Gauging High School Students Predisposition towards Developing Intercultural Awareness

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Abstract

Various researchers, the CEFR-CV (2020) and the Course of Study have argued that it is necessary for language learners to develop intercultural competence in ELT. In order to achieve this, it is essential not only to compare overt culture but also to explore covert culture. However, regarding the study of cultural materials in Japan, some researchers have pointed out that Japanese English textbooks do not include enough of the covert culture such as "values, beliefs and attitudes" or "interpersonal relations." In contrast, the questionnaire in this study showed that Japanese high school learners were more interested in these infrequent topics than in the frequent ones in textbooks. Based on the findings, this paper suggests that most English learners might not be aware that they are interested in learning about culture, and shows several examples to develop intercultural awareness from the popular overt culture to the complex covert culture.

Keywords: intercultural awareness, textbook, interests of learners, French material

1. Introduction

In today's globalized world, studies have indicated that a language learner who has learnt only the grammar and vocabulary of a language is not well equipped to communicate in that language; that is, learners require cultural knowledge as much as they require grammar and vocabulary (Liddicoat, 2008; East, Tolosa, Howard, Biebricher & Scott, 2022). According to Moeller & Nugent (2014), when language skills and intercultural competency become

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linked in a language classroom, students become optimally prepared for partici-
pation in a global world (Moeller & Nugent, 2014). More specifically, Kurihara
(2006) argued that it is essential not only to compare the surface aspects of cul-
tural phenomena (overt culture), but also to explore their deeper aspects (covert
culture), to clarify the ideas and values in order to develop the intercultural
awareness and understanding the international community (Kurihara, 2006).
Given this context, what should English textbooks in Japan be like? This study
will explore the materials that help in developing intercultural competence, uti-
lizing Hall's (1976) cultural iceberg model.

2. Literature review
2.1 Communicative competence in English education

With the rapid development of globalization, it is expected that communi-
cation skills in foreign languages will be required not only in some industries
and professions as in the past, but also in various situations throughout life. The
current Course of Study aims to deepen the understanding of language and cul-
ture through foreign languages, to develop an attitude of active communication
and the ability to understand and convey information and ideas, and to compre-
hensively develop listening, reading, speaking and writing skills (the Central
Council for Education, 2016).

In the studies of communication skills in language education, Hymes
(1972) argued that communicative competence requires not only linguistic
knowledge of speech, vocabulary and grammar, but also knowledge of how lan-
guage is used in society, and this idea has had a tremendous impact (Torikai,
2017). Later, Canale & Swain (1980) proposed communicative competence,
consisting of grammatical, sociolinguistic and strategic competence, and Canale
(1983) added discourse competence to their concept. Subsequently, Celce-Mur-
cia, Dörnyei & Thurrel (1995) proposed their own pedagogically motivated
construct, which includes five components: linguistic competence instead of
grammatical competence, strategic competence, sociocultural competence
instead of sociolinguistic competence, actional competence, and discourse com-
petence. Furthermore, in addition to these concepts, Byram (1997) argued for

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the need for intercultural communicative competence (ICC) and he replaced the native speaker with the intercultural speaker as a model. He proposed that ICC has five key components: attitude (savoir être), knowledge (savoirs), skills of interpreting and relating (savoir comprendre), skills of discovery and interaction (savoir faire) and critical cultural awareness (savoir s'engager) (Byram, 1997).

Although Byram's (1997) ICC model has had a significant impact on English learning and has been adopted by the Common European Framework of Reference for Languages (CEFR), there are some criticisms of this model. Baker (2015) argued that many of ICC approaches still retain at their core a concept of language and culture in which language is associated with a fixed geographically located cultural group, typically at the national level. Much thinking has still not adequately accounted for the complexity and fluidity of intercultural communication through ELF where no such stable relationships can be assumed (Baker 2015). The multitude of users of English and the huge diversity of contexts in which English occurs underscore that in global settings there will be many varieties of English and that correspondingly there can be no one culture of English (Meierkord, 2002; Baker, 2011). In other words, with the English language now used as a global lingua franca in a huge range of different cultural contexts, a correlation between the English language and a particular culture and nation is clearly problematic (Baker, 2011). Reflecting this context, he proposed intercultural awareness (ICA), which delineates the knowledge, skills and attitudes that a user of English as a global lingua franca needs to be able to successfully communicate. As listed below, 12 elements of ICA are presented in an order which builds from a basic understanding of cultural contexts in communication, particularly in relation to the Level 1, to a more complex understanding of language and culture (Level 2), and finally to fluid, hybrid and emergent understanding of cultures and languages in intercultural communication (Level 3) (Baker, 2011, 2012).

