Crossing Cultures, Policy–Practice Perspectives: English Teachers' ICC and Translanguaging in Japan

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Abstract

This study analyzes how intercultural communicative competence (ICC) is acknowledged and enacted across secondary and tertiary schools in Tokyo as a select case study in a multicultural educational setting. Analysing through the lens of Byram's ICC and Kramsch's symbolic competence and situated within a relatively small constructivist paradigm design, combined interviews with teachers (n=8; four Japanese, four non-Japanese), classroom observations (12 sessions), six weeks of student journals (n=24; ages 13–20; Japanese and multicultural backgrounds), and document analysis. The research findings reveal a consistent policy–practice gap despite existing reform rhetoric: monolingual norms, rigid syllabi, and excessive exam focus narrow the opportunities for intercultural work. In this particular case, teachers were generally seen to promote ICC, but the finding also displayed uneven conceptual depth associated with it. In the context of the Japanese respondents, they were inclined towards the informational/cognitive framings, and non-Japanese teachers were privileging dialogic and relational orientations. Hence, translanguaging emerged as both a resource and a fault line valued for participation, yet resisted in responding to English-only expectations. Students reported greater engagement when lessons focused on histories, language, and different perspectives, and demonstrated some sense of frustration when "culture" was reduced to a broad theme and explained only at the surface level. The research argues for a shift from only correctness-driven instruction in English class and also as social practice, supported by (1) policy alignment recommendation that drives ICC in not only curriculum but also as assessment, and evaluation, (2) help sustaining professional learning and linking it to theory in classroom designs such as translanguaging, narrative and critical discussion tasks, (3) material preparation that focuses on diverse voices and global English. The study positions Japan's English classrooms as critical sites for cultivating linguistic capability alongside intercultural judgment and reflexivity.

Keywords: intercultural communicative competence, English education, Japan, multicultural classrooms, translanguaging, teacher beliefs, curriculum policy

1. Introduction

Globalization and immigration across the globe are making societies much more diverse than ever before in history, and this has a direct impact on education as well. Classrooms across the globe now include students from diverse cultural backgrounds, each bringing unique experiences, backgrounds, and needs. To keep up with this, schools are being encouraged to adapt by intentionally incorporating multicultural perspectives and adopting more inclusive teaching methods to meet the diverse needs of students from varied backgrounds. These changes are not just about helping and supporting students succeed academically; they're also about preparing them to function and work in a globalized world. In this regard, educational reforms, in turn, often grow out of this need. At the grassroots level, current educational reforms aim to foster intercultural understanding, enhance learning outcomes for all, and address socioeconomic inequalities in schools.

Japan's classrooms become increasingly globalized and inclusive due to the influx of immigrants and returnee students, the education system has responded with a series of reforms aimed at addressing these major demographic shifts. Significant examples include the 2003 Action Plan to Cultivate "Japanese with English Abilities", the 2008 revision of the Course of Study, and the more recent Global Human Resource Development policy initiatives (2011). All of the reforms highlight the need for communicative competence and intercultural understanding (MEXT, 2011; Butler, 2011). Given the context, the role of English education in encouraging intercultural communication has grown significantly, positioning it as both a tool of integration and a pathway towards global competitiveness. Consequently, globalization acts as a double-edged sword. While it functions as a catalyst for reform, it also creates tensions that may undermine traditional educational practices, such as exam-driven pedagogies and monolingual ideologies (Kubota, 2011; Yamada, 2015). This study, in the context of English teachers in Japanese Junior and high schools, examines how they conceptualize and implement intercultural communicative competence (ICC) in multicultural classrooms. Analyzing through the lens of Byram's ICC model and Kramsch's symbolic competence framework, this qualitative study employs semi-structured interviews, classroom observations, and student reflective journals to explore classroom practices and perceptions.

The study highlights that there is a consistent discrepancy between policy rhetoric and classroom realities, drawn on rooted monolingual ideologies, rigid curricular structures, excessive exam-oriented class preparation, and there is also insufficient time for teachers to prepare for intercultural methodologies. Yet, it is promising to observe various engagement practices such as translanguaging, timely integration of culturally responsive materials, student-centric and driven dialogue practices, and the incorporation of authentic narratives offer a potential pathway for innovation in the classrooms. Grounded with live experience of both teachers and learners, the study underscores that cultivating intercultural communicative competence (ICC) demands far more than the superficial addition of "culture" as a curricular component; rather, it necessitates a fundamental reconfiguration of classroom dynamics, pedagogical roles, and institutional priorities.

