

Building for the Future: Changes in Student Attitudes

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If some of the goals of education in modern times are to open up possibilities for discovery and expand learning and the chance for mutual acceptance and recognition in a wider world, it may be important to offer students a perspective on their own immediate center of the world by enabling them to participate sensitively as cross-cultural sojourners to the center of someone else's world. (Batchelder, 1993)

Introduction

'Global education' has become a buzzword recently in Japan. English language teachers have started to teach English through content-based courses that include global issues. The benefits of this according to Cates (1999) are that the lessons become relevant, thus causing excitement and motivation. Also, these lessons promote international understanding. Likewise, international volunteering in an English speaking country can give students the motivation for studying English and at the same time increase their knowledge of international issues. In February 2004, a group of Keiwa College students and teachers participated in a Global Village (GV) trip sponsored by the NGO, Habitat for Humanity International to Narewa Village, Fiji. This paper aims to demonstrate how organising and participating in a Global Village trip increases knowledge of housing problems around the world, and motivates participants to take positive action to solve them. In addition, Global Village trips help to improve English skills and can be viewed as an alternative to regular study abroad programs. Finally, students discover and expand their learning in a number of ways, and trips enable students "to participate sensitively as cross-cultural sojourners to the centre of someone else's world" (Op.Cit).

Habitat for Humanity

The international volunteering activity is organized through an American NGO called "Habitat for Humanity International (HFHI)". HFHI's main purpose is to eliminate poverty housing and homelessness worldwide by constructing adequate and basic housing. In addition, HFHI tries to make people aware that poverty housing and homelessness are socially, politically and religiously unacceptable. Members of the public can participate in a program called Global Village (GV). This department was designed to introduce people to exciting, hands-on house building work around the world. To participate in a trip, youth groups need to donate 35,000 yen. This money goes to purchase construction materials, as well as to fund skilled labour and administration expenses. Therefore, the house is not free for the selected homeowner. In fact, the selected homeowner signs a contract in which he agrees to contribute sweat equity (working to build his home) and to pay back the cost of the house through regular, interest-free payments. In addition to the donation, participants need to pay for their own air fare to the host country and in-country costs, such as home stay costs, food and water.

Research Method

A Likert-scale type questionnaire, with some open-ended questions was developed for the purpose of this study. The research questions were split into three categories: general, English, and trip specific. As the research was aiming to highlight the effects of participation on a GV trip, two questionnaires were developed; one questionnaire was given to the participants for completion at the airport while waiting to board the plane to Fiji, while the other was given to the participants while on the airplane flying back to Japan. Both the pre-trip and the post-trip questionnaires were identical in content (Appendix A shows the pre-trip questionnaire only). The pre-trip questionnaire is written primarily in the future and present tense, whereas the post-trip questionnaire is written primarily in the past and present tense. A 4-point Likert scale was used for responses to encourage the participants to give a clear indication of feeling. Questionnaires were translated into Japanese and checked by two bilingual colleagues to ensure that the statements were easily understood. All eleven participants (7 female and 4 male) of the GV trip participated in the questionnaire.

General Questions

This section consisted of 10 questions to find out the participant's level of knowledge, level of concern and level of interest about volunteering in Japan and globally and about housing problems in Japan and globally. Volunteer work in Japan has primarily been Japan based. Common volunteer activities in schools and colleges include spending the day at an old people's home, beach cleaning, after-school children's programs and recycling projects. Thus, international volunteering is a relatively new field. Moreover, housing problems are not well publicised in Japan. Yet, figures show that the number of homeless people in central Tokyo has doubled to about 6,000 people over the past five years. In addition, research about Japan as a whole states that there are 25,296 homeless people in Japan (Kamibayashi, 2004). However, homeless support groups say the true figure is a lot higher. In contrast, it is estimated that 25% of the people of Fiji live below the poverty line (CIA World Factbook, 2004). This way of life means not only poor housing conditions, but also a lack of clean running water or sanitation facilities.

English Questions

When this group started one of the main goals was to give students more opportunities to use English. All meetings were conducted in English, and all the information sent from the host country was in English, so this meant that students were using all four English skills from the beginning. In addition, Fiji was chosen as the host country due to English being the lingua franca there. This meant that the participants would have plenty of opportunities to use English in real-life situations. The questions were concerned with the amount participants felt the trip would help them improve their English communication skills and increase their confidence in using English. Having participated on the trip, the second survey asked whether the members felt that the trip had actually improved their English communication skills and made them more confident in using English.

Trip Specific Questions

The last set of questions were specifically designed to establish the participants' expectations and anticipations for the trip, and after having been

on the trip whether these expectations and anticipations were fulfilled. The first question dealt with the reasons for participating on the trip. The participants were given fifteen reasons and the option to write other reasons if deemed necessary. The next set of questions asked the participants if they thought their participation on the trip would increase their knowledge of housing problems, change their way of thinking, and make a difference in helping to end housing problems in Fiji. Because this trip was new to Keiwa College, it was appropriate to find out if the students were nervous about going to a developing country, and if they were, why they were nervous. With this information in mind the organisers of a Global Village trip could try to reduce the reasons anxiety in future trips. The questionnaire included three open-ended questions, which asked the participants about their feelings towards interacting with Fijians, how they felt Fijians were different from Japanese people, and what they thought the most valuable thing on the trip was going to be. The last five questions examined the participant's feelings for the future in the trip. Since the project was new to Keiwa College, did the participants feel it was something worth continuing and expanding to other students at Keiwa College? Moreover, did the experience make the participants want to continue to do more volunteer and NGO work in the future?

Limitations

Twelve people (including the writer) participated in the GV trip. Therefore, only 11 people were available for this study. Due to this small sample size, it is difficult to draw solid conclusions from the results. However, this study offers an insight into how participants develop having participated on a GV trip. In addition, as the project continues and expands at Keiwa College, the initial results from this study will allow comparisons to be made of the long-term benefits of GV trips.