Level 1 – Basic Cultural Awareness

An awareness of:

1. culture as a set of shared behaviours, beliefs, and values;

2. the role culture and context play in any interpretation of meaning;

3. our own culturally induced behaviour, values and beliefs and the ability to articulate this;

4. others' culturally induced behaviour, values and beliefs and the ability to compare this with our own culturally induced behaviour, values and beliefs.

Level 2 – Advanced Cultural Awareness

An awareness of:

5. the relative nature of cultural norms;

6. cultural understanding as provisional and open to revision;

7. multiple voices or perspectives within any cultural grouping;

8. individuals as members of many social groupings including cultural ones;

9. common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3 – Intercultural Awareness

An awareness of:

10. culturally based frames of reference, forms and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication;

11. initial interaction in intercultural communication as possibly based on cultural stereotypes or generalisations but an ability to move beyond these through;

12. a capacity to negotiate and mediate between different emergent socio-culturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

The CEFR-CV (2020) also reflects the context of language teaching above in two ways. Firstly, as Byram (1997) has argued, the CEFR (2001, 2020) also states that it should be emphasized that C2 has no relation whatsoever with

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what is sometimes referred to as the performance of an idealized "native-speaker," or a "well-educated native speaker" or a "near-native speaker." What is intended is to characterize the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners (CEFR 2001, Section 3.6). Secondly, as Baker (2011) suggested in the twelfth awareness of level 3, the CEFR (2001, 2020) also states the importance of mediation in communication. In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities and sometimes from one language to another (CEFR, 2020, Section 3.4). According to Nishiyama (2018), mediation is not only related to language but also to cultures, and it is the ability required of mediators to avoid miscommunication in languages and cultures. Mediation has the function of connecting the subject with things that are physically, psychologically and cognitively distant, such as unknown entities and knowledge, and this concept was greatly revised from language limited mediating in the CEFR (2001) (Nishiyama, 2018).

As stated previously, various researchers and international standard argue that it is necessary for language learners to develop intercultural competence in ELT.

2.2 Intercultural understanding in English textbooks

With regard to teaching materials, teachers should take up a variety of suitable topics in accordance with the level of students' development, as well as their interest, covering topics that relate to issues like the daily lives, manners and customs, stories, geography, history, traditional cultures and natural science of the people of the world, focusing on English-speaking people and the Japanese people (MEXT, 2018). Regarding the study of cultural materials, some researchers analyzed the English textbooks and discussed the importance of teaching culture in ELT.

Fukazawa (1980) analyzed four kinds of "English B reader" textbooks published in 1979, and revealed that these materials mainly covered biography, poetry and literature. Furthermore, he concluded that the contents covered art,

science, philosophy, thought, emotion and morality. In addition, he conducted a questionnaire survey among 119 learners from the third year of junior high school to the second year of high school. The results indicated that although textbooks covered more covert culture related to stories and emotions in higher grades than in earlier grades, learners still preferred to learn about overt culture such as everyday life or episodes in English society (Fukazawa, 1980).

Okawa (2016) analyzed twelve textbooks for "Communication English I" in 2014, using examples of cultural materials from the Courses of Study. He found that the most common materials were related to stories (folktales, novels, etc.), manners, customs (food, lifestyle, events, and traditions), geography and history, and natural sciences, while the least common materials were related to youth culture (anime, manga, etc.) and war. The results also showed that covert culture accounted for about 40% of all lessons. Given these results, he indicated that teachers need to teach learners not only the Western and Japanese ways of thinking, but also the similarities and differences among the various countries in order to raise their awareness as the Japanese people living in a global society and to enhance their human qualities (Okawa, 2016).