The paper concludes with recommendations for policy reform, sustained teacher professional development, and comprehensive curriculum redesign to more effectively align English education with the intercultural imperatives of Japan's evolving sociocultural landscape. It further emphasizes the importance of nurturing students' linguistic agency and global identities, advocating for a deliberate shift away from the traditional "native-speaker model" toward a pluralistic, dialogic conceptualization of English as a language for global exchange.

2. Literature Review

Demographic Change, Policy Trajectories, and Intercultural Aims in Japan's English Education

Japan's demographic and educational landscape is undergoing a profound transformation. Traditionally perceived as a culturally homogeneous society, contemporary Japan now accommodates rapidly growing and increasingly heterogeneous communities of international residents from around the globe, including technical interns, international students, and even returnee children (kikokushijo), as well as second-generation immigrants. Considering official statistics, the data reveal that by the end of 2023, the foreign-resident population had surpassed three million, and to be precise, 3.41 million when cumulated with mid- to long-term residents and special permanent residents, marking a historic high and signaling enormous diversification across major urban regions such as Tokyo, Osaka, and Kyoto (MOJ, 2024).

With the aforementioned, the number of foreign national children in public schools has naturally risen steadily. Government briefings and extracts from MEXT surveys report suggest that there are roughly 120,000 foreign students enrolled in public schools, an increase of about 50,000 over the past decade (MEXT, 2023; MOFA, 2024). Higher education also suggests similar trends; as of May 1, 2023, institutions enrolled 279,274 international students, contributing to multilingual, multicultural campus ecologies (JASSO, 2023).

Policy discourse has also aimed to harness these shifts under the umbrella of cultivating "global human resources" (gurōbaru jinzai), positioning English language education promotion as a strategic lever for competitiveness, diplomacy, and cross-cultural understanding. Key statements in this regard are MEXT's English Education Reform Plan Corresponding to Globalization and the 2023 Basic Plan for the Promotion of Education, which expand early English instruction, promote instruction "in English" at the secondary level (in principle), and set ambitious internationalization targets (e.g., outbound mobility, CEFR-aligned benchmarks) (MEXT, 2014; MEXT, 2023). Scholarly analyses of the "global human resources" agenda also emphasize the state-industry–university alignment behind these initiatives while noting consistent tension in how "global" competencies can be conceptualized, operationalized, and assessed (Kubota, 2011; Yonezawa, 2014).

There are numerous studies that discuss the persistent disjuncture between policy rhetoric and classroom realities. Common constraints include monolingual ideologies, exam-driven curricula, uneven teacher preparation for communicative and intercultural aims, and institutional conditions that limit sustained pedagogical change (Oxford Research Encyclopedia of Education, 2019; Kubota, 2011; Yonezawa, 2014). Against this backdrop, the present study assesses how English teachers in Japanese secondary and tertiary settings conceptualize and enact English for intercultural communication in their classrooms. Guided by Byram's model of Intercultural Communicative Competence (ICC) and Kramsch's notion of symbolic competence, we ask: How do teachers define intercultural competence? Which pedagogical strategies do they use to foster ICC? What institutional supports and constraints shape implementation? And how do students in increasingly multicultural classrooms perceive these experiences? We also consider translanguaging as a classroom practice that leverages

students' full linguistic repertoires to expand participation and intercultural understanding in English-mediated lessons (García & Wei, 2014).

Theoretical Foundations: ICC and Symbolic Competence

Byram's (1997) framework for intercultural communicative competence (hereinafter referred to as ICC) shifted the paradigms of language education beyond limited linguistic proficiency to a composition of attitudes (such as curiosity and openness), knowledge (of certain social groups and their cultural practices), skills of interpreting and interaction, and promoting critical cultural awareness. Specifically, ICC refers to reflexive mediation about varied perspectives instead of solely "learning about" others. Building on this, Deardorff (2006) reconceptualized ICC as a dynamic, developmental orientation emphasizing adaptability, empathy, and cultural self-awareness, where language proficiency unfolds through repetitive experiences rather than reaching a fixed end-state. In alignment with the school of thought developed by Byram and Deardorff, Kramsch (2009) critiques correctness-oriented instruction and offers symbolic competence to describe how students position themselves within the historical, ideological, and affective dimensions of language use. Collectively, these frameworks support a multidimensional use of language learning as an intercultural practice that integrates linguistic forms, cultural meanings, and explores identity in increasingly diverse classrooms.

