

Cultural Comparisons of Teachers' Expectations

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Abstract

Differences found in values and norms are attributed to cultural differences among countries and communities. These differences, including a sense of belonging to one's group are elements of conflicts in cross-cultural communication. For the purposes of understanding cultural conflicts in language education and analyzing directions of future language education in Japan, the writer examined the influence of power distance from aspects of applied linguistics and intercultural communication.

KEY EXPRESSIONS: large power distance, small power distance, foreign EFL teachers, Japanese EFL teachers, in-class culture

Introduction

Our ideas, thoughts and way of life reflect the culture to which we belong. Culture is accumulated concepts, values and assumptions of human life shared by a group of people. The potential for conflicts occurring during intercultural communication exists since cultural differences are not always respected. Many conflicts happen because cultural factors such as age, religion, social status, and communication styles are involved in intercultural communication. People often feel anxiety and sometimes fear because of the incomprehensible and unpredictable complexity involved in human relations, especially intercultural relationships.

Intercultural communication dynamics are observed in foreign language learning environments because culturally different groups interact in most foreign language institutes. There are often three distinctive groups of individuals: foreign teachers of the target language, learners, and teachers of the same cultural backgrounds as the learners'. The communication dynamics among those three groups are not always peaceful, just like in other multicultural environments. These dynamics could negatively affect learners' language acquisition process and development of effective foreign language teaching curriculum.

In fact, the *Taipei Times* (2003, p. 3) carried an article claiming a failure of a foreign EFL teacher employment project in Japan. According to the article, Sebastian Lio, chairman of the Department of Foreign Languages and Literature at National University, asserted that the reason for Japanese government reducing the number of foreign language teachers was the difficulty in establishing cooperation between foreign English teachers and the Japanese English teachers.

Developing understanding among the three groups is obviously vital, and the need for more study of their cultural dynamics should be a high priority. Many researchers and educators strive to include multifaceted aspects of sociolinguistics into the discipline of applied linguistics. Applied linguists no longer see language education as just the transfer of lexical information, but on the contrary, as the transfer of socially practiced information in which culture plays a core role.

Among the innumerable cultural elements related to the communication perplexities among the three groups, this study focuses on differences in how those three groups of individuals perceive the degree of centralization of power, by employing Geert Hofstede's power distance theory, the "4-D Model of Cultural Differences" (1980): four primary dimensions of different cultures, individualism – collectivism, masculinity – femininity, uncertainty-avoidance and power distance. This model is still one of the works that a number of social scientists refer to. Hofstede analyzed cultural variation in expectations of members of different societies in relation to teacher-student interactions in term of his 4-D model of cultural differences. According to his

analysis, the countries of most native English teachers in Japan and Japan differ substantially in cultural terms.

If Hofstede's analysis is still valid, anxiety, misunderstanding, and even feelings of aversion between foreign English teachers and Japanese students and foreign EFL teachers and Japanese English teachers should exist. However, results of my previous research (Kajiura, 2005) indicate that the differences in the degree of power distance perception between foreign EFL teachers and Japanese students exist, but the differences are not as significant as Hofstede asserted.

Subjects of this study are not foreign English teachers in Japan and Japanese students, but foreign English teachers in Japan and Japanese English teachers. The purpose of this research is to understand the impact of the degree of centralization of power on teaching styles of the teachers, by comparing the degree of centralization of power existing between foreign English teachers in Japan and Japanese English teacher. Moreover, if differences in the power distance index still exist, I will also examine questions that arise beyond the evidence of differences per se by using a survey-type questionnaire.

EFL and Culture

Cultures play an important role in cognition, which significantly affects comprehension in the language acquisition process. In fact, culture is a factor which is more salient than individual differences in ability, personality and motivation (Cortazzi, 1990, p. 54; Scovel, 1994).