Magoku & Erikawa (2019) analyzed the exercises in the eleven textbooks of "English Expressions I" and found that critical thinking accounted for 15% of the total exercises and only 5% of them were about social issues, and of those 5%, environmental problems and otherness accounted for 88%. The results also indicated that none of the exercises dealt with social class, human rights, gender, sexuality or peace issues. The selection criteria for the topics were assumed to be an uncontroversial topic; for example, the environmental problems were considered "the most 'popular' topic today" (Nakamura, 2004: 180) (Magoku & Erikawa, 2019).

Overall, it is not possible to say that cultural diversity is depicted (Inda, 2010), but as previous research has shown, covert cultures are necessary for Japanese learners to develop intercultural awareness in the context of ELF.

2.3 Comparative study of textbooks in Japan and other countries
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Torikai et al. (2017) compared and analyzed the English textbooks used in secondary education in Japan and Germany. Based on Okawa (2016), they attempted to categorize them thematically, and found that German textbooks included authentic materials such as newspaper articles, blogs, and other sources that are easily accessible. By quoting from easily accessible sources, learners can see the reality of the target country and how the English expressions they study are used in English-speaking countries in a more natural way. In contrast, Japanese textbooks included materials on human rights, natural sciences, and social welfare (Torikai et al., 2017).

Yokozeki (2022) analyzed high school English textbooks in Japan and France based on the socio-cultural knowledge from the CEFR. The results showed that French textbooks dealt significantly more with covert cultures such as "values, beliefs, and attitudes" and "interpersonal relationships." In contrast, Japanese textbooks covered more about "everyday life" in lower grades, and "values, beliefs, and attitudes" and "living conditions" in higher grades. Compared to Japanese textbooks, French textbooks covered a more diverse range of cultures; for example, French textbooks included "interpersonal relationships" dealing with discrimination and gender issues (Yokozeki, 2022).

As mentioned above, previous studies have analyzed the cultural materials found in English textbooks; however, few studies have assessed whether these materials are interesting or needed by high school students. Citing Fukazawa (1979) and Takahashi (1986), Ihara (1990) pointed out that the materials from a learning perspective requires the content that is not detached from the interests and intellectual level of the learners (Ihara, 1990). Therefore, this study conducts a questionnaire survey among high school English learners in Japan to investigate the differences between the materials in textbooks and the learners' interests and needs.

2.4 Purposes and Research Questions

With the background above, the purpose of this paper is to compare the

trends of cultural materials in English textbooks with the interests of the learners in Japan, and to examine how English textbooks should treat the materials that do not appear in the textbooks but are of high interest to the learners. More specifically, this study aims to investigate the following two research questions.

RQ1: Are high school English learners in Japan interested in learning about cultures and consider it important?

RQ2: Do the cultural materials provided by English textbooks meet the interests and needs of learners?

3. Methods

Research targets were English learners at a private university-affiliated high school in Tokyo (N=801), consisting of first graders (N=281), second graders (N=294), and third graders (N=226). The permissions for participation were obtained from the vice-principal and the head teacher of English. The questionnaires (see Appendix) were distributed during class, and took approximately 5 minutes to complete. This questionnaire included 9 items related to their motivation for learning English, and 12 items asking about what activities they preferred and five of the twelve items include cultural topics to see if they are more interested in learning cultures than in the other general activities. In addition, with reference to Fukazawa (1980), Okawa (2016), Magoku & Erikawa (2019) and Yokozeki (2022), this questionnaire included 25 items asking about what topics were interesting to them. Based on the results of Yokozeki (2022), 25 topics were selected to equally include all seven categories of socio-cultural knowledge listed in Chapter 5 of the CEFR: 5 items on "everyday life," 3 items on "living conditions," 4 items on "interpersonal relationships," 9 items on "values, beliefs, and attitudes," 2 items on "body language," 1 item on "social conventions," and 1 item on "ritual behaviors."