Recent empirical research has questioned the educability and impact of ICC. Models such as classroom interventions and programmatic approaches range from ICLT designs (Tran & Duong, 2018) to adolescent EFL implementations (Lee et al., 2023), which argue for the ICC model. However, this report parallels the gain of language competence and intercultural development. Findings reveal that studies targeting preparation (lectures, cross-cultural psychology, interaction training) effectively cultivate ICC (Dvorianchykova et al., 2022), while integrating various tasks and activities in regular lessons enhances appropriate, context-sensitive communication and cultural awareness (Pandarangga, 2021).

Teacher training and knowledge in this context consistently emerges as a key role player: different cohorts show different needs around intercultural awareness and attitudes (Salazar & Aguero, 2018), and programs designed for them should both diversify requirements and embed equal opportunities to engage with cultural differences (Bernatt et al., 2020). Parallelly, higher-

education language courses pointed out the strengths of ICC integration, especially via ICT-supported resources, intercultural activities, and aligned assessments (Garcia, 2022). Such as assigning reflective journals and case-based assessments, which encourage students to critically engage with issues of identity, language, and cultural positioning. Broadly, scholarly discourse claims the ICC framework as a necessity for contemporary schooling and pedagogy (Khanbalaeva, 2023), rather than just a curricular add-on.

ICC in Global and Japanese Contexts

Globally, ICC has evolved in major curricular frameworks. The Council of Europe's CEFR Companion Volume (2020) promotes "plurilingual and pluricultural competence," recognizing that multilingual speakers take into consideration their full spectrum in constructing any meaning, collaborating, and negotiating social relations, a portfolio that legitimizes translanguaging and hybrid identities in learning (Council of Europe, 2020). Within international school systems, the International Baccalaureate (IB) positions ICC at the heart of its mission: the Learner Profile and Approaches to Teaching and Learning (ATL) emphasize inquiry, empathy, international-mindedness, and respect for diversity, often assigned in various interdisciplinary projects, reflection writing, and annotating student voice (Hayden & Thompson, 2013).

In Japan, however, the adoption of ICC framework has been uneven and relatively recent practice . While continuous Course of Study revisions (2009, 2017) articulate English language as both a communicative and cultural tool and urge shifts toward interaction and meaning-making, classroom practices remain strongly shaped by high-stakes entrance examinations, grammar-translation routines, and native-speaker norms (MEXT, 2009; 2017; Kubota, 2011; Yonezawa, 2014). This pattern generates a policy–practice gap: teachers are often asked to cultivate global, intercultural dispositions while navigating inflexible curricular structures, time constraints, and assessment regimes that privilege exam knowledge over dialogic, intercultural engagement.

Translanguaging and Multilingual Pedagogy

Within this discourse, translanguaging has also gained prominence as a theoretically advanced and practical approach to promote multilingualism in classrooms. Translanguaging can be defined as the strategic incorporation of linguistic knowledge without substantiating named-language boundaries. Translanguaging positions students' mother languages as a core asset for participation, context understanding, and identity affirmation (García & Wei, 2014). In Japanese classrooms where monolingual ideologies remain substantially influential, translanguaging can act as both pedagogically and politically challenging; yet it cannot be denied that it offers transformative potential for culturally and linguistically diverse students who often experience marginalization when only "standard" English is used. For teachers, translanguaging can serve as a bridge between ICC's aims (e.g., perspective-taking, mediation, critical awareness) and day-to-day classroom interactional practices, aligning with CEFR's plurilingual vision and IB's emphasis on inquiry and international-mindedness (Council of Europe, 2020; Hayden & Thompson, 2013).

Positioning the Present Study

Synthesizing these strands, this study adopts an interpretivist orientation to explore how Japanese teachers conceptualize ICC, how they select and enact strategies (e.g., dialogic tasks, narrative inquiry, project-based collaboration, and translanguaging design), and how institutional logics and assessment cultures mediate what is possible in the classroom. In doing so, we respond to calls to move beyond additive "culture units" toward sustained, reflective, and interactional pedagogies that cultivate symbolic competence and ethically reflexive mediation (Byram, 1997; Kramsch, 2009; Deardorff, 2006). By foregrounding the perspectives of teachers and students in diverse school and university contexts, the review builds a conceptual and empirical rationale for investigating both the enablers (e.g., teacher agency, professional learning, supportive leadership) and the constraints (e.g., exam regimes, time pressures, monolingual norms) that shape ICC-oriented English education in Japan today (Kubota, 2011; Yonezawa, 2014; Oxford Research Encyclopedia of Education, 2019).