Results

Three first-year students, three third-year students, three professors and two members of the public that came on the trip took part in the questionnaire. Each table lists both the pre-trip and the post-trip question and results. The pre-trip question is labelled 'A' and the post-trip question is

labelled 'B'. For all questions, where it was possible, the mean and the standard deviation is calculated.

Table 1: General question number 1

	Never	Rarely	Sometimes	Often	Mean	S.D.
A1. Do you do volunteer activities in your free time?	2	5	4		2.182	0.793
B1. Do you want to do more volunteer activities in your free time?			4	7	3.636	0.505

The results from the first question show that prior to joining the trip 45% of the participants 'rarely' did volunteer activities in their free time. Having participated on the trip, 64% of the participants answered that they would like to do volunteer activities 'often' in their free time.

Table 2: General questions 2 and 3

	Not very concerned	A little concerned	Pretty concerned	Very concerned	Mean	S.D.
A2. How concerned are you about housing problems around the world?	2	7	2		2	0.603
B2. How concerned are you about housing problems around the world?		5	2	4	2.909	0.944
A3. How concerned are you about housing problems the world?	4	5	2		1.818	0.751
B3. How concerned are you about housing problems the world?	4	4	3		1.909	0.831

The questions in Table 2 examined whether students were concerned or not about housing problems around the world and in their own country. The results showed that prior to the trip there was little concern for both housing problems around the world and in Japan. However, having participated on the trip concern rose; in particular, concern about global housing problems rose.

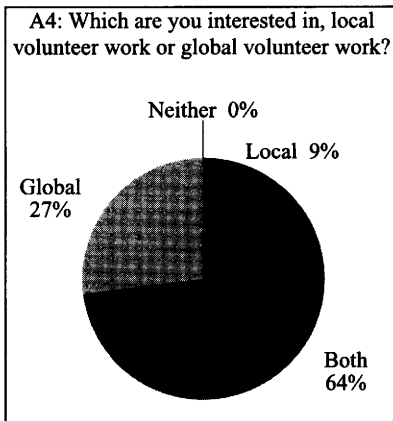
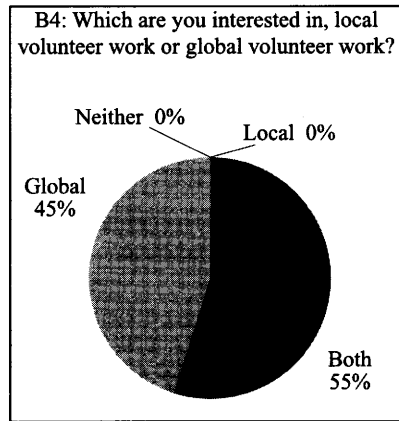
Chart 1: General question 4 (pre-trip)**Chart 2: General question 4 (post-trip)**

Chart 1 and 2 above, show the percentage of participants interested in the various kinds of volunteer work. It can be seen that interest in local volunteer work decreased having participated on the trip, whereas interest in global volunteer work rose.

Table 3: General questions 5, 6 and 7

	Nothing	A little	A fair Amount	A lot	Mean	S.D.
A5. How much do you know about housing problems in Japan?	3	7	1		1.818	0.603
B5. How much do you know about housing problems in Japan?	4	6	1		1.727	0.647
A6. How much do you know about housing problems in Fiji?	11				1.000	0
B6. How much do you know about housing problems in Fiji?	1	9		1	2.091	0.701
A7. How much do you know about Fiji in general?	3	8			1.727	0.467
B7. How much do you know about Fiji in general?	1	7	3		2.182	0.603

The results in Table 3 questioned the participant's knowledge in three areas: housing problems in Japan, housing problems in Fiji and about Fiji in general. Unsurprisingly, participants showed similar levels of knowledge in housing problems in Japan before and after the trip. The majority of the participants (82%) felt that their knowledge of housing problems in Fiji

increased slightly having been on the trip to Fiji. There was also a slight increase in general knowledge about Fiji.

Table 4: Table 4: General questions 8 and 9

	Not interested	A little interested	Interested	Very interested	Mean	S.D.
A8. Are you interested in finding out more information about housing problems in the world?	1	4	5	1	2.545	0.820
B8. Are you interested in finding out more information about housing problems in the world?		3	5	3	3.000	0.775
A9. Are you interested in finding out more information about housing problems in Japan?	2	4	4	1	2.363	0.924
B9. Are you interested in finding out more information about housing problems in Japan?	2	4	5		2.273	0.786

Table 4 shows whether or not the participants were interested in finding out more information about housing problems in the world and in Japan having participated on a Global Village trip. Interest in finding out about housing problems in the world rose from an average of 2.545 to 3 whereas, interest in finding out about housing problems in Japan fell from an average of 2.363 to 2.273.

Chart 3: General question 10 (pre-trip)

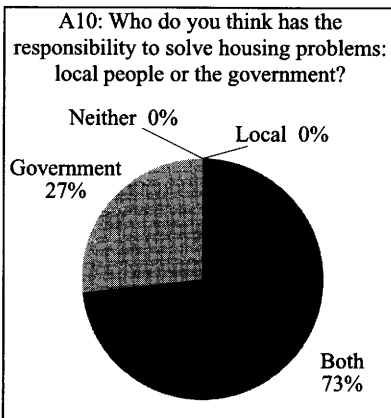
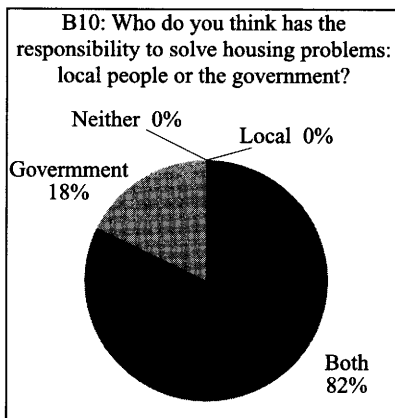


Chart 4: General question 10 (post-trip)



When asked who had responsibility to solve housing problems, 73% of participants, prior to the trip, said that both the government and local people were responsible, compared to 82% having participated on the trip.

