



Junior High School Ethics Classes Using Context Shifting - An Approach to Enhance Intercultural Understanding -



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0. Background

Due to the declining birthrate and aging population, Japan has become more globalized rapidly. In fact, the number of foreign workers has quadrupled in the last ten years. In such a diverse society, it's becoming more important than ever to understand people with different nationalities, languages, and cultural backgrounds. There we thought that if we could propose a class that would help junior high school students develop the ability to understand and interact with people from such different backgrounds starting from a young age, then the development of cultivated human resources in Japan would benefit greatly.

1. Literature Review - What is "context shifting"

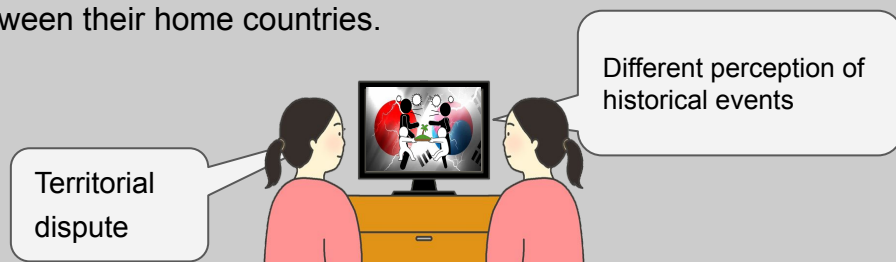
Ishiguro(2016) proposed a concept called "context shifting", which he defines as intentionally switching your frame of reference in order to consider a situation from various viewpoints.

2. Context Shifting Sample Case

Two international students from different countries become friends while attending the same university.



After a while, news starts being broadcast about a dispute between their home countries.



Even though the friends do not participate in the dispute, they suddenly feel awkward each other and stop spending time together.

However...If they switch their frame of reference..



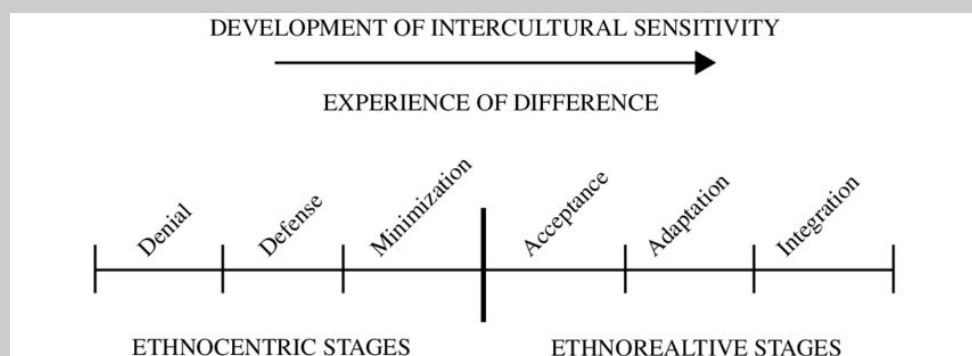
"people from disputing nations" → "international students together in a foreign country"

they might be able to understand each other better and become closer.

→Switching your frame of reference like this is what is called "context shifting".

3. Literature Review

- "the Developmental Model of Intercultural Sensitivity(DMIS)"



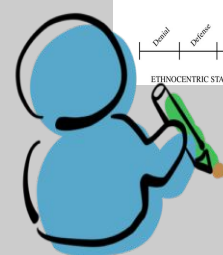
→Bennett (1986) proposed a scale of six stages that can show how tolerant each person is in terms of intercultural difference.

4. Method - Applying the concept of "context shifting" into junior high school ethics classes



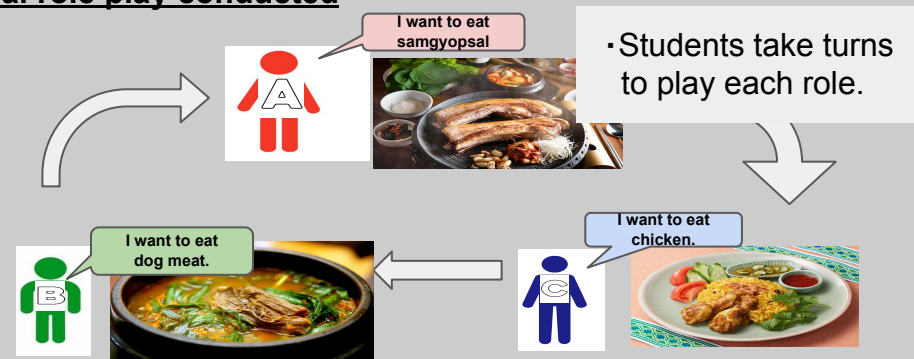
We made a teaching plan in order to enhance intercultural sensitivity, which utilizes role playing activities based on the concept of context shifting.

We asked the second grade teachers from the junior high school department at our school to use our teaching plan for one of their ethics classes and give students questionnaires.



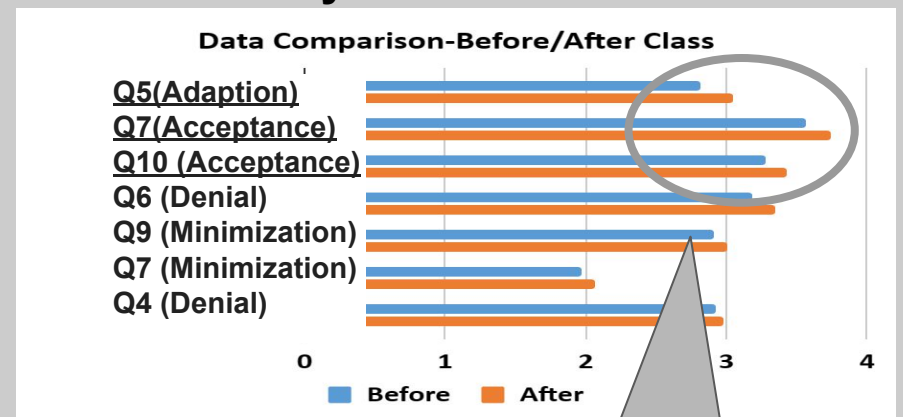
Then we analyzed the questionnaires that we asked the students to answer before and after the ethics class based on Bennett's DMIS.

**Actual role play conducted



Students take turns to play each role.

5. Results&Analysis



Significant difference especially in the scale of "adaptation" and "acceptance".

→We can say that students' intercultural sensitivity was improved by experiencing role play in junior high school ethics classes.

6. Future Plans

- Analyze the comment section of the questionnaires using text-mining software to gain a deeper understanding of what was and was not effective in the ethics class.
- Make a model teaching plan for cultivating students' intercultural sensitivity more efficiently.

7. References

[1] Yamamoto Shizu, Tanno Dai(2002). An examination of the applicability of "The Intercultural Development Inventory" to the Japanese: with a view to creating a Japanese version".
 [2] Yamamoto Shizu, IsiguroTaketo, Okabe Daisuke (2022). "Intercultural Communication Training - Growing with the 'Different'"
 [3]Bennett,M.J.(1986). A developmental approach to training for intercultural sensitivity.
 [4] Isiguro Taketo(2016). A Trial Theory on "Moving Between Contexts" to Support Multifaceted Understanding of Phenomena: Toward Fostering a Global Simi Graduate Student