A CASE STUDY: THE STAGES OF ACCULTURATION
AS REFLECTED IN THE NONVERBAL BEHAVIOR
OF A JAPANESE MIDDLE-SCHOOL STUDENT

A Thesis

Presented in Partial Fulfillment of the Requirements
for the Degree Master of Arts in the
Graduate School of The Ohio State University

by

Michiko Matsumoto, B.A.

* * * * *

The Ohio State University

1991

Master's Examination Committee:

Dr. Keiko K. Samimy
Dr. Elizabeth Bernhardt

Approved by

Keiko Samimy
Advisor
College of Education
Dedication

Dedicated to my relatives, my brother's family, my mother, my husband, and the memory of my father.
Acknowledgements

I would first like to thank the teachers at Evergreen Middle School who welcomed me into their classrooms and spent time with me after class for interviews and questionnaires.

I also wish to thank the subject's parents for their time and interest. Hanako's mother provided a number of opportunities for me to gather information in a wide variety of settings outside of the school.

I thank Dr. Moore for providing me with a helpful article and words of encouragement. Also, thank you to Dr. Bernhardt for her support and time. And, a thank you to Mrs. Hughes for helping me in so many little ways.

For their encouragement and kindness which gave me the courage to see my studies through, I would like to express thanks to Dr. Khavari, Carol, Janet, Ms. Kasturi, Dora, Mr. and Mrs. Greenwald, Dr. Cobste, Mr. Ramamoorti, Mr. and Mrs. Matsubara, Ms. Minami, Ms. Ekida, Mr. Iwakata, Mr. Hanashiro, Ms. Dubetz, Dr. Tedrick, Mr. Shinagawa and Dr. Lai. A special thank you to Dr. F. Harada, whose wonderful ideas made my road easier. My heartfelt thanks go out to Mr. and Mrs. Mori, who
advised me to attend The Ohio State University and then provided help in making this a reality.

In Japan, I would like to thank Mr. and Mrs. Kawada, Ms. Tamura, Ms. Usuba, Mr. and Mrs. Koyano, and Mr. and Mrs. Tazuruhamma, Mrs. K. Kobayashi, Mr. & Mrs. Baba. Thank you to Kathleen and Katy for helping me draft my thesis at the beginning of my study. Also, thank you to Jodi for typing my thesis. And a sincere thank you to Natascha for helping me to edit my manuscript. I am very glad that I was able to share my research interests with her and begin a lifelong friendship while doing so.

In 1989, I took a culture course, taught by Dr. Keiko Samimy, which was to deepen my interest in nonverbal aspects of language learning and the resulting problems encountered by Japanese sojourners attending local schools. Later, Dr. Samimy would become my advisor, and I cannot adequately express my gratitude to her for sharing her expertise and knowledge with me. Her solicitude helped bring this study to fruition.
VITA

August 6, 1944......................... Born - Tokyo, Japan
1966 ................................. B.A., Aoyama Gakuin
University, Tokyo, Japan
1971-1974............................. English Instructor,
Arakawa Third Junior
High, Tokyo, Japan
1969-1981 ......................... Private English
Instructor, Tokyo, Japan

FIELD OF STUDY

Major field: Education
Foreign Language Education with an Emphasis in
Teaching English to Speakers of Other Languages
Studies in Foreign Language Methodology and Materials, Professor Charles R. Hancock.

Studies in Foreign Language Planning, Professor Elizabeth Bernhardt.


Studies in Foreign Language Testing, Professor Gilbert A. Jarvis.

Studies in Language and Culture in Education, Professor Amy Zaharlik.
TABLE OF CONTENTS

DEDICATION.................................................................ii
ACKNOWLEDGEMENTS....................................................iii
VITA.................................................................v
TABLE.................................................................24

CHAPTER                                   PAGE

I. INTRODUCTION.........................................................1

II. REVIEW OF LITERATURE.................................5
    Introduction....................................................5
    Defining Culture..............................................5
    Culture and Communication...............................7
    Acculturation and Second Language Acquisition.....8
    Communicative Competence.................................15
    Nonverbal Communication..................................19
    Definition...................................................19
    Nonverbal Acquisition--
        First Language.........................................20
    Function of Nonverbal Communication:
        Universal vs. Culture Specific.....................21
        Classification of Nonverbal Communication.....22

vii
Nonverbal Communication
in the classroom.................................24
Nonverbal Communication
in the Second Language Classroom............27
Japanese Children in American Schools:
The importance of Nonverbal
Communication........................................28
Japanese Nonverbal Communication:
Potential Sources for
Misunderstanding....................................29

III. METHODOLOGY.........................................................33
Subject.................................................................33
Design.................................................................35
Time Factor.........................................................37
Data Analysis.....................................................38
Expected Significance of the Work..................39

IV. RESULT OF ANALYSIS................................................40
Introduction.......................................................40
General Context..................................................41
ESL Class Context..............................................42
ESL Class Facial Expression...............................47

viii
APPENDICES

A. Teacher's questionnaire.................................123
B. Student's questionnaire.................................129
C. A brief summary of the nonverbal
   behavior in a chronological order.................133

BIBLIOGRAPHY..................................................138
CHAPTER I
INTRODUCTION

The present day U.S.-Japan relationship has been called "the single most important bilateral relationship in the world" (Tabuchi, 1989, p. 20). Mike Mansfield (1989), the American ambassador to Japan between 1978-1989, states, "now standing on the threshold of the century of the Pacific, we find our national destinies, Japanese and American, more intertwined than ever before" (p. 14). The destinies of the two nations have, according to Frost (1987) "... become so closely intertwined that forced separation would be wrenching and probably impossible... they are in it for good, so to speak, thrown together for richer or for poorer" (p. xi). This important relationship between the United States and Japan is realized on a very personal level by the many children who come to the United States with their fathers who will be participating in various manifestations of United States-Japan partnership. These children are suddenly transplanted from the Japanese school into the American system. Little is yet known of what happens to them when they try to live and learn according to the ways of the American people.
Currently there are more than 450 Japanese families living and working in suburban areas of Ohio. Upon arrival in the United States, the children of these Japanese nationals attend local schools, often entering the American classroom with little or no previous knowledge of American language and culture. Some studies have been conducted which examine various aspects of the problems these students face. Koizumi (1988), for instance, has concentrated on studying Japanese students' nonverbal behavior in order to investigate their acculturation process in the United States which takes place mostly in schools. She has commented on the large number of Japanese students who are labeled as inactive non-participants by their American teachers because of their nonverbal behavior such as avoiding eye contact, maintaining a respectful silence, and keeping what the teachers perceive as inappropriate psychological as well as physical distance from the teacher. American teachers often expect eye contact, participation, and more closeness from students. These differences between the American and Japanese in nonverbal behavior may result in misunderstandings in classroom relationships between American teachers and Japanese children. The American teacher may consciously or unconsciously assign negative
values to these types of behavior and consequently have low expectations for the Japanese students and, in some cases, even be offended by them. As the number of Japanese families increases in local school communities, it is becoming increasingly important to identify the salient differences between American and Japanese nonverbal communication. Awareness of these differences would help to eliminate possible misunderstanding between American teachers and Japanese students as acculturation takes place.

Perhaps one of the most difficult components of the acculturation process is learning the second language. There have been numerous research projects conducted in attempts to better understand ways in which non-native speakers acquire a second language. However, there are very few studies conducted which examine how nonverbal aspects of a second language are acquired by non-native speakers (Neu, 1990). In the past three years, major professional journals in second language acquisition, such as TESOL Quarterly, Modern Language Journal, and Language Learning have published no articles dealing with nonverbal aspects of the second language acquisition process. In order to communicate effectively in a second language, one must rely on both verbal and nonverbal means. In fact, these two
means must complement each other. In other words, learners' ability to utilize both verbal and nonverbal aspects of a second language is a critical component in successful communication. Therefore, more research is needed on the acquisition of nonverbal behavior in the fields of second language learning and teaching. The present study explored the nonverbal acquisition process of a Japanese student as she went through the stages of acculturation in the United States. Furthermore, the study aimed to ascertain some systematic changes in the Japanese student's nonverbal behaviors in both the target language and her native language, Japanese. The study also attempted to relate the changes in her nonverbal behavior to the changes in her perception, attitudes, and proficiency in the target language to determine whether specific nonverbal behavior and cognitive-affective traits would coincide with distinct phases of acculturation.
CHAPTER II
Review of Literature

Introduction

Because nonverbal communication (NVC) is so closely related to culture, this literature review begins with the definition of culture and an explanation of the link that communication has with culture. It continues with second language (L2) learning and L2 culture learning and the acculturation process of L2 learners. The next part deals with communicative competence and, in particular, strategic competence including use of NVC. Furthermore, the nature of NVC will be examined and the differences between Japanese and American NVC will be discussed.

