the students answered “no” to this post-survey question; therefore, it seems that certain elements of the guest speaker’s presentation had a very positive influence on their desire to learn more about other cultures and people. The students who answered “yes” were asked what they planned to do in the future to learn about other cultures. Many of the students who answered “yes” were most likely to investigate other cultures, places, and people by using the Internet, guide books for tourists, and other reference materials.

Q15. Pre-survey: How well can you discover new information and new aspects of another culture for yourself?

On the 5-point scale, the average was 2.73 (somewhere between *Not very much* and *Mildly well*).

Post-survey: Did you find anything about how to discover new information and new aspects of another culture for yourself through the guest speaker’s session?

Answer	N
Yes	27
No	11
Incomplete	1
Total	40

Some students answered that meeting people face-to-face and visiting countries by themselves differ from checking the Internet. A few students also mentioned the importance of knowing how other



people perceive another culture.

Q16. Did you find out how to engage in conversation with people of another culture and maintain a conversation through the guest speaker's session?

<b>Answer</b>	<b>N</b>
Yes	16
No	22
Incomplete	1
<b>Total</b>	<b>40</b>

One-fifth of the students (n = 8) regretted that they were too shy and did not ask many questions. They realized showing interest in the speaker's culture and presentation was important because it can enable a deeper exchange. Several students emphasized the importance of adding more information during the conversation and using non-verbal cues in communication. They also regarded speed and pronunciation as important to help their communication become smoother.

Q17 Pre-survey: Have you ever experienced your view of another culture being changed somehow?

<b>Answer</b>	<b>N</b>
Yes	17
No	12
Incomplete	1
<b>Total</b>	<b>40</b>

Post-survey: Did you find anything that could change your ability to live in a different culture through the guest speaker's talk?

<b>Answer</b>	<b>N</b>
Yes	12
No	14
<b>Total</b>	<b>26</b>

The students seemed to learn some desirable behavior through their interactions with the guest speaker. For instance, some described the importance of listening to people from another culture carefully and accepting them without having and believing stereotypes about the culture, and others described the importance of communicating with people from another culture.

## **Summary**

The students possessed the ability to acquire new knowledge of a culture and cultural practices and the ability to operate this knowledge to a certain extent. They learned the importance of interacting with the guest by asking questions about the presentation and to continue to deepen their communication, whereby they learned to operate the knowledge, attitudes, and skills under the constraints of real-time communication and interaction. Despite the fact that some students realized the importance of this later component of ICC, they seem to have difficulty actually using the skill in a real

situation, that is, it is still difficult for them to engage in smooth verbal and non-verbal communication.

### Critical Cultural Awareness

Q18. Have you ever experienced (Did you feel or find) something that made you reconsider your own culture and/or values through the guest speaker's session?

Answer/Survey	Pre-survey	Post-survey
Yes	9	9
No	8	8
Total	17	17

Some of the students did not answer either the pre-survey or the post-survey; thus, their data was not included in this analysis. The result indicated no change before and after the session.

Q19. Did you feel or find that you would like to integrate the values of another cultures into your own through the guest speaker's session?

Answer	N
Yes	15
No	20
Incomplete	5
Total	40

### Summary

Although the answers for Question 18 did not indicate that they reconsidered their own culture and/or values through the guest speaker session, for Question 19, nearly 40% of the students answered that they would like to integrate the values of other cultures into their own through the guest speaker session. Since the students attended only one guest speaker session, it is difficult to judge whether their critical cultural awareness developed, but the students were already critically aware of intercultural differences in values and were willing to integrate the new values that they found in the guest speaker presentation into their own values.

### Overall Summary

There is strong evidence to support a variety of the benefits of guest speaker sessions. Over 90% of the students indicated an increased interest in communicating with people from other cultures because they attended the session. A similar number of students also said that they learned something new about Singaporean culture through the guest speaker's presentation. The students were able to use the experiences the speaker talked about to gain general knowledge of how to interact with non-native speakers of English. As a result of attending the guest speaker session, 95% of the students indicated that they have discovered an interest in other cultures, countries, and peoples. Some areas of ICC appear to require more than one session to show a significant benefit such as *skills to interpret and relate*. Many students indicated that they became aware of their weaknesses in engaging in and maintaining a conversation, but one class did not provide a sufficient opportunity for them to dramatically improve these skills. Future studies will show whether an increase in the number of guest speaker sessions and

post-activities can benefit all the elements of ICC.

## Results for Case 2

### Attitudes

Q1. Pre-survey (Post-survey): How interested are you in other cultures (now)?