Table 5: English question 1

	Beginner	Low intermediate	High intermediate	Advanced
A1: How do you rate your level of English?	5	4		1
B1: How do you rate your level of English?	4	5		1

For question 1 of the English section, participants rated their own English ability. One participant was a native speaker of English, so her answers were excluded from this section. Of the other participants, 5 of them rated themselves as beginners, 4 as low intermediate and 1 person as advanced, prior to going on the trip. On return from the trip, one student felt that his/her English level had changed from beginner to low intermediate.

Table 6: English questions 2 and 3

	No, not at all	Yes, a little	Yes, a fair amount	Yes, a lot	Mean
A2: Do you think this tour will help improve your English communication level?	3	4	2	1	2.1
B2: Did this tour help to improve your English communication level?	1	7	2		2.1
A3: Do you think this tour will increase your confidence in using English?	1	6	1	2	2.4
B3: Did this tour increase your confidence in using English?	3	5	1	1	2.0

The questions in Table 5 examined whether the participants believed that their English communication and their confidence in English had improved having participated on a Global Village trip. 70% of participants believed that the tour would help to improve their English communication level. Having participated on the trip, 90% believed that the tour had helped to improve their English communication level. In terms of confidence, 90% believed that their confidence in using English would increase by participating on this tour; however, this dropped to 70% having been to Fiji.

The last section of questions concentrated on pre- and post- expectations of the trip itself. The first question considered the reasons why people participated on the trip. Although participants were given the option to add reasons to the given list, no one did. The results to both the pre- and post-

trip question can be seen on the chart below.

Chart 5: Trip specific question 1 -Pre- and post-trip reasons for participating on a GV trip

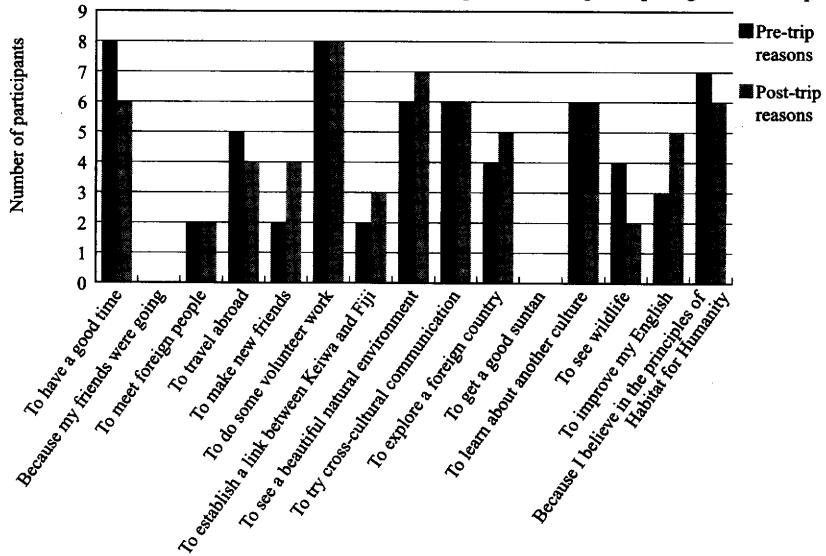


Table 7: Trip specific question 2

	No, nothing	Yes, a little	Yes, a fair amount	Yes, a lot	Mean	S.D.
A2: Did you do any research personally into Fiji before the trip?	1	9	1		2	0.447

The second question examined whether participants had done any research personally into Fiji. The majority of students claimed that they had done 'a little' bit of research prior to travelling.

Table 8: Trip specific questions 3, 4, 5, and 6

	No, not at all	Yes, a little	Yes, a fair amount	Yes, a lot	Mean	S.D.
A3: Do you think you will learn a lot about housing problems during this trip?		9	1	1	2.273	0.647
B3: Did you learn a lot about housing problems during this trip?		7	3	1	2.364	0.647
A4: Do you think this tour will change your way of thinking?	1	3	5	2	2.727	0.904
B4: Did this tour change your way of thinking?		2	4	5	3.182	0.751
A5: Do you think your participation in this trip will make a difference in helping to end housing problems in Fiji?	2	8	1		1.909	0.539
B5: Did your participation in this trip make a difference in helping to end housing problems in Fiji?	3	8			1.727	0.467
A6: Do you feel nervous participating in this tour?	5	6			1.545	0.522
B6: Did you feel nervous while participating in this tour?	7	4			1.364	0.505

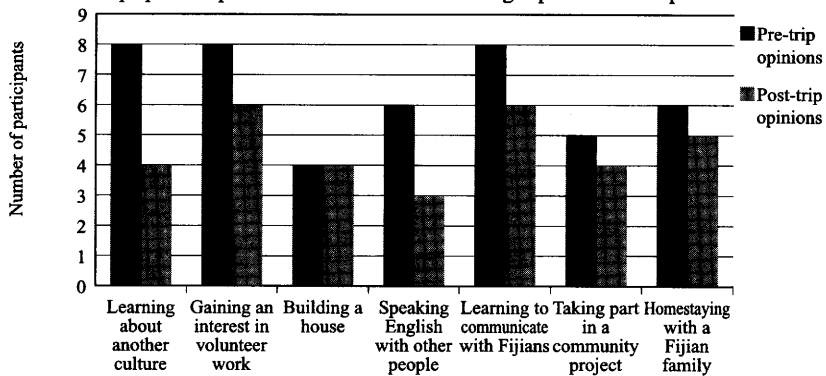
The next set of questions looked at the participants' anticipations towards going on a Global Village trip. Question three examined whether students thought they would learn and did learn about housing problems during the trip. The average for this question rose slightly from 2.273 to 2.364. Question four asked whether students thought that their way of thinking would change and did change while on the trip. Prior to participating on the trip, only two people thought that their way of thinking would change 'a lot', however after the trip 5 students felt that their way of thinking had changed by 'a lot'. The results of question five showed that students, both prior to and having participated on the trip, felt that their involvement did not make a significant change to housing problems in Fiji.