Defining Culture

In order to understand more clearly how Japanese children adapt to a new culture, culture must first be
defined. Many different definitions of culture have been suggested. Brown (1987) defines culture as "a way of life" (p. 122). Tylor (1971) considers culture in its wide ethnographic sense as that complex whole which includes knowledge, belief, art, morals, laws, customs and any other capabilities and habits acquired by a person as a member of society. Both Brown and Tylor emphasize the importance of culture as an integral part of human life. Hall (1959), on the other hand, regards culture as communication and communication as culture. Benedict (1944) defines culture as "what binds men together" (cited in Damen, 1986, p. 27). These latter researchers focus on the social notion of culture.

The above definitions suggest that scholars and researchers look at the definition of culture from two fundamental perspectives: as a context and as a system. Brown (1987) asserts that culture is the collective identity of which each of us is a part and describes it as the defining context within which people interact with each other from a sociological viewpoint. On the other hand, Larson and Smalley (1972) state that culture is a system and describe it as a "blueprint" that guides people's lives. Similarly, Condon (1973) describes culture as a "system of
integrated patterns most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions" (p. 17). Thus, the components of culture are the "strings" which guide human behavior. Although it is not always a universal reality, culture provides a common framework or reference for the members of a given society.

Culture and Communication

The research in the fields of anthropology, sociology, psychology and intercultural communication has brought a "kaleidoscopic approach" to the understanding of the concept of culture (Damen, 1987). An anthropologist such as Hall (1959) has stressed the importance of communication as a means of conveying cultural patterns, beliefs, and values. He regards culture and communication as two sides of the same coin. Samovar, Porter, and Jain (1981) emphasize the element of perception as a process interwoven with cultural implications. They state that "cultural similarity in perception makes the sharing of meaning possible... Communication is culture" (p. 136). A psycholinguistic perspective is presented by Gudykunst and Kim (1984), who
focus on culture's role in assignment of meaning by the
communicators. Harris and Moran (1979) accentuate the
importance of the primacy of communication. They state that
"culture is the unique life style of a particular group of
people...culture is also communicative knowledge, learned
behavioral traits that are shared by participants in a
social group and manifested in their institutions and
artifacts" (p. 57). Contributions from diverse fields have
added to our knowledge about culture and communication. It
is this diversity which accounts for the differences in
perspective described here.

In summary, despite the different interpretations of
culture, it is generally agreed that there is a connection
between culture and language or communication. The goal of
most language teaching is to promote the ability to use
language within a culture, accordingly the teaching of
culture becomes important.

Acculturation and Second Language Acquisition

Acculturation is the process of adapting to a new
culture. It involves developing an understanding of the
beliefs and emotions of the target culture, as well as the
systems of thought and communication. Schumann (1978)
defines acculturation as "the social and psychological integration of learners with the target group" (p. 29). Similarly, Damen (1987) stresses that fact that the acculturation process is an individual one connected with adjustment to non-native cultural patterns. Acculturation processes can vary widely among individuals. The adjustment process has been classified into stages by four researchers.

First, Brown (1980) describes four stages of acculturation: (1) initial excitement and euphoria; (2) culture shock, which leads to feelings of estrangement and hostility towards the target culture; (3) culture stress, which involves a gradual and vacillating recovery; and (4) assimilation or adaptation to the new culture. Brown thinks of these stages as being successive in nature and emphasizes the varying psychological responses connected to these stages of acculturation.

Second, Acton and Felix (1986) use different terms for the stages of acculturation: (1) tourist, which entails some degree of culture shock resulting from an unsophisticated, superficial understanding of the target language and culture; (2) survivor, at which efforts are made to learn the target language, to understand the culture, and to gain the minimal level needed to achieve "survivor" competence;
(3) immigrant, which involves considerable exposure to and understanding of the target culture during an extended period of time living and working in that target culture; and finally (4) citizen, at which a nativelike command of the language and its associated nonverbal behavior is realized.

Third, Farkas (1983) has explored the four stages of cross-cultural transition of Japanese sojourners in American schools. This qualitative study will be discussed in more detail below. Farkas' (1983) work is particularly suited to the current study on two counts: (1) it deals specifically with Japanese sojourners in American schools, and (2) it is an objective model that stresses stages of acculturation at a more fundamental level. The four stages are: (1) alienation, (2) marginality, (3) accommodation, and (4) transculturation. These stages are conceptually laid out as follows:

The first stage: Alienation

This is the period when Japanese students show a keen interest in their new environment. There is a sense of excitement and exhilaration brought on by various new experiences and by the sudden change in environment.
The students, however, may also have negative feelings of depression and failure, which cause many worries and fears.

The second stage: Marginality

Problems with the target language and the consequent frustration are serious. However, this is also the period when students show a sense of relief and begin feeling comfortable as they grow familiar with their surroundings.

The third stage: Accomodation

This is the period when students show a "sense of settling in, identification, and belonging". They progress both socially and linguistically and have the ability to adapt and change.

The fourth stage: Transculturation

This is the final period when students develop "biculturalism and bilingualism". They have the ability to be sensitive to and follow the social and cultural norms of the culture with ease and grace.

During the first stage, alienation, Japanese students worry little about mastering English. Learning English becomes a secondary concern in the wake of a sense of excitement and exhilaration brought on by environmental
change and the novel experiences encountered. On the other hand, desperate attempts to cope with severe exhaustion and fatigue, as well as stress and anxiety, compel the student to become more concerned with "survival and discovery" than with learning language.

During the second stage, marginality, students' communication skills gradually improve as they become familiar with their surroundings and daily routines. In addition, the students make efforts to communicate with their teachers and peers through nonverbal signals such as facial expressions and gestures. The students come to realize that personal efforts are very critical in overcoming the language barriers. During this stage, they become more concerned with acquiring English although they still experience grief, homesickness, and yearning for their previous life in Japan.

During the third stage, accommodation, the students make linguistic and cultural improvements which allow them to participate in social and school events. Although second language acquisition (SLA) is slow, it continues through this stage. Students are concerned with becoming more "Americanized". Gradually, students discover that they wish
to stay in the United States and that they are apprehensive about their impending return to Japan.

During the fourth stage, transculturation, the students are not only able to speak both their native language and the target language, but they are also able to master the "subtle social and cultural norms" (Farkas, 1983) within the appropriate contexts of a variety of settings. Farkas (1983) states that each student passes through each stage differently. In summary, these four stages that each student passes through form a framework that is very important in understanding how Japanese sojourners adjust to a new culture and for tracing the progressive acquisition of the target language by individual students.

In order to understand how students progress through different stages of acculturation, the concept of social distance should be examined. Schumann (1978) examines the influences of social distance on culture learning in SLA. The central claim of the Acculturation Model is:

...second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language (Schumann, 1978: p.34).

He describes hypothetically "good" and "bad" language learning environments by using qualitative factors such as
dominance, integration patterns, cohesiveness, congruence, attitudes, and length of residence. He hypothesizes that (a) if the social distance between two cultures is great, the learners will encounter difficulty in learning the L2, whereas, (b) if the social distance between the cultures is small, the language learning situation will be better. Social distance is considered to be an important factor in the degree of learners' acculturation and SLA.

One of the difficulties in Schumann's Acculturation Model is the measurement of actual social distance. To remedy this weakness, Acton (1979) devised a measure of perceived social distance—the Professed Difference in Attitude Questionnaire (PDAQ). According to Acton, it is learners' perception of the target culture which has more direct relevance to L2 acquisition than the "objective" social distances Schumann has hypothesized. Acton discovered that there was an optimal perceived social distance which characterized good language learners; in other words, good language learners kept some distance between themselves and both the target and the native cultures.
Cultural Knowledge and Communicative Competence

Languages are created for the purpose of communication within a culture. Effective communication, therefore, can only be carried out when the interlocutors have a clear understanding of the cultural background of the language. Stressing the significance of the sociocultural setting in language interactions, Hymes (1971) challenged Chomsky's limited view of linguistic competence, which is concerned primarily with "an ideal speaker-listener, in a completely homogeneous speech community, who knows the language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance" (1965, P. 3). Hymes (1971) asserts that linguistic competence needs to be complemented with communicative competence, which integrates a theory of communication and culture. In other words, Hymes' theory of communicative competence includes not only grammatical competence, sociolinguistic competence, and discourse competence, but also strategic competence (Canale and Swain, 1980).
Savignon (1972) defines communicative competence as "the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic" (p. 22). Success in communication depends on how individuals are motivated to utilize the foreign language, the lexical and syntactical items, and their knowledge of the paralinguistic and kinesic communication (Savignon, 1972).