The mean for the 5-point scale was 3.4 for the pre-survey and 3.0 for the post-survey, which was between 4 = *Quite interested* and 3 = *Mildly interested*. Although a statistical analysis indicated that the degree of interest did not change ( $t(14) = 1.78, p = 0.09$ ), 86% of the students chose 5 = *Very interested*, 4 = *Quite interested*, or 3 = *Mildly interested*, which suggests that most of the students were interested in other cultures before the guest speaker's presentation.

Q2. Pre-survey (Post-survey): How interested are you in inter-cultural communication with people from other cultures (now)?

The mean for the 5-point scale was 3.44 for the pre-survey and 2.81 for the post-survey. Although the mean was lower, 56% of the participants claimed that they were interested in intercultural communication with people from other cultures in the post-survey after the guest speaker's presentation. The reason why the mean interest in intercultural communication decreased was uncertain, but it was not due to the guest speaker's presentation, because the students' responses for Question 3 below indicated that the students became more interested in other cultures after attending the guest speaker session.

Q3. Post-survey: Did you become more interested in other cultures by attending the guest speaker's session?

Answer	N
Yes	10
No	6
Total	16

According to the participants' responses, one reason why they became interested in other cultures was that they found it interesting to communicate with people from other cultures, and they claimed that they would like to communicate with them more. Another reason was that they discovered some differences between the Nepalese and Japanese cultures.

Q4. Post-survey: Did you feel or realize that the guest speaker from another culture had the same and/or different values from yours?

Answer	N
Same	6
Different	7
Both	2
Other	1
Incomplete	6
Total	16

When asked the reasons for their answers, the students replied that clothing, behavior (e.g., many people from other cultures were allowed to work at their own pace), and the awareness that the guest speaker knew a lot about his/her country had influenced them.

Q5. Pre-survey (Post-survey): Have you ever experienced (Did you feel or find that) your view about another culture being (was) changed somehow through the guest speaker's session?

Answer/Survey	Pre-survey	Post-survey
Yes	4	2
No	12	14
Total	16	16

Although the guest speaker was asked to talk about Nepalese culture before he visited the class, his talk was more of a general introduction to Nepal, such as demographic, linguistic, geographic aspects, and the fauna of Nepal as well as its temples and festivals. It was noted that the speaker's introduction of general cultural aspects of Nepal did not mean that he introduced Nepalese cultural values. In order to make the guest speaker sessions more effective in the future, the guest speakers should be asked to integrate aspects of ICC in their talks.

### Summary

The results showed that even before the guest speaker session, 86% of the participants were between mildly and very interested in other cultures. Their high intercultural attitudes could have led them to have high expectations of the material presented, which could have helped them further develop their intercultural attitudes.

### Knowledge

Q7. Pre-survey: How much do you know about Nepalese culture?

Answer	N
I know it very well	0
I know it quite well	1
I know it mildly well	2
Not very much	11
I know nothing at all	2
Total	16

Post-survey: Did you learn anything new about Nepalese culture through the guest speaker's session?

Answer	N
Yes	11
No	5
Total	16

Thirteen out of sixteen, or 81%, answered that they knew nothing or very little about Nepalese culture in the pre-survey. Eleven students, or 68.8%, learned something from the guest's talk. Since the listening comprehension ability of the students in Case 2 was not sufficiently developed to catch all of the words that the guest uttered, and this was the first time the guest had made a presentation in his life, the students in Case 2 might have experienced some difficulty in understanding the presentation.

Q8. Pre-survey: How well do you know about the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country?

<b>Answer</b>	<b>N</b>
5. Very well	0
4. Quite well	3
3. Mildly well	6
2. Not very much	5
1. Not at all	2
<b>Total</b>	<b>16</b>

Almost half of the participants claimed that they were familiar with the customs and conventions of talking with people in their own country mildly to quite well (e.g., When someone is speaking the other person should listen and should not talk, and should not ask an adult his/her age); however, two participants claimed that they did not know any customs or conventions.

Post-survey: Did you learn anything new about the customs and conventions of talking with people (topics that interest them, topics to avoid, how to greet people and take leave from them) in your own country?

Only two students answered "yes." In their descriptions, they claimed that the existence of the caste system in Nepal made them realize that Japan does not have one, and that most people live as middle-class citizens.

Q9. Pre-survey: How well do you know the customs and conventions of talking with native speakers of English (topics that interest them, topics to avoid, how to greet people and take leave from them)?