4. Results

Questions I, II and III are items that assess whether learners like to learn English and English textbooks, and were conducted using a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree). As shown in Table 1, while question

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I: "Do you like to study English?" had a mean of 3.73 and a mode of 4, question II: "Is English important for you?" had a high mean of 5.17 and a mode of 6. The participants tended to think that learning English was important, but they rather liked to learn it. Furthermore, question III: "Do you like English textbooks?" had a mean of 3.08 and a mode of 3, indicating that they did not like textbooks very much.

Table 1 Results of questions I, II and III

	Mean	Median	Mode	SD
I. Do you like to study English?	3.73	4	4	1.33
II. Is English important for you?	5.17	5	6	1.05
III. Do you like English textbooks?	3.08	3	3	1.17

Questions IV.1 to IV.6 are items that assess the motivations for learning English and were conducted using a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree). Table 2 shows the results sorted by mean. The highest mean was for IV.1: "to get high score in regular exams" (mean: 4.41). The second highest was for IV.4: "to travel all over the world" (mean: 4.35), and the third highest was for IV.5: "to work using English in the future" (mean: 4.18), both of which had a mode value of 6. Question IV.3: "because it is obligatory" (mean: 4.41) ranked fourth, followed by IV.2: "to enter a better university" (mean: 4.03) and IV.6: "because I am interested in English culture" (mean:

Table 2 Results of question IV

rank		Mean	Median	Mode	SD
1	IV.1 to get high score in regular exams	4.41	5	5	1.34
2	IV.4 to travel all over the world	4.35	5	6	1.48
3	IV.5 to work using English in the future	4.18	4	6	1.53
4	IV.3 because it is obligatory	4.17	4	5	1.37
5	IV.2 to enter a better university	4.03	4	4	1.41
6	IV.6 because I am interested in English culture	3.91	4	5	1.54

3.91).

Questions V.1 to V.12 are items about what kind of activities learners like, and were conducted using a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree). Table 3 displays the results sorted from highest to lowest mean. The highest mean was V.5: "listen to the music in English" (mean: 4.88) and it also had the highest mode. The second highest was V.11: "learn how to write e-mail or LINE in English" (mean: 4.02), and the third highest was V.7: "role-play or talk in English" (mean: 3.84). The items dealing with culture were ranked 1st, 4th, 5th, 9th, and 11th.

Question VI are items that determine which cultural topics were of most interest for learners, and was conducted using a 4-point Likert scale (1 = not

Table 3 Results of question V

rank		Mean	Median	Mode	SD
1	V.5 listen to the music in English	4.88	5	6	1.25
2	V.11 learn how to write e-mail or LINE in English	4.02	4	4	1.44
3	V.7 roleplay or talk in English	3.84	4	4	1.54
4	V.3 read literature or news in English	3.80	4	4	1.45
5	V.8 learn about values and beliefs of English speakers	3.79	4	4	1.45
6	V.9 write your opinion in English	3.73	4	4	1.35
7	V.4 listen to the audio and answer the questions	3.70	4	4	1.42
8	V.1 learn grammar and vocabulary in detail	3.58	4	4	1.39
9	V.12 discuss discrimination and immigration in English	3.23	3	3	1.41
10	V.6 make a presentation in English	3.20	3	3	1.53
11	V.10 write a story or screenplay in English	3.03	3	3	1.33
12	V.2 read for the entrance exam	3.01	3	3	1.40

* Cultural topics were underlined.

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	4	1.39
	3	1.41
	3	1.53
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	3	1.40