There are four components of communicative competence according to the theoretical framework developed by Canale and Swain (1980). They are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. A person demonstrates grammatical competence by using a rule, not by stating a rule. Discourse competence is the ability to interpret a series of sentences or utterances to form a meaningful whole in relation to a given context. Success is dependent on the knowledge shared by the writer/speaker and the reader/hearer, the knowledge of
the real world, of the linguistic code, of the discourse structure, and of the social setting. Sociolinguistics is an interdisciplinary field of inquiry having to do with the social rules of language use. Sociolinguistic competence requires an understanding of certain sociocultural rules of appropriateness, namely of the roles of the participants, the information they share, and the function of the interaction. Native speakers have an intuitive feeling for these implicit rules and apply this knowledge in different situations to communicate successfully.

Nonverbal communication (NVC) skills can be included in sociolinguistic competence. The use of space, eye, and body movements, for example, and the meanings attached differ dramatically from one culture to the other. Birdwhistle (1974) estimates that only 30 to 35 percent of the social meaning of an interaction is carried by words. NVC patterns include (a) proxemics, which is the role of distance and space in communication, (b) kinesics, which is communication through body movements such as gesture, eye contact, and facial expressions, (c) artifacts, which are objects through which communication takes place, and (d) paralanguage, which includes all nonverbal cues surrounding common speech behavior such as silence, sighing, laughing, screaming, and
hesitating (Fitch, 1985). According to Argyle (1975), human beings primarily use nonverbal behavior when they are trying to communicate under the following circumstances: (1) expressing emotion, (2) conveying interpersonal attitudes (like/dislike, dominance/submission, etc.), (3) presenting one's personality to others, and (4) accompanying speech for the purpose of meaning, term-taking, feedback, attention, etc." (Knapp, 1978, p. 21). Nonverbal behavior functions in many ways. It may repeat, contradict, substitute for, complement, and accent or regulate verbal behavior (Knapp, 1978, p. 119). Thus, sociolinguistic competence depends upon the ability to interpret the sociocultural aspects of behavior (both verbal and nonverbal) which human beings use in their daily lives for communication within a culture. This understanding is vital to effective communication between members of different cultures.

Strategic competence compensates for incomplete knowledge of the rules or the misapplication of the rules of communication in a particular setting (Savignon, 1983). In situations where knowledge of verbal language is severely limited, persons rely even more heavily on nonverbal aspects of communication as a source of meaning. Strategies commonly used to sustain communication include paraphrase,
circumlocution, repetition, hesitation, avoidance, and guessing. According to Savignon (1972), these strategies resemble coping or survival strategies. Strategic competence helps to maintain the flow of communication between listener and speaker especially in situations when the sociolinguistic skills of the listener are not up to par. Many nonverbal behaviors are employed when verbal communication breaks down. Both native and non-native speakers use strategies in order to cope with their limitations of knowledge in a certain environment. The effective use of coping strategies is, therefore, an essential component in communicative competence. NVC supports the verbal interaction and describes all human communicative events which transcend spoken or written words. Therefore, NVC should be considered as a component of the total communication process.

**Nonverbal Communication**

**Definition**

Nonverbal communication (NVC) should not be viewed as standing in opposition to verbal communication. Several researchers define it as "communication without words" (Dunning, 1971; Koch, 1971; Galloway, 1971; Hall, 1973;
Rosenthal, 1974; Birdwhistle, 1978; Schlesilinger, 1978). Hall (1959) adds to the definition by describing this "silent language" as an "elaborate patterning of behavior which prescribes our handling of time, our special relationships, and our attitudes towards work, play, and learning" (p. xiv). Damen (1987) argues that NVC is not only limited to silent communication, but includes intonation, stress, and tone of voice. Damen goes further to assert that NVC is "mankind's most fundamental and pervasive means of communication and is the language we use when words aren't enough" (p. 156). Knapp (1978) comments upon physical appearance and dress and explores the effects of touching behavior. The body is also a means of sending messages. According to Vargas (1984), physical factors such as sex and skin coloration can send nonverbal messages.

Nonverbal Acquisition—First Language

Generally, human beings learn NVC soon after birth. They practice and refine it in their daily lives and they can communicate nonverbally even before language emerges. They learn more nonverbal expressions than verbal by watching and imitating (Longfellow, 1971). Compared with adults, children learn nonverbal cues faster because of
limitations in verbal skill (Koch, 1971; Koch & Rickman, 1977). Children at about one year of age communicate with their friends or adults nonverbally by using gesture, eye contact, distance, touch, intonation patterns, vocalization, and smiles (Rom & Bliss, 1983). The acquisition of verbal skills does not inhibit NVC, instead, both verbal and nonverbal messages are interwoven in the total communication process (Wood, 1976). There are different ways of acquiring nonverbal behavior in both the mother language and L2: (1) by watching and imitating; (2) by receiving corrections in response to "mistakes", and (3) through explicit instruction from a teacher.

Functions of Nonverbal Communication: Universal vs. Culture Specific

There are two basic perspectives on the functions of nonverbal communication. The proponents of the universal perspective assert that there are common ways among human beings to express basic emotions (Darwin, 1872; Ekman, 1975). In other words, facial expressions of fear, happiness, surprise, anger, sadness, and disgust are universal. These nonverbal behaviors are innate and related to human physiology (Pennycook, 1985). However, the
proponents of the culture-specific perspective argue that nonverbal behaviors such as a smile, a sigh of happiness, and a furrowed brow of anger or concern are not universal. These kinds of emotional expression vary cross-culturally (Damen, 1978; Wolfgang, 1979). In other words, the specific degrees of these emotions as they are revealed are subject to cultural, situational, and individual variation. Birdwhistle (1970) asserts that "we have found no gesture or body motion which has the same social meaning in all societies..., there is no body motion or gesture that can be regarded as a universal symbol" (p. 81).

To summarize the two views, the functions of NVC behavior seem to be universal in nature, but the meanings associated with a particular behavior may be culture-specific.

Classification of Nonverbal Communication

The most prolific researchers in this domain are Knapp (1978), Morain (1978), and Damen (1987). Their approaches to the study of NVC are summarized below. (see figure I)

As depicted in figure I, it is possible to collapse the different approaches in order to use a common standard for evaluation. Among these researchers, Knapp provides the
most comprehensive breakdown of categories by including both
clothing and paralanguage, which are not included in the
categories of Damen and Morain.
## Categories of Nonverbal Communication

<table>
<thead>
<tr>
<th>Body Motion &amp; Kinesic Behavior</th>
<th>Physical Characteristics</th>
<th>Paralanguage</th>
<th>Touching Behavior</th>
<th>Proxemics</th>
<th>Artifacts</th>
<th>Environmental Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNAPP</td>
<td>KNAPP</td>
<td>KNAPP</td>
<td>KNAPP</td>
<td>KNAPP</td>
<td>KNAPP</td>
<td>KNAPP</td>
</tr>
<tr>
<td>MORAIN</td>
<td>MORAIN</td>
<td>DAMEN</td>
<td>DAMEN</td>
<td>MORAIN</td>
<td>MORAIN</td>
<td>(under object language)</td>
</tr>
<tr>
<td>DAMEN</td>
<td>DAMEN</td>
<td>(under body language)</td>
<td>(under body language)</td>
<td>DAMEN</td>
<td>(under proxemics)</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1*
Nonverbal Communication in the Classroom

Traditionally, NVC has been investigated in the fields of anthropology, sociology, psychology, biology, and ecology. More recently, however, educators have recognized the fact that NVC is a very strong carrier of meaning and emotion; its use or misuse can influence interaction between teachers and students in the classroom. For example, subtle nonverbal cues in the classroom can sometimes have a dramatic impact on teacher and student (Rosenthal & Jacobson, 1968). Knapp (1978) considers the classroom to be a "mine of nonverbal behavior" (p. 33).