Richards and Lockhart (1995) refine this perspective with regard to:

Teachers' belief systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teacher's decision making and action... (p.30)

The goals, values and beliefs teachers hold are referred to as the submerged part of the "cultural iceberg". They are likened to a hidden part of the iceberg because of their nature; people are often not conscious of the influence or even the existence of values and beliefs (Hall and Hall, 1990). The difference in "shape" and "components" of the hidden part of the iceberg of native teachers and Japanese English teachers would appear to be distinctive. Most native teachers of EFL are from America, Canada, Australia, New Zealand and England. On the other hand, almost all Japanese English teachers have spent the majority of their lives in Japan and have received their education from kindergarten to university in Japan. The culture of teaching practice and its underlying educational structure which those two groups of individuals are attuned to could be far apart from each other.

Moreover, teaching practice and educational structure are not the only causes of difficulties in shared language teaching environments. Differences between 'schematic knowledge' obtained through social interaction in one's own culture and the semantic and syntactic knowledge of foreign language also adds confusion to a multi-ethnic community of language teachers (Widdowson, 1990).

Mutual understanding leads to quality of work output and contributes significantly to avoiding troubles. It results in mutual rapport and establishes a sturdy bridge of partnership. In language teaching institutions, the outcome of the mutual rapport and steadfast partnership is development of an effective curriculum which leads to the ultimate goal of language education, improving students' language proficiency. Therefore, it is important to examine and identify differences in cultural factors of foreign teachers of EFL working in Japan and Japanese English teachers. In this paper, I will examine how teachers, whose cultures are different from each other, perceive their roles as language educators and how the perception influences the expectations of each other.

Power Distance Index of Hofstede's 4-D Model and Other Related Research

The 4-D was introduced by Geert Hofstede (1980) as a model which identifies four primary dimensions of different cultures. After collecting questionnaires composed of 32 questions, answered by 116,000 individuals from 40 different countries, he saw consistent patterns of fundamental similarities and differences among world cultures, and he derived the four dimensions from the

patterns.

Hofstede defines power distance as the emotional distance between subordinates and superiors and stated that this distance varies among different cultures (1991, p.28). The power distance was measured by the extent to which subordinates preferred independence or dependence. The essential question that Hofstede raised is to what extent a culture would accept authoritarianism. Cultures that are high on the power-distance scale are very hierarchical. People in these cultures expect a superior to act as an authoritarian figure, instructing others what to do. On the other hand, within those cultures that are low on the power-distance scale, people tend to respect egalitarianism; subordinates and superiors tend to consider themselves equal in most situations.

Hofstede (1991) also categorized the teacher-student relationships in terms of power distance. He created a list (Appendix I, Table 1), showing the likely differences in teacher-student interaction between large and small power distance societies. He found that people in a country in which the power distance is large expect and accept inequality in the teacher-student relationship. Students tend to be dependent on teachers because teachers are considered to be superiors who can transfer their personal wisdom to students, and teachers have complete authority to control the class and students. Therefore, how well or how poorly the students learn is dependent upon the teachers' ability. Classes within countries classified as having a large power distance tend to be teacher-centered. According to the result of Hofstede's survey, large power distance is found in Japan; whereas, in Australia, New Zealand, the United States and Canada, countries which most EFL teachers working in Japan come from, small power distance is the norm.

Hofstede's 4-D model has been reinforced and raised to prominence by the results of other researchers' work. One is Papert's "instructionism" and "constructionism" theory, classifying basic ideas of teaching into two (1991). Instructionism is extremely structured in teacher-centered systems, and derived from an "acquisition metaphor" (Sfard, 1998, p.4-13); learning process is strictly entails acquiring information" (Martinez et al., 2001). On the other hand, constructionism means that regardless of subjects taught, teaching is not providing unchangeable and/or predefined knowledge, but facilitating a participatory learning environment in which learners can "construct" knowledge through collaborating with others.