The last question in this section asked whether students were nervous about participating in this trip. Surprisingly few people felt nervous about participating on the trip. 55% of the participants felt 'a little' nervous about participating on the trip, compared to 36% having been on the trip. Participants were asked to write in detail why they felt nervous. Only 4 people gave reasons for why they felt nervous. The reasons for nervousness were primarily a lack of experience in team-orientated trips and communication worries. Having participated on the trip, one member

mentioned that she was worried about her own physical strength and the sanitary conditions of village life. Another member felt unsure whether they had been able to contribute and whether Fijians had appreciated our stay. The third response reiterated the pre-trip worry of 'group travel' and a concern that students may show a lack of travel/cultural sensitivity.

Question 7 considered the aspects of the trip that participants expected to and found most rewarding. On the pre-trip questionnaire, there were 46 responses compared to only 33 responses on the post-trip questionnaire. Those results can be seen in the bar chart below.

Chart 6: Trip specific question 10 -The most rewarding aspects of the trip



Questions eight to ten asked for detailed opinions on three topics. Those questions were:

Question 8 – How do you feel about interacting with Fijians during this trip?
/ How did you feel about interacting with Fijians during this trip?

Question 9 – What do you think will be the most valuable thing for you on this trip? / What was the most valuable thing for you on this trip?

Question 10 – How do you think Fijians will be different from you and from people in your home country? / How were Fijians different from you and from people in your home country?

Points arising from these questions will be discussed later in the paper and a list of the full responses can be seen in Appendix B.

Table 9: Trip specific questions 11 to 15

	No, definitely not	I don't know	Yes, probably	Yes, definitely	Mean	S.D.
A11: Will you recommend to other Keiwa students to join this program next year?		4	4	3	3.000	
B11: Will you recommend to other Keiwa students to join this program next year?		1	2	8	3.636	0.674
A12: Will you join Keiwa in another HFH trip in the future?		1	6	3	3.200	
B12: Will you join Keiwa in another HFH trip in the future?			2	9	3.818	0.405
A13: If you don't go on the trip next year, will you help the new group by giving advice and volunteering in the fundraising activities?			6	5	3.455	0.522
B13: If you don't go on the trip next year, will you help the new group by giving advice and volunteering in the fundraising activities?			2	9	3.818	0.405
A14: Will you continue to do volunteer work in the future?		2	7	2	3.000	0.632
B14: Will you continue to do volunteer work in the future?			7	4	3.364	0.505
A15: Will you continue to do NGO work in the future?		3	4	4	3.091	0.831
B15: Will you continue to do NGO work in the future?		1	3	7	3.636	0.674

The last set of questions examined the future of the program. With all five questions there was a positive change in attitude having participated on the trip. However, even prior to the trip there were positive opinions about future involvement and support of the program. Prior to departure only 27% of the participants said that they would 'definitely' recommend the program to other Keiwa students. However, this number rose to 73% of participants once they had taken part on the trip. With question 12, only one student was not sure whether they would participate in a HFH trip again before departure. Having participated on the trip all students expressed an interest in joining a future trip; 82% of them said they would definitely join a trip in the future. The results for question 13 were also positive; all members of the group said that they would help in giving advice and volunteering in fundraising activities even if they were unable to go on the next trip. Questions 14 and 15 were concerned with whether the participants would continue to do volunteer work in the future and whether the participants would continue to do NGO work in the future. The average for question 14,

prior to participating on the trip, was 3 and this rose to 3.364 having been on the trip. A similar result was found for question 15. The average prior to the trip was 3.091 and after the trip it was 3.636.

Discussion

Global education is defined as "the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions" (Provo, 1993:12). Students can use this knowledge to become global citizens: people that are not only aware of global issues but are also motivated to explore the cause, effects and potential solutions to global issues. The results of the questionnaire show a clear indication that participants are on their way to becoming global citizens. Having actively participated in an international volunteering activity, participants returned wanting to do more volunteer work and with a genuine interest in finding out more about global issues. However, participants did feel that they lacked both a general knowledge and knowledge of the housing problems in Fiji. Though this could be overcome by preparing more thoroughly for a Global Village trip. Participants could be required to research into different areas, such as food, history, culture, of the host country, and then report back to the group. Thus, the workload would be shared, but everyone's knowledge would increase.

Disturbingly, there appeared to be a lack of concern and knowledge about housing problems in Japan. As mentioned earlier, homelessness in Japan is a hidden issue, so there is a serious lack of education in regards to this issue. In addition, unless there is homelessness or inadequate housing in the participants living vicinity, it would not be surprising for students to think that there are no homeless people or housing problems in Japan. Moreover, due to a bias in Japanese culture, some people believe that homelessness is a choice; therefore, it is not considered to be a problem. This can be explained by the fact that the average age of a homeless person is 55.9 years old (Internet 1). Japanese homeless people are not usually alcoholics or drug abusers, like the Western homeless stereotype; instead due to the recession they become unemployed, and "ingrained cultural attitudes about age" (Kamibayashi, 2004) prevent them from finding employment. Rather than disgracing their families, these people prefer to take to the streets.