3. Methodology

Research design and rationale

This research adopts a qualitative, multi-site design based on a constructive research model, which examines how teachers and students experience, behave, negotiate, and make sense of intercultural communication in English education. The design privileges participants' situatedness in meaningful classroom ecologies over variable-based generalization, enabling thick description of practices, shortcomings, and adaptations across diverse school settings.

Participants and sites

- **Teachers (n = 8):** Four Japanese and four non-Japanese English teachers in Tokyo, sampled for maximum variation across public high schools, private high schools, and international schools.
- **Students (n = 24):** Aged 13–20; half Japanese nationals and half from multicultural backgrounds (e.g., American, Australian, Swedish, Sri Lankan, Chinese, and bicultural families).

Recruitment occurred through institutional contacts and professional networks. Inclusion criteria were current enrollment and willingness to engage in interviews as well as observation. Pseudonyms protect identities; institutions are de-identified.

Data collection

- **Semi-structured interviews (8):** Conducted in English or Japanese (participant's choice), probing beliefs about ICC, classroom strategies, assessment pressures, and school culture. Protocols were informed by established ICC domains to ensure coverage of attitudes, knowledge, skills, and adaptability (drawing on instrument domains used in Fantini & Tirmizi, Smrekar, and Maguddayao).
- **Classroom observations (12 sessions):** Focused on how teachers staged cultural content, facilitated dialogue, responded to linguistic diversity, and managed intercultural "hot spots." The observation guide included prompts aligned to adaptability-related interactional behaviors (e.g., confirmation, composure under

disagreement, appropriate disclosure) to sensitize fieldnotes to interpersonal work visible in class talk and tasks.

- **Student reflective journals (6 weeks):** Weekly entries on moments of intercultural contact, discomfort, empathy, misunderstanding/repair, and language-culture links.
- **Document analysis:** MEXT guidance and local syllabi, and institutional mission and vision statements to understand the curriculum–assessment environment shaping classroom practice.

Language handling. For interviews conducted in Japanese, transcripts were professionally transcribed in Japanese and then translated into English by the researcher used a translate–review–reconcile process; key excerpts were back-checked by a bilingual assistant to ensure understanding of the meaning. Institutional permissions were obtained; adult participants provided consent, and minors provided assent with their guardian's consent. Participants could withdraw at any point without penalty.

Analytic approach

Analysis combined deductive and inductive logics and was conducted in NVivo:

1. **Familiarization:** Repeated reading of transcripts/fieldnotes/journals; analytic memos logged throughout.
2. **Start-list codes:** Seeded from Byram's ICC components (attitudes, knowledge, interpreting/relating, discovery/interaction, critical cultural awareness) and Deardorff's process elements (adaptability, empathy, ethnorelativism, cultural self-awareness), ensuring conceptual alignment with core ICC constructs.
3. **Open coding:** Emergent tags captured situated phenomena (e.g., translanguaging discomfort, resistance to cultural essentialism, affective labor during tense episodes).
4. **Axial/thematic development:** Codes were clustered into candidate themes; data displays (matrices) mapped patterns by site/role (teacher vs student) and task type.
5. **Cross-source triangulation:** Convergences/divergences were checked across interviews, observations, journals, and documents; discrepant cases were traced to refine explanations.

6. **Language-aware checking:** Japanese–English pairs of key excerpts were meaning-checked before final thematization.

Although this study is qualitative, instrument domains used in related ICC work (e.g., Fantini & Tirmizi for attitudes and knowledge and skills; Smrekar for perceived benefits; Maguddayao for communicative adaptability facets) informed interview prompts and observation foci to ensure comprehensive construct coverage. This mirrors the way that quantitative ICC studies articulate construct breadth and reliability across subscales, which were translated into qualitative probes and sensitizing concepts rather than numeric scales.

4. Findings

Teachers' Conceptualizations of ICC

Interview data revealed a broad range of understanding towards ICC.

- **Cognitive framing (mainly Japanese teachers):** ICC was often defined as "learning about other countries" or "introducing world cultures," emphasizing factual knowledge and cultural overviews.
- **Relational framing (mainly non-Japanese teachers):** ICC was described as a capacity to navigate difference through interactional work (empathy, curiosity, and stance-taking). As one Canadian teacher put it, "*It's not about teaching facts. It's about helping students navigate differences with empathy and curiosity.*"

Several teachers defaulted to "Western" exemplars (US/UK), while others deliberately broadened the scope to include African, Southeast Asian, and diasporic perspectives. This diversity in definitions showed the reference study's pattern: teachers tend to be highly positive in attitude yet only moderately knowledgeable about deeper socio-historical processes and adjustment trajectories, which can narrow the range of examples they mobilize in class (positive attitudes; moderate knowledge).