... constructionism then adds the idea that learning happens especially felicitously in a context where the learner is consciously engaged in constructing a public entity, whether it's a sand castle on the beach or a theory of the universe. (Papert & Harel, 1991, p. 1)

Many teachers, who believe in Constructionism understand learning as a process of participation in numerous social interactions and sharing knowledge. Sfard refers to this as a "participation metaphor" (1998). In Japan, most teachers take the instructionist approach, in which language teaching dominantly relies on the grammar translation method, focusing on vocabulary, syntax and colloquialism. Teachers are considered as the principal source of steadfast knowledge (Ehara & Pendragon, 2005). These unconscious cultural beliefs and linguistic elements are inextricably intertwined in EFL institutions.

Cortazzi (1990) listed cultural, educational and linguistic expectations that exist in both Japan and the United States. Some of the expectations he included in the list support Hofstede's power distance theory. For instance, American people accept confrontation much more readily than Japanese. The educational expectations that Cortazzi listed are the most inquisitive. According to Cortazzi, Japanese respect the authority of a teacher in the classroom and prefer to learn through repetition and memorization in classrooms. Japanese teachers tend to provide teaching materials which require repetition and memorization. Japanese teachers prefer teacher-centered to student-centered education, just as Hofstede (1983) suggested. In contrast, most American teachers consider a classroom to be a place for developing critical thinking and discussing students' ideas and teachers' role is to be a facilitator for in-class activities.

Youn, Yang and Choi (2001), who investigated the epistemology of learning beliefs in South Korea, also examined student-teacher interaction from the standpoint of Hofstede's four cultural dimensions. The words like "free" and "impersonal" are used to

represent student-centered education which is one of the characteristics of little power distance. Teachers in a small power distance culture tend to give a great amount of freedom to students to contradict and criticize teachers, and teachers do not interpret students' criticism and contradiction personally. The teachers also respect students' innovative and independent ways of learning because they see students as competent individuals. On the other hand, in teacher-centered education, teachers have high expectations that students will exactly follow teachers' paths.

The following are analysis of expected roles of teachers by researchers who examined Hofstede's power distance dimension. Collis and Dalton (1995) examine three types of environments for learning in the classroom, "teacher ownership," "share ownership," and "child ownership." In their theory, the word "child" indicates "students." Teacher ownership is akin to Hofstede's large power distance theory. Teacher ownership involves teachers controlling what they teach, based on their authority, and teachers being held responsible for student success and failure. Child ownership is an extreme case of small power distance. A class represented by child ownership honors students controlling their own learning environment. Students decide what they want to learn and what they will do in the classroom. Students voluntarily take responsibility for their learning and have a strong sense of independence. Share ownership involves teachers sharing class ownership of the classroom with their students. Students are allowed to explicitly express their concerns over school curricula and any other problems related to their classes. Teachers are responsible for informing the students how to be responsible learners. Share ownership is widely supported by many schools in the United States and is recommended by Collis and Dalton.

Barnes (1976, 1992) also introduced a theory similar to the theories of teacher-student ownership and large-small power distance. He identified two different modes of in-class teaching by using the term "transmission - interpretation classroom (p. 142)." In the transmission classroom, students expect their teacher to be the ultimate information giver. On the other hand, in the interpretation classroom, the teacher and students believe knowledge would arise from shared learning and discussion among students. Barnes's theory continues to attract attention from a number of researchers (Lee and Young, 1987; Finch, 2000).

Another researcher who encourages schools to have small-distance type classes is Fisher. Fisher (1991) even suggested that both teacher and students should be creators and organizes of class curriculum. His "Generative Curriculum" is characterized by a learner-focused approach and a co-constructive approach between students and teachers. Teachers guide students how to implement their own ideas and opinions into what will be learned. In-class rules are decided through collaborative activities between teachers and students; in other words, such rules are not enforced by external authority.

Methodology

The study was designed to clarify the cultural dynamics of power distance in a university classroom environment. The principal method of collecting data from two groups of teachers, foreign teachers and Japanese was by a paper-and-pencil questionnaire (Appendix II). The questionnaire is based on the Hofstede's study (1983).