Therefore, there appears to be a need to embrace global education and use it to research into issues that are prevalent in both Japan and the world. One students' response confirms this,

S10: I hope we have a lot of opportunities to talk with Fijians about everyday matters, but what bothers me is that I hardly know anything about rural life in Japan. I don't have much to compare.

As stated earlier, it was hoped that participation in this trip would increase English confidence and communication skill levels. 90% of the students felt that they had been able to improve their English communication level to some degree. However, prior to the trip 90% of the group stated that they thought the trip would increase their confidence in using English, but having participated in the trip this fell to 70%. Although the members were not asked why they felt their English had not improved more, two reasons can be identified. The first reason is the Fijian accent when speaking English. English is the official language in Fiji, but due to 51% of the population being Fijian and 44% of the population being Indian, Fijian and Hindustani are also widely spoken. Therefore, at home, depending on the parents command of English and their beliefs, English may or may not be encouraged. Also, the Fijian accent is quite strong, so even native speakers may have some problems understanding the English. Japanese students are primarily taught American English in the education system so they are not trained to understand more than one variety of English. The Fijian English accent may have been difficult to understand thus leaving the participants feeling that their English was not good enough, rather than realising that the accent was new to the Japanese ear.

The second reason for the perceived lack of English improvement is that the main purpose of the trip was not English study. Although students were immersed in the language, their prime concern was not improving English. This can be confirmed, as only 3 participants prior to the trip and 5 after the trip indicated that 'improving their English' was one of the reasons for participating on the trip. It is worth mentioning though, as a teacher observing how the participants coped, the number of different communication methods, such as writing, drawing pictures and gestures, that

were used to get the message across was amazing. This illustrated the real meaning of international communication. Participant's quotes from the trip reiterate this point:

"I did my best to communicate using poor English and body language. I was excited when they understood me. They were so kind and generous."

"The most valuable thing for me was that we tried to understand each other in spite of language barriers."

From the questionnaire, some of the most rewarding experiences of the trip were 'learning about another culture' and 'learning to communicate'. This may have been due to the interactions that took place with Fijians while staying in Fiji. Working and living close together with another culture, participants felt the famous Fijian hospitality and friendliness:

S 2 :Why can Fijians smile that much?

S 3 :Grown-ups can smile like children. Super happy interactions.

S 5 :I got to know only a limited number of Fijians, but was attracted to their warm, kind and generous personality, though they may be poor materially.

S 6 :They were so warm and kind. I felt no irritation.

S 8 :It's hard to explain – just an amazing warmth and closeness to them.

S11:Although Fijians are poor economically; they are so graceful and love each other. They must be very rich spiritually. I want to know why.

Although the majority of the students felt that learning about, volunteering and experiencing another culture was going to be the most valuable thing, having participated in the trip, many students felt that the teamwork had been the most valuable thing.

S1:Although it is in some ways satisfactory to do on your own as you please, you get more and get bigger satisfaction when you do things together.

S2:To have been able to understand with them. To have worked together with Keiwa students.

S5: To have been able to work for one purpose regardless of race, sex and age.

S6: People with completely different backgrounds and cultures worked together.

Although Japanese people are used to teamwork, Japan is a mono-cultural society; 99% of the population is Japanese. Thus, the majority of Japanese people do not have relationships with people from another culture or race. In addition, "broader world interests are given lip service, but in reality very little emphasis is given to the essential "we" group of humanity" (Reischauer, cited in Kerr, 2000:288). In contrast, Fiji's population is 51% Fijian and 44% Indian. Schools are mixed and everything is taught in English.

Members of the group were also asked what they felt was the difference between Fijians and Japanese people. The majority of people commented on the difference in wealth, but the participants also looked deeper and questioned their own beliefs:

S 1 : They had few things but were far richer than the Japanese. The biggest impact I had was the time we went in the church. Every thing was so simple. It was very different from the chapel in my high school that cost 300 million yen. In Fiji, people including children sang. I thought that was real religion. I realized I had been trapped in my appearance. What a dull life I had had!

S 2 : Japanese people including myself get whatever they want, live in nice houses, import most of the things. People in Fiji may want those things, but they still have spiritual wealth. What is happiness?

S 4 : They don't waste anything.

S 8 : A lot less materialistic. In many ways more carefree. Seem to have closer family connections. Rugged strong people.

S10: They have much less than we do in the first place and they regard Japan only as a very "rich" country whereas we know Fiji only as a Pacific resort.

S11: Japan became Westernized so rapidly and lost important spiritual facts such as kindness for the family and children, kind consideration for

houses and cows.

It is interesting to see these comments and consider how these opinions have stayed with the participants. Further research should look into how a Global Village trip affects the participants in the long term, and if the opinions are retained, do they actively try to change the situation. Finally, in general there was a positive reaction to the project's future. All participants responded that they would continue to support future HFH trips. In addition, even if they were unable to participate on the next trip, all members said they would help with future fundraising activities. This positive response will hopefully mean that Global Village trips continue to be part of Keiwa Colleges' extra-curricula activities.

Conclusion

It is clear from the research that students are starting to become global citizens. Not only did the results show an increase in knowledge, but they also showed an increase in concern in global housing problems. Hopefully students will continue to be active in this area. It would be interesting to continue this research, and discover, if there are any, the long-term effects of Global Village trips on Japanese students. In addition, research is needed into how participants feel about the whole fundraising and organising process, the importance of the fundraising process on the individuals and how it affects individuals upon their return. If one of the priorities of Global Village trips continues to be improving English language skills then further research is needed into the language benefits of short-term Global Village programs. In addition, in preparation for the trip, organisers (and teachers) should organise sessions where the participants can practice listening to the host-country's English. Education in Japan should perhaps focus on world Englishes rather than focusing on one variety of English. This would demonstrate to Japanese students that the primary language of international communication is English. As well as overcoming language barriers, individuals should research into the history of both their own country and the host country with regard to general and housing issues. This way students would be able to discuss freely the various housing issues apparent in the world today. In conclusion, a Global Village trip allows students to experience something new and unusual. While doing so, they can improve

their English and become interested and knowledgeable about world countries, cultures, and problems.