Pedagogical Strategies

Observed strategies looked into three task types:

- **Cultural comparisons:** e.g., cross-national contrasts of holidays and school routines.
- **Personal storytelling:** e.g., "cultural timelines" linking life events and linguistic shifts.
- **Critical discussions:** e.g., a university debate on cultural appropriation in global fashion, with students drawing on heritage and global experiences.

While promising, these designs were often contained within electives or non-exam tracks, reflecting a broader pattern in which intercultural work becomes an add-on rather than an organizing principle of the course. The reference study similarly notes that ICC integration tends to be limited to explicit "culture units" rather than infused throughout the curriculum, underscoring a structural implementation gap.

Translanguaging and Linguistic Diversity

In classes enrolling returnee and international students, translanguaging emerged organically. A Sri Lankan student wrote, "*I like it when I can explain my ideas in English first and then check with the Japanese. It helps me feel less nervous.*" One international-school teacher endorsed this: "*Why force them into one language box? Language is about meaning, not performance.*" Other teachers, however, labeled translanguaging a "bad habit," enforcing English-only norms. These tensions map onto the adaptability profile reported in the reference study: teachers score higher on social confirmation but lower on social composure in tense intercultural moments, precisely when language flexibility would help repair understanding.

Student Experiences

Journals indicated that students felt recognized when their linguistic and cultural backgrounds were centered ("*I feel seen*"). Conversely, "trivia-ized" culture (e.g., "what do British people eat?") prompted disengagement. Students preferred why and how explorations of difference, with guided language for respectful disagreement. This preference aligns with evidence that attitude and knowledge together predict adaptive communication: students and teachers need both a positive stance and robust knowledge to handle nuance beyond trivia.

Institutional Constraints

Most Teachers cited:

- Rigid curricula and pacing guides
- Standardized testing emphasis
- Limited ICC-focused professional development
- Monolingual, exam-centric school cultures

Comparable constraints recur in the reference study, which calls for targeted professional learning to translate pro-ICC attitudes into classroom composure and strategy use (for example, role-plays, scenario-based practice, disclosure strategies).

5. Discussion

From "implementation gap" to "policy enactment."

At first, on the surface, the data seemed to indicate that there is definitely a policy-practice gap, which could clearly be seen through intensive exam pressures on students, monolingual norms, and pacing guides seemed to have sidelined ICC. Nevertheless, reading these patterns solely as "ineffective implementation" overshadows the amount of work teachers have to do to perform and make policy teachable.

Framed through policy implementation, it can be said that teachers selectively, if not solely, translate national aims into context-fit routines, which certainly counts as "ICC". Hence, it can be said that ICC is adapted to some extent rather than ignored. For example, teachers build short perspective-taking prompts into ordinary reading drills. Also, let students use their full languages to plan, check understanding, or explain ideas to a partner, but ask for the final poster or presentation to be in English. These are not absences but different ways of negotiation under multiple responsibilities, aligning with classic narratives of how frontline educators deliver "practical policy" in real time.

Implications for system design

In order to design better systems, it is better to start acknowledging what already works. Intercultural work often survives because teachers tuck it into everyday lessons. Rather than policing compliance, it is better to support and scale these initiatives. One possible implementation could be setting explicit multilingual design norms that permit translanguaging during planning and clarification, while keeping final products in English when required.

Reframing the Role of English

Findings support reframing English from a test-driven subject to a social practice oriented to meaning-making, identity work, and ethical dialogue. Doing so requires loosening the native-speaker template and normalizing plural norms of use. The reference study's call for practice-rich professional development (for example, simulations and role-plays) aligns with this shift, moving teachers beyond awareness to performative competence in tense intercultural episodes.

Globalization, Identity, and Power

To avoid tokenism, English education must surface power, privilege, and ideology, including how English itself structures access and recognition. The comparative evidence underscores that knowledge alone is insufficient; schools must scaffold adaptive moves (composure, appropriate disclosure, repair) and broaden cultural knowledge beyond Anglophone defaults. The reference study's quantitative profile (positive attitude, moderate knowledge, and composure challenges) provides a clear rationale for assessment and professional development realignment that systematically develops these interactional skills.