The questionnaires were given to all of the twenty-two English language teachers who were teaching for the General Education department of Shinshu University, located in Nagano, Japan. Distribution of the questionnaire took place in November, 2004. Fourteen foreign teachers took part in this study, 13 working as part-time teachers and one as a full-time teacher. Among the foreign teachers were six Americans, two Canadians, two British, two Australians and one German. According to Hofstede, those countries are considered small power distance countries. Among the rest, nine were Japanese nationals. The average age of the teachers was 40.56. The average age of the Japanese teachers was slightly younger than that of the foreign subjects (38.22 and 42.90 respectively). Although the foreign teachers had longer teaching experience (an average of 17.17 years) than the Japanese teachers (an average teaching experience of 9.11 years) three Japanese teachers had completed their PhD course requirements, and two Japanese were then studying in a PhD course; none of foreign teachers had graduated from or were in a PhD program. All participants had at least a master's degree. The average number of classes the participants taught was 5.48. Japanese teachers had

more classes to teach than foreign teachers, 6.22 and 4.92 respectively. Twenty-two teachers were asked to respond to the questionnaires, and the response rate was approximately 93%.

The questionnaire included twenty items: 14 items (No. 1 to No. 14), using a fully anchored rating scale (1 for "Strongly think/ feel so" to 4 for "Definitely not think/ feel so"). Rankings were used for five items (No. 15, 16, 18, 19 and 20), where participants put their responses into order, and one checklist (No. 17). All items in the questionnaire were directly related to power distance except for one item (No. 1) which was designed to elicit information on how satisfactory the rate of the teaching methods was. Open-ended questions were not used in the questionnaire.

All of the 14 closed-ended items of the questionnaire were correlated in 8 out of 11 characteristics of the power distance theory. One of the excluded characteristics regards teacher-parent relationships in a conflict situation. Although Hofstede includes the relationship as a power distance variable, in this research, it was excluded from the questionnaire. The participants in this research were university teachers, and there was little parental involvement in the university. Characteristics regarding source of knowledge, stress on impersonal truth or personal wisdom, and respect from students to their teacher or a teacher to the students are considered parts of both student-centered and teacher-centered education. Table 2 (Appendix I) shows which items of the rating scale in the questionnaire match with Hofstede's characteristics of large and small power distance societies.

The questionnaire was given to analyze a small power distance score. Some questions (No. 5, 6, 7, 8, 9, 10, 11 and 14) were reversed in order to avoid response set. Two questions, No. 15 and 16, were specifically based on the educational expectations that are suggested by Cortazzi (1990) as described above.

SPSS (SPSS, 2005), a comprehensive data analysis, was used to generate comparisons between the mean scores of the two groups via t-tests. The independent variables were the EFL foreign and Japanese teachers. Dependent variables were the scale score responses to the survey given to the EFL teachers. The mean values were used to identify perspectives the subjects had regarding power distance. The smaller the mean values were, the more likely the respondents were to have smaller power distance perspectives. The T-test was applied to evaluate differences between the power distance perspectives of the independent variables and to see the level of significance.

Results and Analysis

In general, a strong tendency towards small power distance is indicated by mean responses of less than 1.5; the responses showing a strong tendency towards a large power distance are larger than 2.5 (the mean scores are shown in Table 2). The only mean response which significantly indicates the foreign EFL teachers' small power distance perspectives is the response for the characteristic of criticism and contradiction from students (1.45).