The teacher and the student in a classroom constantly send and receive nonverbal cues to each other, consciously or unconsciously, many times in a day (Schneider, 1971; Morain, 1978). Grant and Hennings (1971) contend that 82 percent of teacher messages are nonverbal, while only 18 percent are verbal. Nonverbal elements encompass communication between teacher and student involving encouragement, criticism, listening, and questioning. Here are some instances of nonverbal cues in the classroom (adapted from Knapp, 1978):
A. Student response:

a. frantic hand-raising by a student who is confident he/she has the correct answer:

b. approach-avoidance by the student who does not know the answer and tries to avert eye contact with the teacher to avoid being called upon.

B. Student appearance: The effect of student clothing and posture on instruction.

C. Facial expression: Teachers gestures and tone of voice are frequently used to communicate disapproval or perhaps encouragement.

D. Verbal-nonverbal inconsistency:

a. a teacher who requests students' questioning and criticism, but whose nonverbal actions make it clear he/she will not be receptive, is an illustration of the "you cannot communicate" syndrome (Koch, 1971).

b. a teacher who announces he/she has plenty of time for student conferences, but whose fidgeting and glancing at a watch suggest otherwise.
E. Overt NV messages:
   a. a teacher's trust of students is sometimes indicated by arrangement of seating and monitoring behavior during examinations.

F. Covert NV messages:
   a. the variety of techniques used by students when they wish to make dozing appear to be studying or listening.

Clearly, nonverbal behavior is a powerful communication channel which cannot be emphasized enough. Although the last three decades have seen the mushrooming of research of NVC in the academic environment (Hall, 1959, 1965; Birdwhistle, 1974, 1978; Barnlund, 1975; Argyle, 1975; Mehrabian, 1981) limited research has been conducted in the second language classrooms.

Nonverbal Communication in the Second Language Classroom

Teachers in all areas of education, including second language education, are responsible for acknowledging the role of nonverbal behavior in academic settings (Huelsman, 1988). Savignon (1976) believes that second language
acquisition may be impeded by teachers' attitudes and feelings. Similarly, Huelsman (1988) states "we have to deal convincingly with the feelings of classroom teachers to determine which obstacles will lie in the way of creating the kinds of learning environments which would be most helpful to our students" (p. 26). Huelsman (1988) further emphasizes that the teacher's nonverbal behavior in the second language classroom must be carefully examined because feelings and emotions are often conveyed through nonverbal behavior.

**Japanese Children in American Schools: The Importance of Nonverbal Communication**

As stated earlier, there has been an influx of Japanese school-age children in central Ohio within the past several years. Japanese children with limited English proficiency encounter cross-cultural misunderstandings. This is compounded by their lack of knowledge about appropriate nonverbal behavior in American classrooms. Specific Japanese nonverbal behaviors have the potential to cause misunderstanding, and these will be discussed in the following section.
Japanese Nonverbal Communication: Potential Sources for Misunderstanding

Brooks and Woolfolk (1985) have stressed the importance of nonverbal behavior in the American classroom. They conclude that American teachers respond more positively to students who give positive nonverbal messages, evaluate them more highly, and regard them as higher achievers. High-expectation students are given more material, more verbal and nonverbal opportunities to respond, and more teacher attention and feedback. Conversely, low-expectation students are called on less often, paid less attention to, and given less time to answer.

Eye contact is a common source of misinterpretation. In American schools, "establishing and maintaining direct eye contact with the teacher is considered positive, while avoiding eye contact is interpreted as a sign of dishonesty or a desire to get away" (Soudek & Soudek, 1985, p. 111). In Japan, avoidance of eye contact is considered proper social behavior. Limiting the amount of eye contact is a behavior which has been retained from a long-held custom originating in the Japanese feudal period when eye contact was considered arrogant. Even today, Ishii (1987) asserts, "Japanese culture is a relatively non-eye-contact culture".
It is perhaps the fact that many Japanese repress their emotions that makes it difficult at times for Americans to read Japanese facial expressions.

Another source for misunderstanding is the use of space. Hall (1956) states that "spatial changes give a tone to a communication, accent it, and at times even override the spoken word. The flow and shift of distance between people as they interact with each other is part and parcel of the communication process" (p. 180). Hall (1959) mentions situations in which the overt act of a foreigner is viewed through one's own ethnocentric lens. In Japan, physical distance is modified in a highly prescribed and predictable manner depending upon the status of the communicating participants. In a traditional hierarchical society such as Japan, each individual learns his/her place early in life and develops the attitudes and behaviors appropriate to his/her societal status and role (Bannai, 1980; Koizumi, 1988).

In Japanese classrooms, there is a prescribed physical and psychological space between the students and the teachers. Violation of this space by the students, who occupy a lower status than the teacher, is considered not only impolite and rude, but also totally unacceptable by the
society. In American classrooms, on the other hand, the rules for use of psychological and physical space are much more flexible. There are constant negotiations between the teacher and the students depending on the time, occasion, and context. However, most Japanese do not see confrontation as being desirable. This is not to say that the respectful silence which results should be interpreted as evasiveness on the part of the Japanese student. Koizumi (1988) comments on the large number of Japanese students labeled as "inactive non-participants" by their American teachers. At times, the American teacher will, consciously or unconsciously, assign negative values to the children's nonverbal behaviors and consequently regard the Japanese child with low expectations (Brooks & Woolfolk, 1985). This demonstrates that the high value placed on silence in Japanese culture is easily misinterpreted when viewed with American cultural assumptions in mind.

In summary, researchers have indicated that nonverbal behavior is relied upon more heavily than verbal expression in communicating with others. When the spoken word contradicts the accompanying gesture, it is the gesture that conveys one's true feelings. In other words, actions do not lie. Teachers use students' nonverbal behavior in part to
set expectations. Brooks and Woolfolk (1985) bring attention to the fact that these expectations incur different treatment of the students in the classroom. Teachers assign both positive and negative values based upon the amount of eye contact, physical and psychological distance, and silence. In addition, the teacher's feelings and emotions are often conveyed through nonverbal behaviors as well. Students from Japan are more sensitive to these nonverbal cues than their American classmates. Japanese behavior in social situations, such as in school, is predictable in that it does not rely heavily on verbal expressions. However, it is often the case that Americans in social settings do expect people to express themselves in verbal form. When the American teacher uses an American cultural perspective to interpret nonverbal behavior exhibited by Japanese students, misunderstandings are bound to occur. In the classroom, the Japanese student expects the teacher to be sensitive to his/her nonverbal cues. The teacher who is unaware of these silent pleas and of how to respond to them is further bound to experience frustration. Therefore, it is imperative for the classroom teacher who instructs Japanese students to recognize the importance of nonverbal behavior as an available means of communication.
CHAPTER III
METHODOLOGY

The present study is a case study of a Japanese middle-
school student conducted over the period of one year. By
observing the newly arrived student in an American school
setting, the study attempted to document one example of the
acculturation process, in particular, the nonverbal
behaviors of a Japanese student. This documentation is
unique and provides valuable information and insights into
the acculturation process.

Subject

Hanako, the subject, was twelve years old when the
observation began in October, 1989. She arrived in the
United States at the end of August, 1989 and currently
attends Evergreen middle school. She is an only child.
Before Hanako came to the United States, she studied English
weekly at a private after-school (Juku) for about two years.
At the beginning of the observation period Hanako was in the 7th grade and was taking classes in mathematics, science, social science, and physical education in addition to the two daily ESL classes. She also elected to take four semester-long courses, which were home economics, computer, art, and industrial technology. Later, she joined the music club and played the clarinet in the school band. This desire required her to study the clarinet privately with an American for six months. Presently, she regularly attends the after-school English classes offered by her father's company. She also studies English at home with an American tutor twice a week. On Saturdays, she goes to the Japanese Language School from nine in the morning to three in the afternoon. In addition, Hanako is studying mathematics through a course offered by Kumon, a private Japanese correspondence school. Hanako's father, in his forties, works for one of the Japanese automobile plants in Ohio. He studies English at home with a tutor once a week over the weekend. Her mother, also in her forties, is a homemaker with limited proficiency in English. She studies English by attending English classes three times a week and is also taking a private lesson at home from an American tutor. Hanako's mother devotes much time to helping
her only daughter and will stay up until midnight to help her with her schoolwork.