6. Conclusion and Recommendations

This study does not merely attempt to record policies and measures designed to promote ICC, but rather tries to analyze their classroom-level implementation and impacts across secondary and tertiary sites in Tokyo. It shows teachers enacting and recontextualizing ICC within exam-driven, monolingual, and time-constrained settings. Noticeable gaps within the strategic adaptations included translanguaging by design, task hybridization, temporal reframing, and the use of CEFR to ensure legitimacy. Most students responded when these designs were based on their lived experience and supplied explicit language for disagreement, repair, and

perspective taking, supporting a developmental view of ICC that links attitudes, knowledge, and interactional skills to classroom essentials.

Limitations and transferability. The qualitative, multi-site design privileges depth over breadth. Findings are most transferable to comparable Japanese secondary and tertiary contexts that face high-stakes assessments and heterogeneous student populations. Future work could incorporate mixed-methods designs that track growth in interactional competence alongside academic outcomes, and lesson-study or design-based cycles that iteratively refine translanguaging-enabled tasks and the rubrics used to assess them.

Recommendations

- **Policy reform:** Make intercultural aims explicit in curriculum and assessment with clear descriptors; require classroom evidence in reviews; fund release time, observation cycles, and materials; share model tasks and annotated student work.
- **Teacher training:** Blend ICC, symbolic competence, and multilingual pedagogy with practical moves; use microteaching and coached scenarios; pair teachers for iterative observation and feedback; add video reflection to connect beliefs to choices.
- **Curriculum design:** Weave intercultural aims across units; design tasks that demand interpretation, negotiation, and repair; diversify texts with regional, diasporic, and minority voices; align assessment with analytic rubrics and portfolios.
- **Encouraging translanguaging:** Set clear norms for when and how multiple languages support thinking and planning while keeping products in the target language when appropriate; provide scaffolds like bilingual glossaries and back-translation; explain the rationale to colleagues and families; track both language growth and participation.
- **Student-centered learning:** Create regular channels for student voice; teach dialogue language for probing, hedging, and repair; include self and peer checks on interactional moves; extend learning through community dialogues and online partnerships.

Success should be visible across classrooms, student learning, and school culture, with indicators that value quality over frequency. For student learning, using analytic rubrics that capture perspective-taking, justification, and responsiveness to show within-term growth. At the culture-and-systems level, audit observation rubrics, policies, and school reports for explicit

intercultural indicators and their actual application; ensure protected planning time and sustain communities of practice that produce task banks, rubrics, and moderation notes. Including measures of teacher agency and psychological safety, and gathering brief narratives on how constraints are negotiated to detect performative compliance. Use all indicators formatively to drive design changes rather than merely for accountability, so that with aligned policy, professional learning, curriculum, and assessment, intercultural competence moves from aspiration to routine practice.

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Appendices

- Appendix A: Interview Guide
- Appendix B: Observation Checklist
- Appendix C: Student Journal Prompt Sample

Appendices

Appendix A: Interview Guide

1. How would you describe your understanding of "intercultural communication" in the context of English teaching?
2. What kinds of cultural diversity do you encounter in your classroom?
3. Do you feel equipped to handle intercultural dynamics when teaching English? Why or why not?
4. Can you share examples of classroom activities or discussions that promote intercultural awareness?
5. How do you address cultural misunderstandings or conflicts that arise during class?

6. How does your school curriculum support or limit your ability to teach for intercultural communication?

7. What resources or training would you find helpful for integrating ICC in your teaching?

Appendix B: Observation Checklist

- Evidence of intercultural themes in lesson objectives
- Use of comparative or reflective cultural activities
- Student participation in sharing cultural experiences
- Language(s) used during interaction (English, Japanese, other)
- Teacher responsiveness to student cultural input
- Classroom materials representing diverse cultures
- Instances of translanguaging
- Opportunities for critical cultural reflection

Appendix C: Student Journal Prompt Sample

- Week 1
- Prompt: Describe a moment in class where you felt your cultural background was acknowledged or relevant. How did that make you feel?
- Week 2
- Prompt: Reflect on a classroom discussion about cultural differences. What did you learn from it?
- Week 3
- Prompt: What challenges do you face when communicating with classmates from different cultural backgrounds in English?
- Week 4
- Prompt: Think about a cultural misunderstanding (real or imagined) that occurred in class. How was it handled?
- Week 5
- Prompt: What role do you think English plays in helping you understand other cultures?
- Week 6
- Prompt: After this course, do you feel more confident communicating across cultures? Why or why not?