Table 2

	Large Power Distance	Small Power Distance	Questionnaire #	Mean (Foreign)	Mean (Japanese)	
1	Student-centered education	Teacher-centered education	2, 3, 4, 5, 6, 7, 14	2.53	2.67	
2	Teacher expects students to initiate communication	Students expect teacher to initiate communication	5	2.62	2.67	
3	Teacher expect students to find their own paths	Students expect teacher to outline paths to follow	3, 6	3.35	3.22	

4	Students may speak up spontaneously in class	Students speak up in class only when invited by the teacher	5, 7	2.12	2.17	
5	Students allowed to contradict or criticize teacher	Teacher is never contradicted nor publicly criticized	8	1.49	1.87	
6	Effectiveness of learning related to amount of two-way communication in class	Effectiveness of learning related to excellence of the teacher	9	2.92	3.13	
7	Outside class, teachers are treated as equals	Respect for teachers is also shown outside class	10	3.17	2.67	
8	Younger teachers are more liked than older teachers	Older teachers are more respected than younger teachers	11	1.92	2.00	
9	There is not a gap between the things teachers are trying to teach and the things that students actually learn	There is a gap between the things teachers are trying to teach and the things that students actually learn	1	2.00	2.90	$t=3.26, p<.01$

Some results for foreign teachers showed their strong power distance viewpoint. Although Japanese teachers do feel that students should show respect toward teachers both in and out of the class, what is interesting is that the number of foreign teachers whose expectations for students to show respect toward their teachers in and out of the class was higher than expected, although the mean response for respect shown outside of class for teachers from both the foreign and Japanese teachers showed large power distance characteristics, 3.17 and 2.67 respectively. Another of the foreign teachers' perspectives which indicates large power distance is the strong relationship between the effectiveness of learning and excellence of the teacher (2.92). Japanese teachers' mean response also significantly leaned toward large power distance (3.13).

Moreover, two out of three of the preferred qualities that the foreign teachers enumerate were 'having knowledge to give to students' and 'being a role model for their students.' Both qualities are a part of large distance power perspectives and teacher-centered education. The mean response from both foreign and Japanese teachers also showed that teachers felt responsibility for informing students how to study for the specific goal of the class, 3.35 and 3.22 respectively. Teachers who saw their role in a classroom as a knowledge provider for their students and a demonstrator and/or a role model tended to run teacher-centered classes. These teachers tried to clearly demonstrate strict procedures for successfully completing tasks and solving problems. Their students are then able to do tasks and solve problems by utilizing the demonstrated methods. One of the typical activities practiced by such teachers is for students to repeatedly speak a model dialog given by their teacher and then do other tasks using the dialog.

The mean responses for questions No. 2 and 3 in the questionnaire were marked high by the Japanese teachers, 3.13 and 2.90.

The scores for the same questions marked by the foreign teachers, 2.92 and 3.08, also indicate that many Japanese and foreign teachers believe their students do not know what they want to learn and do not know how to study. These teachers do not have much confidence in students as effective learners. This lack of confidence in the students' ability to study might correlate with the teachers' strong belief that their teaching ability is a vital element for educating their 'incompetent learners'. Moreover, such lack of confidence does not lead to developing student autonomy. Finally, an average of all mean scores marked by neither Japanese teachers (2.43) nor foreign teachers (2.41) is within the range of apparent large power distance, both of the scores close to 2.5.

Contrarily, question No.16, listing three preferences for effective teaching methods, shows that the teachers, without regard to their cultural background, are inclined toward a student-centered education, one of the elements of small power distance. Two out of the three most effective ways of learning the teachers listed were students searching and finding information by themselves, and having discussions, which are teaching methods respecting students' autonomy. The third effective learning method the teachers mentioned was students solving problems provided by teachers. Moreover, both groups of subjects believed that students' self-realization of improvement is the best way for students to notice their improvement. As the least effective way of noticing improvement, both Japanese and foreign teachers selected grades. Respect for self-realization also indicates their belief in students' autonomy in education, which in turn, to a certain extent, indicates small power distance.