Hanako's family expects to stay in the United States for about five years (average length of stay for the employees of the father's company). They are planning to return to Japan when the transfer order comes from the company. Hanako is entertaining a hope, however, to go on to an American university.

The researcher chose Hanako as a subject for two main reasons. First, it was important to observe the subject from the very beginning of the acculturation process, and Hanako had just arrived at the time the researcher was ready to start the observation. Second, her age offered a unique opportunity to observe an adolescent. Farkas (1983) observed the Japanese young child's acculturation process; all her subjects were at the elementary school age. Thus, the data from observing an adolescent promised to be new and valuable. The researcher contacted Hanako's family personally. Hanako's initial reaction was not enthusiastic and she was rather hesitant to be observed. After the researcher explained the goals and procedures of the observation, however, Hanako agreed to participate in the research project.
Design and Instrumentation

A case study approach was chosen because of the exploratory and qualitative nature of this study. In education, case studies are typically conducted to determine the background, environment, and characteristics of subjects under study. The primary purpose of a case study is "to determine the relationships among the factors that have resulted in the current behavior or status of the subject of the study" (Gray, 1987, p. 207). Yin (1981) defines a case study as "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 7). In this study, the relationship of NVC to language proficiency, acculturation, and cognitive-affective factors was examined as holistically as possible.

The instrumentation of the study included observations, interviews, and questionnaires conducted by the researcher. The observation was conducted in four different environments: the ESL class, science class, mathematics class, and home. The criteria of the observation were adapted from Spradely (1980) which consist of the following: (1) Space: physical place, (2) Actor: people involved,
(3) Acting: a set of related acts, (4) Act (contact): single actions that people do, (5) Object: physical things that are present, (6) Event: a set of related activities people do, (7) Time: The sequencing that takes place, and (8) Feeling: emotions/expressions that people express. Both the observation and the interviews were tape-recorded whenever appropriate and transcribed.

Interviewing the student, her mother, and her two middle school teachers validated the data obtained through the observation. These interviews focused on the subject's underlying psychological and emotional states as observed and perceived by each interviewee.

**Time factors**

The observation phase of the case study took place from October, 1989 to October, 1990, a twelve-month period. During this period, the researcher observed the Japanese student's behavior twice a month. Her nonverbal behavior in school was the focus of these observations.

The classes observed were an ESL class and a science class on the same day. Her ESL middle school teacher was interviewed at the middle of the study and asked to answer a questionnaire at the end of the study.
Her science and mathematics teachers were also asked to fill out a questionnaire at the middle and at the end of the study respectively. Furthermore, the researcher periodically interviewed the subject's mother at home throughout the course of the study. The interviews were helpful in providing clarification of the subject's emotional states and behavior at several junctures.

**Data analysis**

The majority of data for the study was obtained from the observation records made by the researcher in three instructional contexts: ESL class, science class, and mathematics class. The secondary data was obtained from interviews, questionnaires, and school records from the American school as well as from the school the student attended in Japan. The school record from Japan was especially helpful in determining some of her personality traits, such as confidence, willingness to participate, and ability to take risks.

The data analysis was first done by transcribing the observation records chronologically according to the NVC categories: facial expression; kinetics; interaction between the teacher and the subject; and interaction between other
students and the subject. Then, in each category, data was analyzed to discover the existence of any developmental patterns. Finally, using all of the observation data, taking into consideration the information obtained from interviews as well as the secondary data, the study aimed at portraying the NVC development process of the subject.

Expected significance of the work

It is hoped that this study will provide valuable and new insights into nonverbal behavior, which is an important aspect in the acculturation process of the Japanese student coping with an American school system. The obtained data may prove useful not only for the Japanese families living in the United States, but also for American teachers who help Japanese students adjust to a new cultural environment. Basic information about these children's acculturation process and nonverbal behaviors was urgently needed, and this study was an effort to gain new insights into this vital area.
CHAPTER IV
RESULT AND ANALYSIS

Introduction

In this chapter, the observation data are presented in the following manner: general context, context, categorization, and summary of the ESL, science, and mathematics classes respectively. The description follows the criteria proposed by Spradely (1980): Space, Object, Time, Actor, Acting, and Act, and also special considerations for that day. Following the date and brief comments on the events of each observation session, the raw observation data are presented according to the NVC categories--facial expression, kinesics (body language), interaction between Hanako and teacher, interaction between Hanako and other students. Each category is followed by a brief summary of the day's observation. An analysis and discussion follows the presentation of all the data.
General Background Information

Detailed information was obtained in an interview with an administrator at Evergreen Middle School. Hanako's middle school was described as a middle-class school; whereas the other middle school in the system was described as being upper-middle-class.

The ethnic makeup of the school is shown below:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>608</td>
<td>606</td>
<td>1,186</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>80</td>
<td>74</td>
<td>154</td>
</tr>
</tbody>
</table>

*approximately 75% (115) of the Asian students are Japanese; 50% of the children come from single-parent homes.

Hanako's middle school employs a full-time bilingual aide; however, she must shuttle between buildings within the district. As a result, she is only available at Evergreen Middle School twice a week.
The administrator cited a concern with the lack of communication between the school faculty and the Japanese parents. Interpreters must always be called in to assist with registration procedures. The administrator suggested that faculty be required to attend in-service sessions which expose them to Japanese culture. Misunderstandings of a nonverbal nature were not considered a factor with the children; however, the administrator did consider them to be a factor with the adults.

In an interview with one of the librarians, a contrasting opinion was offered. Misunderstanding resulting from the behavior of Japanese students was cited as a concern. She viewed the quiet, reserved behavior of the Japanese students in the library as "fear" and expressed the opinion that she was not free to be herself: "I don't want them to be scared of me".

**ESL Class Context**

The ESL class was held in a spacious room, made more so by the fact that there were only five to seven students in attendance. The room was windowless. There were two chalkboards. The floor was carpeted and the walls were hung with two world maps, a map of the United States, and posters.
of Japanese singers and American singers were added. The students' desks were attached to chairs and arranged to face each other. Later, the desks were rearranged into rows that faced the board, which left the teacher's desk behind the students at what was now the back of the room. There was also a computer in the classroom. In one corner of the room was an area in which students could sit down to read for enjoyment. Some of the books available included Snoopy cartoons, Nancy Drew mysteries, and various teen novels. There was also a Robo Cop poster on the wall by the bookrack, which stood behind a comfortable cloth sitting cushion. In addition, a large conference table was placed along one wall, and could easily have accommodated the students in Hanako's class. An American flag hung prominently by the entrance door. Near the clock were hung three small posters with "The Pledge to the Flag", the texts of the songs "America" and "The Star-spangled Banner".

While Hanako was in seventh grade, the ESL class met five days a week from 10:30 a.m. to 11:15 a.m. (third period). At the bell, the teacher would begin class by returning the previous day's homework, tests, and quizzes. It was not observed that greetings were voiced by either the teacher or the students before proceeding with the day's
lesson. The homework assignment was written on the board by the teacher. Class would end with an explanation of the homework assignment and a brief preview of the next lesson. Again, no good-byes were observed. The reason given was the short time available to change classes (three minutes). Communication between the researcher and the teacher was also hindered by this time constraint. The researcher is a Japanese national who has been studying in the U.S. for four years. Mrs. Brown, the American teacher, has seven years of ESL experience at various levels in California, Alabama, and Ohio. The subject, Hanako, was a thirteen-year old Japanese girl newly arrived in Ohio. At the beginning, there were four classmates in this study. During this study, the number of students changed from class to class.

In assessing student progress, the teacher made use of 1) the CAT, California Achievement Test, given yearly; 2) a Language Assessment Scale, also given yearly; 3) a semester exam prepared by the teacher; and 4) a weekly test, usually given on Fridays. In addition, the teacher used personal insights in assessing her students, especially at the verbal and written levels. This particular ESL class concentrated on developing reading and writing skills. There was a
graded course of study in place. The teacher had flexibility in choosing what pace to progress at.

Hanako also attended an additional ESL class that concentrated on speaking and listening skills. The subject expressed a preference for this class because she thought the lessons were more challenging, and because the higher number of students in this class made the overall atmosphere more active.

The following list of rules was posted next to the bulletin board:

**Class-time Expectations**

1. Our goal each day is to listen, speak, read, and write English.
2. Raise your hand and ask many questions.
3. Everyone must participate in discussions.
4. Homework must be on time.