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Appendix A: Pre-trip questionnaire

N.B. The post-trip questionnaire was identical except for it used the past and future tense instead of the present and future tense.

フィジーへ行く前の体験や気持ちについてお答えください。

Pre-tour Questionnaire –please answer the following questions.

* 当てはまる項目にチェックしてください。

General Questions

Q 1. 余暇を使って、ボランティアをやっていますか。

Do you do volunteer activities in your free time?

- | | |
|-----------|---------|
| never | 一度もない |
| rarely | ほとんどしない |
| sometimes | 時々する |
| often | よくする |

Q 2. 世界における住宅問題にどれ位関心がありますか。

How concerned are you about housing problems around the world?

- | | |
|--------------------|-----------|
| not very concerned | そんなに関心はない |
| a little concerned | 少し関心がある |
| pretty concerned | かなり関心がある |
| very concerned | とても関心がある |

Q 3. 日本における住宅問題についてどれ位関心がありますか。

How concerned are you about housing problems in Japan?

- | | |
|--------------------|-----------|
| not very concerned | そんなに関心はない |
| a little concerned | 少し関心がある |

pretty concerned かなり関心がある

very concerned とても関心がある

- Q 4. 地域におけるボランティアとグローバルに渡るボランティアのどちらに興味がありますか。

Which are you interested in, local volunteer work or global volunteer work?

local 地域の

both 両方

global グローバル

neither どちらでもない

- Q 5. 日本における住宅問題についてどれ位知っていますか。

How much do you know about housing problems in Japan?

nothing 全く知らない

a little 少し知っている

a fair amount わりと知っている

a lot よく知っている

- Q 6. フィジーにおける住宅問題についてどれ位知っていますか。

How much do you know about housing problems in Fiji?

nothing 全く知らない

a little 少し知っている

a fair amount わりと知っている

a lot よく知っている

- Q 7. フィジーについてどれ位知っていますか。

How much do you know about Fiji in general?

nothing 全く知らない

a little 少し知っている

a fair amount わりと知っている

a lot よく知っている

- Q 8. 世界の住宅問題についてもっと知りたいと思いますか。

Are you interested in finding out more information about housing problems in the world?

not interested 興味はない

a little interested 少し興味はある

interested 興味がある

very interested とても興味がある

- Q 9. 日本の住宅問題についてもっと知りたいと思いますか。

Are you interested in finding out more information about housing problems in the Japan?

not interested 興味はない

a little interested 少し興味はある

interested 興味がある

very interested とても興味がある

- Q10. 住宅問題に誰が責任を持って取り組むべきだと考えますか。地域の人々でしょうか、政府でしょうか。

Who do you think has the responsibility to solve housing problems: local people or the government?

local people	地域の人々
both	両方
government	政府
neither	どちらでもない

英語について- General Questions

Q 1. 自分の英語のレベルはどのくらいだと思いますか。

How do you rate your level of English?

beginner	初級
low intermediate	初級～中級
high intermediate	中級～上級
advanced	上級

Q 2. フィジーへのツアーを通して、英語運用能力が向上することを期待しますか。

Do you expect that this tour will help to improve your English communication skills?

No, not at all	期待していない
Yes, a little	少し期待している
Yes, a fair amount	かなり期待している
Yes, a lot	とても期待している

Q 3. フィジーへのツアーに参加することによって、自分の英語運用能力に自信がつくと思いますか。

Do you think that participating in this tour will increase your confidence in using English?

No, not at all	全く思わない
Yes, a little	少しそう思う
Yes, a fair amount	結構そう思う
Yes, a lot	とてもそう思う

ツアーについて- Tour Specific Questions

Q 1. どうしてこのツアーに参加しようと思いましたか。(複数回答可)

Why are you participating in this trip? (Please check as many answers as you like)

<input type="checkbox"/> 楽しむため to have a good time	<input type="checkbox"/> 異文化コミュニケーションに 挑戦したいから to try cross-cultural communication
<input type="checkbox"/> 友人が参加するから because my friends were going	<input type="checkbox"/> 外国に行ってみたいから to explore a foreign country
<input type="checkbox"/> 外国人に会ってみたいから to meet foreign people	<input type="checkbox"/> 日焼けしたいから to get a good suntan
<input type="checkbox"/> 海外旅行をしたいから to travel abroad	<input type="checkbox"/> 異文化を学びたいから to learn about another culture
<input type="checkbox"/> 新しい友人を作りたいから	<input type="checkbox"/> 野生動物・生物を見たいから

to make new friends

☐ ボランティアを

やってみたいから

to do some volunteer work

☐ 敬和とフィジーとの
つながりを作りたいから

to establish a link between

Keiwa and Fiji

☐ 美しい自然環境に

触れたいから

to see the beautiful natural environment

to see wildlife

☐ 英語運用能力を高めたから

to improve my English

☐ ハビタット・ヒューマニティの活動に
共感するから

because I believe in the principles of

Habitat for Humanity

☐ _____

Q 2. ツアーの前にフィジーについてどれ位個人的に調べましたか。

Did you do any research personally into Fiji before the trip?

No, nothing 全く調べていない

Yes, a little 少し調べた

Yes, a fair amount かなり調べた

Yes, a lot とてもよく調べた

Q 3. このツアーを通して、住宅問題についての理解が深まると思いますか。

Do you think that you will learn a lot about housing problems during this tour?