<b>Answer</b>	<b>N</b>
5. Very well	0
4. Quite well	6
3. Mildly well	1
2. Not very much	8
1. Not at all	1
<b>Total</b>	<b>16</b>

Although almost half of the students knew something about the customs and conventions of talking with native speakers of English, what they precisely knew and how they obtained that knowledge was missing from the description section, as they did not respond to this question.

Q10. How well do you know about customs and conventions of talking with non-native speakers of English, excluding Japanese (topics that interest them, topics to avoid, how to greet people and take leave from them)?

<b>Answer</b>	<b>Pre-survey</b>	<b>Post-survey</b>
5. Very well	0	0
4. Quite well	0	0
3. Mildly well	0	0
2. Not very much	12	14
1. Not at all	4	1
Incomplete	0	1
<b>Total</b>	<b>16</b>	<b>16</b>

While slightly fewer participants knew the customs and conventions of talking with non-native speakers of English, excluding the Japanese, than those of the people in their country, only one participant answered “not at all.” Even though the guest speaker talked about aspects of the Nepalese culture, such as festivals and social stratum, he did not deal with the customs and conventions in communication.

Q11. Pre-survey (Post-survey): Have you ever thought (Did you think about) how another people are likely to perceive you?

<b>Answer/Survey</b>	<b>Pre-survey</b>	<b>Post-survey</b>
Yes	8	3
No	8	13
<b>Total</b>	<b>16</b>	<b>16</b>

Prior to the guest speaker session, 50% of the participants claimed that they had thought about how others might perceive them; however, afterwards, only 18% did. One possible reason for this could be that the presenter introduced various aspects of Nepal including culture, but his presentation did not reach a deeper level of culture nor did it deal with how the Nepalese perceive the Japanese in general. Another possible reason could be that the presenter had a lot of self-confidence and did not seem to care about how his audience, the students, perceived him. As a role model, this could have influenced the students.

### **Summary**

The ICC component of knowledge can be classified into subcomponents: “the knowledge of social processes and the knowledge of illustrations of those processes and products,” including the “knowledge about how other people are likely to perceive you, as well as some knowledge about other people” (Byram et al., 2002, p. 12). The survey indicated that the students learned a certain amount of the former type of knowledge with respect to Nepalese culture (e.g., Nepal has a caste system). The students, however, did not seem to have opportunities to learn the latter component of intercultural knowledge. This means that unless the guest speaker had previously been asked to talk about the traditional ways of communicating with others in his/her culture, it might have been difficult to expose the students to

the conventions of interacting with people from other cultures. Since the guest speakers are volunteers and do not necessarily have explicit knowledge of the culture to which they belong, it could be difficult for some of them to talk about particular topics such as traditional communication styles.

### Skills to Interpret and Relate

Q12. Pre-survey (Post-survey): Have you ever felt of realized (Did you feel or realize) that you can interpret a document or event from more than two points of view through the guest speaker’s session?

Answer/Survey	Pre-survey	Post-survey
Yes	3	3
No	7	7
Total	10	10

Six students did not answer this question either in the pre-survey or in the post-survey. There was no change in the ratio of “yes” and “no” answers before and after the guest speaker session. A possible reason why the guest speaker’s presentation did not influence how the students viewed their ability to interpret a document or event could be due to the style of the presentation. After introducing the festivals in Nepal, the students could have compared the festival cultures in Nepal and Japan and looked at the events of the festivals from two different perspectives, if they had been given some activities such as comparing them and discussing the differences and similarities.

Q13. Pre-survey (Post-survey): Have you ever felt of realized (Did you feel or realize) that you can interpret a document or event from more than two different cultural views?

Answer/Survey	Pre-survey	Post-survey
Yes	0	0
No	13	13
Total	13	13

Again, the students did not have any chances to compare similar documents or events in Nepal and Japan. We should have asked the presenter to provide students with discussion activities during the presentation in Case 2.

### Summary

There was no indication that the students learned the skills to interpret and relate. The reason for this is not clear, but they did not have opportunities to learn the intercultural skills to interpret and relate during the session; thus, we cannot claim that the students had difficulty acquiring them.

### Skills to Discover and Interact

Q14. Pre-survey (Post-survey): Have you ever wanted (Did you want) to know more about another culture, some other country, local area and/or people living there through the guest speaker's session?

Answer/Survey	Pre-survey	Post-survey
Yes	8	8
No	3	3
Total	13	13

Three students did not answer either of the two surveys; hence, their data was not included in this analysis.

Six students answered "yes" to this question in the pre-survey, but then changed their answer to "no" in the post-survey. Ten students answered "yes" on both the pre- and post-surveys.