   No homework = detention.

The following grading scale was also posted and is used throughout the school:

**Grading Scale**

- A  96 - 100
- A-  92 - 95
- B+  89 - 91
Grading Scale (cont.)

B   86 - 88
B-  83 - 85
C+  80 - 82
C   77 - 79
C-  74 - 76
D+  71 - 73
D   68 - 70
D-  65 - 67
F   Below 65

The Class Periods

The 7th grade
1.  8:00 - 8:54
2.  8:57 - 9:41
3.  9:44 - 10:28
4.  10:31 - 11:45
5.  11:48 - 12:02
6.  12:05 - 12:35
7.  12:38 - 1:22
8.  1:25 - 2:09
9.  2:12 - 2:55

The 8th grade
1.  8:10 - 9:00
2.  9:03 - 9:53
3.  9:56 - 10:46
4.  10:49 - 11:35
5.  11:43 - 12:15
6.  12:19 - 1:09
7.  1:12 - 2:09
8.  2:12 - 2:55
Study Center Schedules

Read 9:56 - 10:02
Study 10:06 - 10:31
Group Study 10:31 - 10:41
Relax 10:41 - 10:46

ESL Class

Facial expression
(eye contact, lip, mouth, nose, eyebrows)

10/30/1989

Today's lesson centered around a vocabulary list of occupations. The students practiced these vocabulary items in both question and answer patterns and short dialogues. The teacher used picture cards related to the vocabulary.

-Hanako contorted her face in an effort to pronounce difficult English words.

-Hanako looked bored and answered the teacher's question unenthusiastically.

-Hanako looked dissatisfied while Mrs. Brown was talking.
- Hanako was confused when the teacher presented new vocabulary words.

- Hanako had an anxious look on her face because she realized that Mrs. Brown's next question would be directed towards her.

1/12/1990

A newly-arrived Japanese student joined that class to bring the total to four students. They were studying the difference between the use of "ache" and "sore". A structural dialogue drill was used to give the students practice.

- Hanako looked preoccupied about her turn during English conversation, avoided any eye contact with other students and seemed oblivious to others.

- Hanako tried to mimic the teacher's pronunciation of the term "terrible" three times. Hanako closed her eyes and pressed her finger into her cheek in concentration each time.
2/2/1990

Today's lesson consisted of practice with the first and third person auxiliary "do" and "does". Also a vocabulary test was held.

-Hanako was able to answer the question quickly enough to pause before the next question was asked. Therefore, she appeared very calm, satisfied, and relieved.

-After finishing the paper, Hanako looked at it several times. She seemed to be concentrating on her work.

-When Hanako looked at the term "didn't" written on the board, she scowled and muttered "MATA DETA!" meaning "not again!".

2/23/1990

In class today, the formation of the plural was practiced. A dictation test (level 2 unit 1) was given. (In addition, the teacher drilled students in the present continuous tense.) Hanako wore a pendant. (There is a rule against wearing such pendants in middle schools in Japan.)
3/9/1990

Today's lesson consisted of oral practice in 1) asking and answering "What is your name? 2) "Doesn't she ...? 3) "I am going to ..." *(The objectives of this lesson were not made clear.)

-For the first time, Hanako was observed to be more concerned and conscious about improving her English and receiving a high grade. When the teacher returned Hanako's test, her eyes opened wide in surprise and disappointment at the low score she had received. Taro, a Japanese boy sitting next to her, had received a higher grade. She turned to him and asked in a high-pitched voice, "Who is your tutor, Taro?" (Later interviews with Hanako's mother yielded the fact that Taro's tutor was indeed hired to help Hanako twice a week.)

-Avoiding eye contact, Hanako nonchalantly handed her paper to her teacher.

-Hanako stared blankly at the blackboard with her mouth slightly open.

-When Hanako was called upon to pronounce a word, the teacher asked "What did you say?". As a result of being asked to repeat her pronunciation, Hanako became extremely embarrassed and covered her face with her hands.
—Hanako mumbled "Uuu...n" in disappointment and embarrassment when asked by the teacher to repeat her answer.

3/23/1990

Today's lesson included a spelling test, test review, and multiple-choice listening test.

—When the teacher asked Hanako "When do you study?", she answered "Every day" in English while smiling shyly. She was afraid of what her classmates would think of her.

4/5/1990

Today's lesson included practice with numbers through teacher questioning, i.e. "What is her telephone number?" The present progressive tense was drilled and students engaged in pairwork.

—Hanako was called upon to read out loud to the class. Upon reaching a word in the reading she was not able to pronounce, Hanako said to herself "Are nandakke?" which translates as "oh, I should know this!" She blushed slightly and smiled shyly. She might have been embarrassed and afraid of what the others would think of her.

—Hanako thought about the answers to questions a bit longer
than her classmates. She stared at her workbook for a while and seriously pondered her open textbook.

4/19/1990

The bulletin board was decorated in a spring motif.
The midterm test was given in class today. Afterwards, maps were referred to by the students in answering the teacher's questions.

-After the test, Hanako appeared to be thinking to herself as she stared into space.

-Hanako suddenly became attentive and turned her attention to the blackboard.

-Reluctantly, Hanako raised her hand since all of the other students had their hands raised.

5/3/1990

-When Hanako answered the teacher, she looked down and spoke very softly without making eye contact.

-Hanako laughed freely, a bit embarrassed, yet happy to be the center of attention when a Japanese boy teased her by saying that Hanako went to a bar.

-As before, Hanako raised her hand since all of the other classmates had their hands up.
5/17/1990

A detective story was read by the teacher in class. The teacher explained the new vocabulary and then asked questions to stimulate student use of the vocabulary items. Students were then asked to write down these questions and answers as they were practiced.

-Hanako seemed disinterested. There was no expression on her face and her eyelids were half-closed.

6/22/1990 (Summer class)

Today's lesson was not taught by the regular classroom teacher. It was part of the summer class program, from 9-11 daily. The classroom walls were bare, all of the visuals had been removed for the summer. Students' desks were arranged in a semi-circle around the teacher's desk. Each student was identified by a name card. Points which the teacher planned on covering during the lesson were clearly written on the board before class time. This organized presentation of homonyms and the past tense made efficient use of class time and the students seemed more attentive. Pair-work was used to practice telephone conversation.

-Hanako suddenly leaned away and smiled shyly as the teacher
approached Hanako's desk and stood beside her.

- After the teacher praised her, Hanako was pleased with the individual attention, and she smiled contently as her initial tension eased.

7/13/1990 (Summer class)

Once again, this class was part of the summer program. A party was held to celebrate the last day of the ESL summer school.

- Hanako smiled shyly and placed the paper which was returned by the teacher in her bag.

- Hanako shook her head seriously and nervously when the teacher asked Hanako, "Do you know the meaning of 'describe'?"

- In the past, Hanako avoided eye contact. However, today, for the first time, Hanako was observed making eye contact with the teacher when she was called upon to answer a question.

- Later, Hanako reverted to old habits by nodding without making eye contact with the teacher. She looked at her notebook when the teacher asked her a question.

- While the teacher answered Hanako's question, Hanako
appeared nervous and pressed against her lips with her finger.

-Hanako looked happy, contented, and then smiled because she was the center of attention.

9/7/1990

The new school year began and Hanako became an eighth-grade student. A dictation test (level 3 unit 1) was given.

-The teacher asked Hanako a question which she could not answer. This caused the teacher to call upon another student to try to answer the same question. Hanako, wide-eyed, leaned her body forward and listened intently, determined to learn the correct answer to this question.

9/20/1990

In this class, the teacher used visuals to practice the future volitional "be going to". Students engage in free conversation "What do you do every morning?"

-Hanako looked at the researcher and smiled.

-Hanako smiled constantly since she was pleased at being able to give a good answer to the teacher's question.
10/11/1990

Today was assembly day. Class periods were shorter than usual. In this class, students listened to a story read by the teacher. Afterwards, they answered questions both orally and in written form. Hanako had her hair pulled back and fastened into a small braid. The school and the parents in Japan dissuade middle-school students from becoming too fashion-conscious.

-When the teacher was pleased with Hanako's performance and expressed this pleasure to Hanako, a moment of eye contact was observed between the two.

-The teacher read a short story at natural speed twice. Both times, Hanako listened intently.