Table 4 Results of question VI

rank				Mean	Median	Mode	SD
1	FRA	VI.18	music	3.44	4	4	0.72
2	FRA	VI.19	movie	3.42	4	4	0.72
3	both	VI.5	travel	3.34	3	4	0.75
4	both	VI.2	food	3.23	3	3	0.73
5	both	VI.1	daily life	3.23	3	3	0.75
6	both	VI.23	fashion	3.00	3	3	0.89
7	FRA	VI.25	gaming	2.99	3	3	0.93
8	both	VI.4	sports	2.96	3	3	0.89
9	FRA	VI.20	book	2.94	3	3	0.83
10	both	VI.22	pronunciation and accent	2.87	3	3	0.89
11	JPN	VI.3	animal	2.86	3	3	0.80
12	both	VI.24	festival	2.83	3	3	0.84
13	JPN	VI.9	war and peace	2.74	3	3	0.89
14	both	VI.17	art	2.70	3	3	0.92
15	both	VI.16	world heritage	2.70	3	3	0.91
16	FRA	VI.10	discrimination	2.69	3	3	0.87
17	FRA	VI.11	gender	2.62	3	3	0.91
18	both	VI.21	gesture	2.57	3	3	0.87
19	both	VI.6	environmental issues	2.46	2	3	0.89
20	both	VI.15	history and historical person	2.44	2	2	0.94
21	JPN	VI.14	science and technology	2.39	2	2	0.95
22	FRA	VI.12	immigration	2.34	2	2	0.86
23	JPN	VI.7	SDGs	2.34	2	2	0.89
24	JPN	VI.13	biography	2.34	2	2	0.93
25	JPN	VI.8	energy	2.28	2	2	0.87

* Based on the category of "socio-cultural knowledge" in the CEFR,
JPN: topics with the high percentage in English textbooks in Japan.
FRA: topics with the high percentage in English textbooks in France.
both: topics with the high percentage in both textbooks in Japan and France.

interested at all, 4 = very interested). Table 4 illustrates the result in order of highest mean. The top five topics were related to overt culture such as "music" (mean: 3.44), "movie" (mean: 3.42), "travel" (mean: 3.34), "food" (mean: 3.23) and "daily and school life" (mean: 3.23). In addition, topics related to "living conditions" and covert culture of "values, beliefs, and attitudes" tended to be lower. Regarding the topics that appeared frequently in French textbooks but rarely in Japanese textbooks, "music" and "movie" ranked 1st and 2nd. Moreover, topics related to "interpersonal relations" such as "discrimination" (mean: 2.69) and "gender issues" (mean: 2.62) ranked 16th and 17th respectively, indicating that these two topics were more popular than the topics frequently covered in Japanese textbooks such as "science and technology" (mean: 2.39), "SDGs" (mean: 2.34), "biography" (mean: 2.34) and "energy" (mean: 2.28).

5. Discussion
5.1 Discussion of the results

Regarding the first research question (RQ1), questions I to III showed that learning English was important and they rather liked it; however, they did not like English textbooks very much. Question IV revealed that the instrumental motivations were more common. The first place was "to get a high score in regular exams" because they are in a university-affiliated high school and they hope to get into their first-choice department. The second place was "to travel all over the world" and the third place was "to work using English in the future." Many of them were returnees or had overseas experience; therefore, they believed that English proficiency would expand their career opportunities. On the other hand, the integrative motivation, "because I am interested in English culture" was the least common. However, in question V, three of the top five items included cultural activities such as "listen to the English music," "read literature or news in English" and "learn about values and beliefs of English speakers." This result suggests that learners may not realize their own interest in cultural learning. In addition, the preference for "learn how to write e-mail or LINE in English (written interaction)" and "roleplay or talk in English (spoken interaction)" might reflect their needs; for example, they often comment in

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English on social media or YouTube, and they communicate in English with people overseas through online games.

As for the second research question (RQ2), the results showed that learners were more interested in overt culture than covert culture, which was similar to Fukazawa's (1980) findings. In question V, "science and technology" (21st), "SDGs" (23rd) and "energy" (25th), which were common in Japanese textbooks, were ranked lower, indicating that learners were less interested in these topics. In contrast, "music" (1st), "movie" (2nd) and "book" (9th), which were common in French textbooks, tended to be preferred by Japanese learners, too. In addition, "war and peace" (13th), "discrimination" (16th) and "gender" (17th), which are noted by Okawa (2015) and Magoku & Erikawa (2019) to be less common in Japanese textbooks, were ranked in the middle. In other words, English textbooks in Japan have not historically provided the material that learners are interested in and need.