When they were asked, "If your answer is 'yes,' what are you going to do?" they answered as follows.

Answer	N
I will check some reference books.	3
I will read a guide book	4
I will not do anything particular	2
No response	1
Incomplete	6
Total	16

The survey indicated that nearly half of the students checked reference books. During the classes before the guest speaker session, the students were instructed to check reference books, guide books, and other resources; they found that information about Nepalese culture was very limited.

Q15. Pre-survey: How well can you discover new information and new aspects of another cultures for yourself?

Answer	N
5. Very well	0
4. Quite well	2
3. Mildly well	6
2. Not very much	4
1. Not at all	2
Incomplete	2
Total	16

Almost 50% of the participants felt that they have the ability "to discover new information and new aspects of other cultures" by themselves.



Post-survey: Did you find anything about how to discover new information and new aspects of another culture for yourself through the guest speaker's session?

<b>Answer</b>	<b>N</b>
Yes	2
No	13
Incomplete	1
<b>Total</b>	<b>16</b>

Q16. Pre-survey: How well can you engage in conversation with people of another culture and maintain a conversation?

<b>Answer</b>	<b>N</b>
5. Very well	0
4. Quite well	0
3. Mildly well	4
2. Not very much	9
1. Not at all	2
Incomplete	1
<b>Total</b>	<b>16</b>

Only 29% of the participants were moderately convinced that they could engage and maintain a conversation well. While almost half of the participants felt that they had the skills to obtain information about a new culture, less than 30% of them thought that they could use these skills for communication purposes. In addition, many of them discovered that only general information about a culture can be obtained through reference materials or the Internet.

Post-survey: Did you find anything about how to engage in conversation with people of another culture and maintain a conversation through the guest speaker's session?

<b>Answer</b>	<b>N</b>
Yes	3
No	13
<b>Total</b>	<b>16</b>

Q17 Pre-survey: Have you ever experienced your view of another culture being changed somehow?

<b>Answer</b>	<b>N</b>
Yes	3
No	12
Incomplete	1
<b>Total</b>	<b>16</b>

Post-survey: Did you find anything that could change your ability to live in a different culture through the guest speaker's talk?

Answer	N
Yes	0
No	15
Incomplete	1
Total	16

### Summary

The surveys did not indicate that the students learned the skills to discover and interact, which is probably because the guest speaker did not deal with relevant topics during his presentation.

### Critical Cultural Awareness

Q18. Have you ever experienced (Did you feel or find) something that made you reconsider your own culture and/or values through the guest speaker's session?

Answer/Survey	Pre-survey	Post-survey
Yes	2	2
No	11	11
Total	13	13

Three students did not answer either the pre-survey or the post-survey; their data was not included in this analysis.

Q19. Did you feel or find that you would like to integrate the values of another cultures into your own through the guest speaker's session?

Two out of 16 students answered "no" and the rest of the students did not answer the question. Hence, it is difficult to judge the effect of the session on this component in this study.

### Overall Summary

The results indicated that many of the students already possessed intercultural attitudes, which is the first step toward developing the five ICC components, and that they acquired a certain amount of intercultural knowledge through the session. The results, however, did not indicate that the students acquired any of the late components of ICC during the session. This is probably because they were provided with fewer chances to learn them, which suggests that careful instructions should be given to guest speakers even when they are volunteers and non-professionals in the area of cross-cultural studies.

## Discussion

### Development of ICC

The students in both Cases 1 and 2 had a certain level of intercultural attitudes before the guest speaker session. Those attitudes could have been developed through their daily experiences, well-

planned classes, as well as the guest speaker session. The sessions raised their intercultural attitudes further in both Cases 1 and 2.

The students in Case 1 learned some cultural aspects of Singapore ( $n = 36$  or 90%) and the students in Case 2 learned those of Nepal ( $n = 11$  or 69%), as indicated in the answers for Questions 6 to 11. Although the guest speakers were informed of the purpose of the session prior to their presentations, the results revealed the difficulty in controlling the contents of their presentations, which could have affected the types of knowledge that the students could acquire during the sessions. Since the guest speakers were volunteers and non-professionals in the area of cross-cultural studies and intercultural communication, an increase in the number of sessions and detailed instructions about specific components of ICC might help compensate for the insufficient amount of knowledge from a single session. As students' skills to discover and interact develop, it is expected that they will be able to discover interlocutors' cultural values, of which even the interlocutors themselves are not aware (Byram et al., 2002). Therefore, even though guest speakers do not have any expertise in their cultural values, as far as they can talk about related topics, the students should be able to grasp an awareness of them.