-When Hanako could not answer, she shook her head slightly and furrowed her brow in consternation.

10/25/1990

The items on the bulletin board had been changed to include more English expressions, which were illustrated by pictures. Students were asked to generate adjectives based on the letters in the student's name, which was written on the board by the teacher. The past tense was practiced through teacher
questioning. The teacher wore a fashionable dress, which brightened the classroom atmosphere.

- Hanako listened carefully and enthusiastically.
- Hanako looked curiously at her Polish classmate, who was sitting on the teacher's tall chair swinging her legs.
- Hanako dropped a piece of paper on the floor, reached down and picked it up while keeping her eyes on the other papers on her desk.
- Hanako looked very concerned about how she had done on the quiz.
- Hanako mumbled without confidence when she was called upon.

ESL Class

Body movement

(arms, hands, elbows, hip, legs, feet, knees, shoulder, head)

10/30/1989

-In order to make sure it was her turn to answer, Hanako pointed to her own nose and uttered "watashi" which translates as "me". Thus, Hanako sought reaffirmation from the teacher that it was her turn to answer.
- Hanako shook her head horizontally from side to side very quickly to indicate "no".
- The teacher wanted Hanako to respond to the picture, but instead, Hanako only looked down and did not respond.
- Hanako looked confused when the teacher presented new vocabulary words. She crossed her feet and started to write new words down but maintained the same body position throughout the lesson which lasted for 13 minutes.

1/12/1990
- When the teacher asked the class questions which Hanako was not able to answer immediately, Hanako gently pressed upon her teeth with her left pointing finger and said "ee...tone" which translates as "well, let me see".
- Hanako used gestures in ESL class such as moving her hands to her mouth and crossing her feet. These gestures may have been brought about by the greater opportunity to interact with the teacher in the ESL class as opposed to the science and mathematics classes, where they were not observed.
- Hanako sat sideways in her desk while the teacher was talking. Furthermore, Hanako's relaxed state was
evidenced by the way she held her book up to read rather than flat on the desk.

-After imitating the teacher's pronunciation of the word "terrible", she shook her head strongly and suddenly squinted. She seemed to be concentrating as she brushed her hair up with her right hand.

-Hanako shyly brushed her hair up and down with her right hand when the teacher paid attention to her.

-When Hanako was questioned by her teacher, she usually pointed to her nose in the Japanese way of asking, "Who me?" However, for the first time, she was observed using the American motion of indicating herself by pointing to her upper chest below the neck.

-When Hanako did not understand what the teacher was saying and could not immediately answer the teacher's question, she put her forefinger to her lip in dismay.

2/2/1990

-Whenever Hanako was asked a question by her teacher, she would reply and then nod slightly in an attempt to urge the teacher to confirm her pronunciation and the correctness of her answer.
- The teacher walked around the classroom collecting the exams. As Hanako heard Mrs. Brown approaching from behind her, she flipped the completed test up behind her right shoulder for the teacher to take (In Japan, it is considered good manners to hand papers to the teacher with both hands). Therefore, the fact that Hanako nonchalantly handed over her test to Mrs. Brown with one hand may indicate that Hanako is beginning to feel closer to her teacher.

2/23/1990

- When Hanako sneezed, she covered her mouth with both hands (This is a typical Japanese gesture.)

- Immediately after the bell rang, she put the things on her desk into her school bag.

3/9/1990

- Whenever required to take a quiz or test, Hanako crouched over her desk with her face just inches away from her paper.

- Hanako merely nodded instead of answering "no".
3/22/1990
- When the teacher asked Hanako to submit her paper, she merely nodded. She did not verbally express herself.

4/19/1990
- Hanako went to her locker to get a textbook (In the United States, Hanako has a personal locker and changes classrooms every period. In Japan, however, students have personal desks and remain in the same classroom all day, whereas teachers move from class to class).
- When Hanako answered a question, she sat with her knees together and her back straight and placed her hands on her lap. She was displaying good manners.

5/3/1990
- Reluctantly, Hanako raised her hand since she was the last one to do so.

5/17/1990
- Hanako looked taller and more feminine than before. (During this period, children seem to grow very quickly).
-Hanako was sitting ramrod straight. She appeared tense.
The other students looked relaxed, leaning comfortably
against the backs of their chairs.

6/22/1990
-Hanako sat with her back straight, knees together, and her
lower ankles crossed. Then, she pulled her feet apart
slightly and up to the tips of her toes.
-Hanako bowed and smiled to herself.

7/13/1990
-Hanako took her pencil case out of her bag, which was sent
to her from her grandmother in Japan, and continued to hold
it in her lap.
-Hanako opened and looked at her mini dictionary while still
holding her school bag on her lap.
-Hanako nodded deeply when the teacher asked, "Do you
understand, Hanako?"
-When the teacher asked "Are you done?", Hanako nodded her
head to the right without uttering a single word (This
gesture indicates that Hanako had not finished).
-While Hanako was reading she nodded her head in time to the
words she was reading aloud (In contrast, other students
held their books out in from of them and read without moving their heads).

-Whenever Hanako encountered a word she had difficulty pronouncing, she placed the tip of her finger against her lip in consternation.

-Hanako pointed to her nose (Japanese gesture) to make sure that the question was for her.

9/7/1990

-At her locker, Hanako bent her knees and opened her binder, looked for something in her bag, and gathered together the materials for her next class.

-Hanako nodded briefly before answering "Yes, I am" (This contrasts sharply from the past when Hanako would only nod without answering verbally).

-When Hanako was not able to answer a question immediately, she nervously touched her chin, mouth, and hair.

-Hanako appeared to be thinking while brushing her bangs up with her hand.

-Hanako just shook her head without a word in response to the teacher's question.
9/20/1990

-Hanako looked at a sheet of paper she was holding with outstretched hands.

-When Mrs. Brown asked Hanako, "Is Akiko absent?", Hanako pointed saying "Study Center."

-When the teacher asked Hanako "Have you already had the test?", Hanako just nodded and then folded the test paper in half and put it in her notebook without any special facial expression.

-When the teacher asked Hanako "What do you do every morning, Hanako?", Hanako appeared shy but answered confidently.

10/11/1990

-When Hanako was called upon she shook her head a little to indicate "I don't know the answer". It was not clear whether or not Mrs. Brown recognized this slight gesture.

-When the teacher said to Hanako, "Hold your breath for five minutes, could you?", Hanako shook her head and said, "Uuun", which means "maybe, just a minute, I'll think about it."
10/25/1990

- After Mrs. Brown returned a test, Hanako examined it while sitting in her chair with her legs off to the side.
- Hanako mumbled and approached the blackboard while letting her arms swing loosely at her sides (Hanako appeared to lack confidence while writing down her answers).
- When the teacher said to Hanako "Make a sentence", Hanako raised her hands and let them drop suddenly in resignation (However, it was ironic that Hanako wrote a correct answer which was better and longer than those produced by the other students).

ESL Class
Interaction with the teacher and Hanako

10/30/1989

- Mrs. Brown pronounced words, taking special care to exaggerate the shape made by the mouth and lips. Hanako imitated the teacher with little show of embarrassment.
- In response to the teacher's praise "Good pronunciation!". Hanako smiled slightly and happily.
- When the teacher helped Hanako learn and pronounce the word
"stewardess", Hanako made faces while trying to pronounce it.

-While Mrs. Brown was talking and asking about previous homework, Hanako made no response other than mumbling an almost inaudible reply.

-When Hanako pronounced the word correctly, the teacher praised her.

-Since most of the time Hanako was not sure of her answers, she would reply in a question-like inflection while nodding her head in hopes that the teacher would confirm her response.

1/12/1990

-The Japanese students often responded nonverbally. For example, when the teacher said, "next! Hanako and Mariko!", they acknowledged with a nod.

-The teacher looked at Taro's workbook and announced, "Taro has almost done." Hanako, who had not finished yet, glanced at Taro and hurried to complete her workbook. She had obviously understood Mrs. Brown's comment and what it implied.

-The teacher did not correct Hanako's pronunciation even
though it clearly reflected a Japanese accent and intonation pattern.

-After imitating the teacher's pronunciation of "terrible", Hanako shook her head down strongly and suddenly squinted. She seemed to be concentrating on her pronunciation.

2/2/1990

-As the teacher approached Hanako from behind to collect an exam, Hanako nonchalantly handed her test to the teacher. In order to urge students to participate in dialogues, the teacher personalizes them by asking students, "do you have any brothers, Hanako?" Hanako answered, "U-u-un" in Japanese and then added "No" in English.