No, not at all そう思わない

Yes, a little 少しそう思う

Yes, a fair amount かなりそう思う

Yes, a lot とてもそう思う

Q 4. このツアーを通して、自分の考え方が変わると思いますか。

Do you expect that this tour will change your way of thinking?

No, not at all そう思わない

Yes, a little 少しそう思う

Yes, a fair amount かなりそう思う

Yes a lot とてもそう思う

Q 5. このツアーに参加することによって、フィジーの住宅問題解決に貢献できると思いますか。

Do you think participation in this trip will make a difference in helping to end housing problems in Fiji?

No, not at all そう思わない

Yes, a little 少しそう思う

Yes, a fair amount かなりそう思う

Yes a lot とてもそう思う

Q 6. このツアーに関して、不安を感じますか。

Do you feel nervous about participating in this tour?

No, not at all そう思わない

Yes, a little 少しそう思う

Yes, a fair amount かなりそう思う

Yes a lot とてもそう思う

少しそう思う、かなりそう思う、とてもそう思うと答えた方に。具体的に何に関して不安を感じているかお書きください。

If yes, please explain

Q 7. このツアーのどういう点が自分に最も役立つと考えていますか。

(あてはまるものすべて)

What aspects of the trip will you find most rewarding?

- | | |
|--|---|
| <input type="checkbox"/> 異文化が学べる点 | <input type="checkbox"/> フィジーの人々とのコミュニケーション |
| learning about another culture | learning to communicate with Fijians |
| <input type="checkbox"/> ボランティアへの興味が | <input type="checkbox"/> コミュニティでのプロジェクトに |
| 深まる点 | 参加できる点 |
| gaining an interest in | taking part in a community project |
| volunteer work | <input type="checkbox"/> フィジーにおけるホームステイ |
| <input type="checkbox"/> 住宅の建築 | homestay with a Fijian family |
| building a house | <input type="checkbox"/> その他 (具体的に書きください) |
| <input type="checkbox"/> 英語でのコミュニケーション | _____ |
| speaking English with | _____ |
| other people | |

Q 8. このツアーにおけるフィジーの人々との交流についてどのように感じていますか。
詳しく説明してください。

How do you feel about interacting with Fijians during this trip?

Q 9. このツアーについて、あなたにとって最も価値があると思われるものは何ですか。
詳しく説明してください。

What do you think will be the most valuable thing for you on this trip?

Q10. フィジーの人々は、あなたやあなたの国の人々とどのように違うと思いますか。
詳しく説明してください。

How do you think Fijians will be different from you and from people in your home country?

Q11. 来年度、敬和学園大学の他の学生にこのツアーを勧めたいですか。

Will you recommend to other Keiwa students to join this program next year?

- | | |
|--------------------|--------|
| No, definitely not | 勧めない |
| I don't know | わからない |
| Yes, probably | 多分勧める |
| Yes, definitely | 是非勧めたい |

Q12. ハビタット・ヒューマニティの他のツアーへも将来的に敬和学園大学が参加する
とよいと思いますか。

Will you join Keiwa in another HFH trip in the future?

- | | |
|--------------------|----------|
| No, definitely not | 全くそう思わない |
| I don't know | わからない |
| Yes, probably | 多分そう思う |
| Yes, definitely | 大いにそう思う |

Q13. 来年度、あなたがツアーに参加しなくても、新しいグループのツアー準備段階
(募金など) に協力してくれますか。

If you don't go on the trip next year, will you help the new group by giving advice and

volunteering in the fundraising activities?

- | | |
|--------------------|---------|
| No, definitely not | 協力しない |
| I don't know | わからない |
| Yes, probably | 多分協力する |
| Yes, definitely | 是非協力したい |

Q14. 将来もボランティアを続けたいと思いますか。

Will you continue to do volunteer work in the future?

- | | |
|--------------------|------------|
| No, definitely not | 続けたいと思わない |
| I don't know | わからない |
| Yes, probably | 多分続けると思う |
| Yes, definitely | 大いに続けたいと思う |

Q15. 将来もNGOの活動に参加したいと思いますか。

Will you continue to do NGO work in the future?

- | | |
|--------------------|-------------|
| No, definitely not | 参加したいと思わない |
| I don't know | わからない |
| Yes, probably | まあ、参加したいと思う |
| Yes, definitely | 大いに参加したいと思う |

ありがとうございました。

Thank you very much for your time.

Appendix B: Full responses to questions 6, 8, 9 and 10.

Question 6 – Do you feel nervous while participating in this tour?

- 8 I'm not so good with group travel.
- 9 (I'm nervous about whether) I can communicate well and am comfortable with the people there.
- 10 I feel two ways. While I look forward to having a new experience, I'm a little nervous because I've never had this kind of team-orientated tour.
- 11 It is my first time to go to Pacific Islands. How to behave on the island is difficult to imagine.

Question 6 – Did you feel nervous while participating in this tour?

- 6 I was unsure whether I was able to contribute and whether Fijians appreciated our stay.
- 8 I'm not accustomed to travelling with group. I was worried that I would feel frustrated with students and their way of travel/cultural sensitivity.
- 10 I was worried about my physical strength at some points. Also, in the beginning I was a little shocked with sanitary conditions of village life.

Question 8 – How do you feel about interacting with Fijians during this trip?

- 1 I want myself to miss Fiji people when I'm back.
- 2 I feel a little anxious because there seem to be a lot of rules, but am looking forward to having various interactions. Also, I want to have a good time with Keiwa students.
- 3 Sounds like fun.
- 4 I would like to know the way Fijians think.
- 5 I'm worried about communication.
- 6 Don't know.