Employing a confidence level for the t-test at $p < 0.5$, no significant differences in power distance perspectives between the foreign and Japanese EFL teachers exist, in 8 sets of the power distance characteristics mentioned by Hofstede. There were also a trend towards a significant difference ($p < 0.1$) between the things a teacher is trying to teach and the things that students actually learn (question No.1). Japanese teachers feel slightly stronger anxiety or doubt over the gap between them and their students ($t = 3.26$, $p < 0.1$) than foreign teachers. This statistical result could indicate that Japanese teachers have reservations about the outcome of their classes. Unfortunately, the factors to which their reservations are ascribed are not revealed by this research. The factors could be attributed to differences in the types of classes Japanese and foreign teachers teach; although there are few exceptions, most Japanese teachers teach reading, listening, and introductory writing classes, whereas foreign teachers teach conversation, speech and advance writing classes. Another possible factor could be the teachers' cultural background. However, regardless of any possible explanations of the factors, such reservations do not positively affect student-centered education which requires mutual understanding between teachers and learners to be adaptable so as to meet the needs of a variety of students (Motschnig-Pitrik & Holzinger, 2002).

Conclusion

In contrast to Hofstede's assertion, it seems that there is no significant difference in power distance perspectives, between Japanese and foreign EFL teachers. Most Japanese teachers had some experiences in living and/or studying in foreign countries listed by Hofstede as being characterized by a small power distance. The average length of their overseas experience was 3.59 years. The foreign teachers who answered the questionnaire have lived in Japan for an average period of more than 16 years and have taught EFL for an average length of 13.50 years. By inference, many of the subject teachers are bicultural individuals, ranking high on the Bicultural Identity Integration scale (BII) (Haritatos and Benet-Martinez, 2002). The foreign teachers might have acculturated themselves to Japanese culture, and Japanese teachers have somewhat adapted to western ways of education. According to Haritatos and Benet-Martinez (2002), people high on BII tend to describe themselves as a member of plural cultures which are integrated without much conflict and discrepancy in their life.

It is interesting that results of this study show indications of both teachers' large and small power distance perspectives. Both Japanese and foreign teachers tend to provide many examples and model patterns which their students can easily follow to solve problems and complete tasks; this teacher-centered teaching method is prevalent in large power distance societies. However, the same people believe in student-centered education, small power distance perception, strong preference for discussion and students'

self-compilation of information and discussion. It is inferable that the teachers somehow combine teacher-centered and student-centered teaching methods, although this interpretation requires disambiguation.

One problem of this study is that the definition of "respect" was not clearly defined in the questionnaires used for the study. The definition could differ depending on cultural interpretations, and the difference might have affected some of the answers and the statistical results for the questionnaire. Because of the above mentioned inference and semantic problem of this study, further studies are needed. First, it is necessary to lead the inferences to an inexorable conducting qualitative and quantitative research. Moreover, understanding cultural differences in regards to interpretations of the word "respect" and correlation between the difference in the definitions and in-class dynamics should be clarified. Furthermore, much greater attention should be paid to cultural differences between foreign EFL teachers and Japanese EFL teachers if the differences are at the source of problems reported by students or university administrations. It should be remembered that most Japanese universities still hold large power distance perspectives, which may clash with the cultural perspectives of some of their teachers.

It is fruitless to determine whether large power distance is better than small power distance in education or vice versa. This research is conducted to take a part in ensuring the most comfortable working environment for both Japanese teachers and foreign teachers so that they can collaborate to develop effective and appropriate curriculum and classes for their students. I do not believe that simply adapting small power distance perspectives to the Japanese education system for the development of Japanese education is appropriate. What is vital is developing and seeking the most effective teaching methods and approaches which are appropriate for modern Japanese society, which is being more and more affected by globalization and internationalization.