5.2 Discussion and examples of French material

These results indicate that since "music," "movie" and "book" were of high interest to learners, these topics might be suitable as an introduction to learning about covert culture regarding "values, beliefs, and attitudes" and "interpersonal relationships." As examples of this practice, French textbooks use authentic materials to introduce and deepen topics on "interpersonal relations" from the familiar overt culture to the covert culture. The English textbook "Shine Bright" (Terminale), published by Nathan, introduces the "Gaming Citizenship" section, in which high school students can learn about the impact of gaming and eSports on people. Firstly, as an introduction, students watch a video or an infographic and then do a jigsaw activity to share how gaming can improve the health and social relationships of elderly and physically challenged people. The materials, which use the overt culture, encourage learners to read opinions and think about the benefits. For instance, lonely elderly people can make more friends online, and physically challenged people can feel more confident because any player is judged on their contribution to the game. Secondly, learners read the passages, two out of five of which include gender issues in

games. One passage deals with the opinion that games are an effective way of addressing important cultural issues such as violence and discrimination in schools, and learners give their opinions and summaries. The other passage is a real article about a female player being judged as "hey, not bad for a girl" or "wow, lucky kill" when she wins a game, and learners read and discuss the reasons and problems with gender issues.

A second example, "Let's meet up!" (Terminale), published by Hatier, introduces the section "to what extent are music festivals political?" and it aims to summarize and write about the messages through music. The material includes nine videos and articles about music that convey messages about discrimination, protests and environmental issues. One of them is about the relationship between music and protest campaign, and French students learn about the historical context of Rock Against Racism (RAR) and its messages. Through posters and pictures, they observe, summarize and write the message that activists are trying to spread.

In summary, the authentic materials above allow students to progressively learn about cultural topics, from gaming and music (overt culture) to "interpersonal relationships" and "discrimination" (covert culture).

6. Conclusion and further research

As discussed above, it is important to provide English textbooks which meet the interests and needs of learners, and it would be effective in developing intercultural awareness to use the overt culture that learners are interested in as an introduction and to engage actively with the covert culture. It is also suggested that learning about intercultural topics through activities such as written interaction and spoken interaction are interesting for learners.

This study leaves some challenges in measuring whether learners are interested in learning about cultures or not. For example, it cannot be said that learners who scored high on "learn grammar and vocabulary in detail" and "read for the entrance exam" lack intercultural awareness. Furthermore, this survey alone does not clarify whether learners' cultural interests stem from the process

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下を通じて一. 和歌山大学

告示) 解説 平成 30 年 7

Appendix Questionnaire

I. Do you like to study English?

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

II. Is English important for you?

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

III. Do you like English textbooks?

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

IV. Why do you study English?

1. to get a high score in regular exams

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

2. to enter a better university

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

3. because it is obligatory

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

4. to travel all over the world

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

5. to work using English in the future

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

6. because I am interested in English culture

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

V. What kind of English learning do you like?

1. learn grammar and vocabulary in detail

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

2. read for the entrance exam

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

3. read literature or news in English

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

4. listen to the English audio and answer the questions

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

5. listen to the music in English

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

6. make a presentation in English

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

7. roleplay or talk in English

   strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

8. learn about values and beliefs of English speakers

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

9. write your opinion in English

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

10. write a story or screenplay in English

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

11. learn how to write email or LINE in English

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

12. discuss discrimination and immigration in English

strongly disagree   1 —— 2 —— 3 —— 4 —— 5 —— 6   strongly agree

VI. Are you interested in the following topics in English learning?

Answer with ◎ , ○ , △ , or ✕ .

◎ : **very interested**   ○ : **quite interested**   △ : **not very interested**

✕ : **not interested at all**

1. (   ) daily and school life   14. (   ) science and technology

2. (   ) food   15. (   ) history and historical person

3. (   ) animal   16. (   ) world heritage

4. (   ) sports   17. (   ) art

5. (   ) travel   18. (   ) music

6. (   ) environmental issues   19. (   ) movie

7. (   ) SDGs   20. (   ) book

8. (   ) energy   21. (   ) gesture

9. (   ) war and peace   22. (   ) pronunciation and accent

10. (   ) discrimination   23. (   ) fashion

11. (   ) gender   24. (   ) festival

12. (   ) immigration   25. (   ) gaming (RPG, etc.)

13. (   ) biography