- 7 It's hard to say - of course I hope to have good experiences with them but I don't know how they will react to us - a foreign group.
- 8 I want to act and think the way Fijians do. Also I want to experience a "slow life" free from time.
- 9 I hope we have a lot of opportunities to talk with Fijians about everyday matters, but what bothers me is that I hardly know anything about rural life in Japan. I don't have
- 10 much to compare.
As far as I have known from books, Fijian live just like Japanese did some hundred years ago. I want to confirm whether this is true or not.

Question 8 – How did you feel about interacting with Fijians during this trip?

- 1 They were very kind to us. However, there was a little problem with the way of thinking.
- 2 Why can Fijians smile that much? I felt such warmth and tenderness. If possible I'd have liked to visit homes other than the house where we stayed. Also I would have liked to do some farming.
- 3 They live in a much larger time scale. Grown-ups can smile like children. Super happy interactions.
- 4 I did my best to communicate using poor English and body language. I was excited when they understood me. They were so kind and generous.
- 5 I got to know only a limited number of Fijians, but was attracted to their warm, kind and generous personality, though they may be poor materially.
- 6 They were so warm and kind. I felt no irritation.
- 7 I couldn't help crying.
- 8 It's hard to explain – just an amazing warmth and closeness to them.
- 9 Good relationship – not too close, not too far.
- 10 I'm not sure if the fact that we were not mere tourists might have affected Fijians hospitality. They were very friendly and interested in knowing about what our life in Japan like. I'm glad all the people spoke some English. It was fun to talk with children. In a lot of Asian countries English is helpless especially with children.
- 11 Although Fijians are poor economically, they are so graceful and love each other. They must be very rich spiritually. I want to know why.

Question 9 – What do you think will be the most valuable thing for you on this trip?

- 1 Cooperation.
- 2 To be acquainted with different cultures. Also, to find something spiritual that is not found in Japan in terms of people's way of life.
- 3 To be acquainted with different cultures.
- 4 Living in a foreign country.
- 5 I expect to understand more about what and how Fijians think rather than build a house itself.
- 6 To be able to understand each other through home stays and be of some use to them.
- 7 Don't know.
- 8 To see a new way of life. To re-evaluate my own life. To "get out of a rut".
- 9 The way I think and feel might change if I know something about developing countries rather than rich countries like Japan.

- 10 To get to know more about Habitat for Humanity and to find out things I can do for other people in the world.
- 11 To know what it is to internationally volunteer.

Question 9 – What was the most valuable thing for you on this trip?

- 1 Although it is in some ways satisfactory to do on your own as you please, you get more and get bigger satisfaction when you do things together.
- 2 To have been able to understand with them. To have worked together with Keiwa students. I was very comfortable for I had had longed to live a life like Fijians do. I am going to live in an "inaka" country anyway.
- 3 The fact that we really experienced home staying and built a house.
- 4 This tour and the whole experience, good and bad.
- 5 To have been able to work for one purpose regardless of race, sex and age.
- 6 People with completely different backgrounds and cultures worked together. Tried to understand each other in spite of language barriers.
- 7 The life with Fijians.
- 8 To get away from the usual routine and look at my own life/habits/personality from a different perspective.
- 9 Got to know Fijians better by spending time together with Fijians. Had some time to think about it.
- 10 Having done my best at work, which I have never done before. Having obtained some knowledge about Fijians' in a village, including poverty. Having made me realize how my life is drowning in consumerism.
- 11 That I could understand how Fijians live in the village was the most valuable thing, I think. However, to be able to know Joe and Amy (HFH volunteers) was equally valuable.

Question 10 – How do you think Fijians will be different from you and from people in your host country?

- 1 There will be too religious.
- 2 Some things that Japanese people have lost along with economic development will remain in Fiji.
- 3 Love for nature and people.
- 4 No idea.
- 5 Their everyday life seems to be restricted by customs and rules.
- 6 Their smiles are wonderful. They laugh a lot. Children run around. Kind and compassionate.
- 7 They won't be generous people.
- 8 Slower pace of life, simpler life, close family relationships – extended families.
- 9 Electric appliances do not surround their life.
- 10 Probably more easy-going, own less but without stress.
- 11 Presumably Fijian people live more naturally than Japanese people do. That is "slow life" In Japan, we have to live "fast life". I believe "slow life" will be important in near future.

Question 10 – How were Fijians different from you and from people in your host country?

- 1 They had few things but were far richer than the Japanese. The biggest impact I had was the time we went in the church. Every thing was so simple. It was very different from the chapel in my high school that cost 300 million yen. In Fiji, people including children sang. I thought that was real religion. I realized I had been trapped in my appearance. What a dull life I had had!
- 2 Japanese people including myself get whatever they want, live in nice houses, import most of the things. People in Fiji may want those things, but they still have spiritual wealth. What is happiness?
- 3 Never to forget smile and love. Fijians were kind and greeted every one. I had very comfortable days.
- 4 They don't waste anything.
- 5 They are not self-centred. They are trying hard to keep traditional life-style.
- 6 Fijians were quite positive about every thing. Their laughter was wonderful. They were thoughtful and kind to us.
- 7 Don't know, but their minds are twice as big as ours.
- 8 A lot less materialistic. In many ways more carefree. Seem to have closer family connections. Rugged strong people.
- 9 The house was equipped only with the things of absolute necessity. There were some inconveniences, but Fijians were so lively. Very different from Japanese people; even their facial expressions were quite different. Every day was fulfilling, though we were behind schedule with an unexpected funeral. I'd like to see the completed house with my own eyes.
- 10 They have much less that we do in the first place and they regard Japan only as a very "rich" country where as we know Fiji only as a Pacific resort. They look into your eyes when they talk to you.
- 11 Japan became Westernized so rapidly and lost important spiritual facts such as kindness for the family and children, kind consideration for horses and cows.