Despite the fact that the knowledge about the intercultural skills to interpret and to relate seemed to be obtained in Case 1 and that the students in Case 2 noticed their importance, it seemed to be difficult to activate their knowledge so that they could interpret documents and events with culturally different values and interact with people in a culturally different way from what they are accustomed to. The students in Cases 1 and 2 noticed the importance of the intercultural skills to discover and interpret, although the surveys did not indicate that they had become competent in them.

The students already possessed a certain level of the fifth component of ICC, i.e., critical cultural awareness, but again, there was no indication that they learned this during the guest speakers' presentations.

In summary, it can be said that the guest speaker sessions helped the students develop the two early components of ICC (i.e., intercultural attitude and knowledge) and that the session helped students become aware of the importance of the next two components dealing with intercultural skills. They also gained critical cultural awareness. In order to develop those late components of ICC, the students needed more sessions and activities that utilize their knowledge through practice.

### **Instructional Procedure**

Pre- and post-activities for guest speaker sessions can make the sessions more effective in terms of the development of ICC. In Kobayashi (2007, 2008), for instance, students conducted research on the varieties of English used by the guests and Donnery et al. (2010) instructed students to do role-plays and write in-role (c.f., p. 8) and personalized the guest speakers' experiences as immigrants as post-activities for the guest speaker's presentations.

In fact, wrap-up activities were provided and could have led students to deeper intercultural understanding and critical cultural awareness through the guests' presentations. During the class that followed the guest speaker's presentation, both of the instructors in Cases 1 and 2 provided the students with opportunities to discuss what they learned. In Case 1, some students expressed their surprise that even though the guest was British, she had not experienced any culture shock while living in Singapore. After some debate, the class hypothesized several possible reasons for this. One idea was that she had moved to Singapore with her husband and children, and thus, was able to maintain her family unit, which limited the exposure to the foreign culture. Another idea proposed

that the close historical connection between Britain and Singapore, a former British colony, as well as the status of English as an official language made the transition an easy one. In Case 2, the students discussed the caste system, wages, counting system, and the fact that there are 93 languages and dialects in Nepal.

As indicated by the surveys, the content of ICC, that is, ICC as knowledge, can be obtained through guest speaker sessions. It can also be obtained through other types of classes and materials, including academic lectures, reading, and listening materials, not only in EFL classes but also in Japanese classes. However, more practice in different settings, which include activities, clear instructions, and people from outside the class, such as international students or computer-mediated communication (video web-chats and conferences) with classes abroad, are needed to obtain a higher level of ICC in English without going to other countries.

### **Conclusion**

This study investigated how university EFL learners in two case studies were able to develop Byram's (1997) five elements of Intercultural Communicative Competence (ICC) by participating in a guest speaker's presentation. The results from the pre- and post-surveys provided support for developing the two early components (attitude and knowledge) and the learners' awareness of ICC through the presentations given by speakers of other cultures. The results also indicated that detailed information about the purpose of the presentation and pre- and post-activities for the sessions would help the guest speaker's presentations to be utilized for the development of ICC. Further research is needed to determine whether the presenters' topics and pre- and post-activities could help university EFL learners develop the late components as well as the contents of the early components of ICC.

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## Developing intercultural communicative competence through guest speaker sessions — Two case studies

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### ABSTRACT

This study investigated the effects of two guest speakers' presentations on the cultures of Singapore and Nepal in terms of Byram's (1997) five components of Intercultural Communicative Competence (ICC): attitudes, knowledge, skills to interpret and relate, skills to discover and interact, and critical cultural awareness. Forty-six Japanese university students of English as a foreign language (EFL) attended the presentation on Singaporean culture (Case 1) and twenty-three other Japanese EFL learners attended the presentation on Nepalese culture (Case 2). The data was elicited by pre- and post-surveys and were analyzed quantitatively and qualitatively. The results of the pre-survey revealed that most students had previously acquired some knowledge of a few components of ICC, including critical cultural awareness. Our findings also provide support for the development of the first two components and knowledge about the third and fourth components as well as the learners' awareness of ICC through the presentations given by the speakers from other cultures. While the students realized the importance of the third and fourth components of ICC, they indicated difficulty performing them in verbal and non-verbal communication with people from other cultures. The results show that for the successful development of ICC through guest-speaker sessions, it is essential to provide detailed instructions to guest speakers and well-planned pre- and post-activities.

**Key words:** English communication, guest speakers' presentations, intercultural communicative competence, Japanese learners of English

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