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Appendix I

Table 1 Differences in Teacher/Student and Student/Student Interaction Related to the Power Distance Dimension

Small Power Distance	Large Power Distance
<ul style="list-style-type: none"> ● stress on impersonal "truth" which can in principle be obtained from any competent person ● a teacher should respect the independence of his/her students ● student-centered education (premium on initiative) ● teacher expects students to initiate communication ● teacher expects students to find their own paths ● students may speak up spontaneously in class ● students allowed to contradict or criticize teacher ● effectiveness of learning is related to amount of two-way communication in class ● outside class, teachers are treated as equals ● in teacher/student conflicts, parents are expected to side with the student ● younger teachers are more liked than older teachers 	<ul style="list-style-type: none"> ● stress on personal "wisdom" which is transferred in the relationship with particular teachers ● a teacher merits the respect of his/her students ● teacher-centered education (premium on order) ● students expect teacher to initiate communication ● students expect teacher to outline paths to follow ● students speak up in class only when invited by the teacher ● teacher is never contradicted nor publicly criticized ● effectiveness of learning related to excellence of the teacher ● respect for teachers is also shown outside class ● in teacher/student conflicts, parents are expected to side with the teacher ● older teachers are more respected than younger teachers

Appendix II (Questionnaire)

Age: _____ Gender: M / F Nationality: _____

Only for Foreign Teachers How long have you been Japan in (total)? _____ years _____ months

Only for Japanese Teachers

Have you lived overseas? How long (total)? _____ years _____ months. Where? ()

How many classes a week do you teach at Shinshu University? _____

How many years have you been teaching English? _____

❖ Please put a circle around your answer.

1: Strongly think/feel so 2: Think/Feel so 3. Do not think/ feel so 4. Definitely not think/ feel so

1	Do you think there is a gap between the things you are trying to teach and the things that students actually learn?	1	2	3	4
2	Do you think that most students know what they want to learn?	1	2	3	4
3	Do you think that most students know how to study effectively both in class and out of class?	1	2	3	4
4	Do you think the teacher's role should be a facilitator of learning rather than an information giver?	1	2	3	4
5	Do you think that teachers should control the topics students speak about and the length of time that they speak?	1	2	3	4
6	Do you think that teachers should inform students how to reach the goals of the class?	1	2	3	4
7	Do you think students should speak in class only when invited by teachers?	1	2	3	4
8	Do you feel comfortable when your students contradict and/or criticize your ideas?	1	2	3	4
9	Do you think that effective learning is related to the excellence of the teacher?	1	2	3	4
10	Do you think that teachers should be respected in and outside class?	1	2	3	4
11	Do you think older teachers should be respected more than younger teachers because of their experience?	1	2	3	4
12	Do you think your students respect older teachers more than younger teachers?	1	2	3	4
13	Do you think that your students prefer younger teachers more than older teachers?	1	2	3	4
14	Do you think teachers should make students do language drills?	1	2	3	4

15. Do you think your students like learning...(Rank the top three. 1 is the most preferable way for students.)

_____ by memorizing information? _____ by listening and taking notes? _____ by problem-solving?

_____ by reading and making notes? _____ by copying from the board? _____ by repeating what they hear?

_____ by doing language drills? _____ by doing free discussions with classmates?

_____ by getting information for themselves?

17. I, as a teacher, think that the most effective way for students to learn is...

(Rank the top three. 1 is the most effective.)

_____ by memorizing information _____ by listening and taking notes _____ by problem-solving

_____ by reading and making notes _____ by copying from the board _____ by repeating what they hear

_____ by doing language drills _____ by doing free discussions with classmates

_____ by getting information for themselves

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18. I, as a teacher, believe that students respect teachers...

_____ in class _____ outside class _____ Both in and out of class _____ not at all

19. What do you think is the best way for students to notice their English improvement? (Rank the following. 1 is the most important and 3 is the least important.)

_____ Students see their grades _____ Students hear from teachers that they are progressing

_____ Students realize that they can use English in tasks that they could not do before.

20. What type of teacher do you want to be? (Rank the top three. 1 is the most preferable way for students.)

_____ A teacher who is like a friend of students _____ A teacher who is like a leader of the class

_____ A teacher who is able to give knowledge to students _____ A teacher who respects students' autonomy

_____ A teacher who is a role model for students _____ An experienced teacher _____ A fun teacher