-Whenever Hanako was asked a question, she replied and then sought confirmation from Mrs. Brown by nodding in her direction.

2/23/1990

-Initially, Hanako responded to the teacher's question in Japanese by saying "Un, wakatta, uu...n to neh" which translates as "Well, I kind of understand, but..."

-The teacher waited for Hanako to find the answer and she finally did answer correctly.
-The teacher asked the class "Do you ever miss the bus?"
Mrs. Brown answered her own question: "Hanako sometimes
misses the bus". At this, Hanako shook her head no and
mumbled to cover her embarrassment.
-The teacher showed a picture to the class and asked Hanako,
"Tell me something about this". The picture depicted two
people kissing. Hanako answered, "He is kissing with his
wife," and then bit her finger and looked down shyly.

3/9/1990
-The teacher asked Hanako, "How are you doing?" and
approached her to look into Hanako's notebook. However,
Hanako did not respond to the teacher.
-When the teacher said to the class, "Have a nice weekend",
nobody, including Hanako, responded.
-Hanako did not answer the teacher's question, "What is your
middle name, Hanako?" (Middle names are not given in
Japan.)

4/19/1990
-Hanako did not pay attention to the teacher's explanation
of the next test. She was daydreaming.
When the teacher elicited a response from Hanako, she answered the teacher by saying, "Taro to onaji", which translates as, "my answer is the same as Taro's."

5/17/1990
- Despite Hanako's heavy Japanese accent, the teacher did not correct her pronunciation.
- On this day, immediately after the teacher gave some directions, Hanako did what the teacher asked, which indicated that Hanako understood what the teacher had said.

6/22/1990
- When the summer course ESL teacher praised Hanako, she did not smile openly, but she bowed and smiled shyly to herself.
- Hanako complained "kikaretemo omoitsukanaiyo!!" which translates as, "even though you ask me, I cannot remember!"
- The teacher admonished Hanako, "Please speak as loud as you speak in Japanese!"

7/13/1990
- The summer course ESL teacher was wearing a cast on her right leg.
The teacher approached Hanako and looked at her homework and wrote something on her paper. When the teacher encouragingly praised Hanako's work by saying, "This is wonderful," Hanako smiled shyly and contently placed it in her bag.

For the first time during the research, after 9 months of observation, Hanako asked the teacher a question. While the teacher was answering, Hanako appeared nervous and pressed against her lips with the finger of her right hand. Whether or not Hanako understands the teacher's answer is not as important as the fact that Hanako has finally asked a question by herself. (She is starting to come out of her shell by expressing herself verbally.)

From this point on, Hanako appeared more at ease when asking questions.

Hanako pointed at a letter on the board because she could not see the letter. The teacher wrote it bigger in block style. (Hanako, however, did not express her gratitude.) Whenever Hanako came across a word she could not pronounce, she said, "Are!", which translates as, "now what should I do?"

When the teacher told Hanako, "I can't hear you. Can you
speak louder?", she exclaimed, "Eee...!", which translates as, "not again!"

9/8/1990
-When the teacher collected the homework, Hanako made no eye contact.

9/20/1990
-When the teacher asked Hanako, "Do you already have your test?", she merely nodded in response.

10/11/1990
-The teacher read a short story twice in natural speed. Both times, Hanako listened intently.

-When Hanako could not answer the teacher's question, she shook her head slightly and furrowed her brow in consternation. The teacher reacted by calling upon another student instead of helping Hanako further. This showed that the teacher did not recognize the meaning inherent in Hanako's gesture. Hanako most likely was trying to understand and was gesturing in order to elicit help from the teacher.
-When the teacher asked the class, "Who wants to be a volunteer?", Hanako smiled shyly and looked at the teacher in hopes of being called upon. Hanako did not raise her hand though. Fortunately, the teacher noticed Hanako anyway and asked her to read. Hanako responded with a big smile and began reading.

10/25/1990

-Hanako was the last one who went to the blackboard to make a sentence and she was standing and thinking what she wrote at the board. When the teacher said to Hanako, "make a sentence", Hanako moved her hand up and down. Although she did not look confident, she wrote such a beautiful sentence that the teacher praised it.

ESL Class Summary

Facial expression will be discussed first. Facial expressions were more important than other nonverbal expressions both in terms of frequency of use and communicative potential in a classroom setting. The parts of the face which were indicative of Hanako's emotional states were lips, mouth, nose, eyebrows, and eyes, specifically the amount of eye contact. First, the lips and
mouth will be considered. In ESL class, Hanako smiled in a variety of ways during the course of the year's observation period. Early in the year, Hanako often blushed when she smiled and answered questions with a shy smile. As Ishii (1987) pointed out, the Japanese will often smile when experiencing feelings of anxiety. For example, Hanako smiled when she could not answer correctly. At the beginning of the year, Hanako showed signs of confusion when the ESL teacher presented new vocabulary words. Also Hanako seemed anxious when she knew that her turn to answer a question was coming next. Hanako's smiling behavior was not interpreted as a sign of anxiety by the teacher; rather, Hanako impressed the teacher as "very shy". Seven months after the first observation, Hanako reacted to another student's teasing by laughing with only small signs of embarrassment. Eight months later, Hanako was observed smiling contentedly for the first time. Hanako was pleased with the individual attention the teacher had given her. In the following months, Hanako looked happier and more contented by smiling often. She also smiled at the researcher in a happy, open manner. At the end of the year, the teacher noted that Hanako "seems more outgoing" and also
"more friendly". The teacher also commented that Hanako "laughs and likes to joke."

Hanako's eye contact with the ESL teacher increased as she became more accustomed to her classroom settings. At the beginning, Hanako did not make any eye contact with the teacher whenever she answered her questions. She nonchalantly handed her paper to the teacher while avoiding eye contact. During class, Hanako sometimes stared into space or looked down. She also looked down at times in an attempt to avoid embarrassment. Furthermore, in pronunciation drill situations, Hanako sometimes closed her eyes in order to concentrate on listening to the teacher's pronunciation. However, eight months after the first observation, Hanako appeared to have gained more confidence in making eye contact with the teacher while answering questions. Perhaps as she became more acclimated to the American classroom milieu, Hanako became more aware of the importance of eye contact with her American teacher.

Kinesic behavior will be discussed next. This includes body movement and an extensive array of communicative modes and codes. This study concentrated on arms, hands, fingers, elbows, buttocks, legs, feet, knees, shoulders, and the head. Gestures using these parts of the body give broader
insights into the subject's feelings. When the teacher asked "Are you done?", Hanako quickly tilted her head towards her right shoulder and back again without uttering a single word. This gesture would have been interpreted correctly by another Japanese as meaning "I need a little more time to finish." At the beginning of the year, Hanako often gestured with her head to indicate "Yes" or "No" answers instead of replying verbally to the teacher's questions. Eleven months after the first observation, Hanako did answer verbally following her characteristic nod. This contrasted sharply from her previous nonverbal answers. Throughout the observation, Hanako nodded her head even when becoming more verbally active. As she began answering verbally, the teacher began to describe her speech as "loud and clear" and her attitude as more "outgoing". This description, however, contrasted with the researcher's observation. Hanako's voice level remained low. The researcher had difficulty hearing Hanako's remarks. A possible explanation may be that the subject was nervous when the researcher was in the room. Another explanation may be that the teacher overrated Hanako's progress in expressing herself verbally and nonverbally.
Hanako was observed playing with her hair and placing the tip of her finger against her lip whenever she felt nervous or whenever she encountered a word she had difficulty pronouncing. In addition, when she could not answer a question immediately, she nervously touched her chin, mouth, and hair. At times when Hanako appeared to lack confidence she would push up her bottom lip with her finger, thereby muffling her speech. When the teacher asked the class questions which Hanako could not answer immediately, Hanako gently pressed upon her teeth with her left pointing finger and said "ee...to ne" which translates as "well, let me see" in English. The English equivalent would be "uh", which is also used like "eto" to fill the silence and to signal that the speaker is searching for the proper expression. It is evident that Hanako did make progress in this classroom setting.

Science Class Context

The science class, including a lab area, was larger than the regular classrooms. Science posters were hung on the walls, which were windowless. Instead of individual desks, students sat at long tables. Unlike other
classrooms, this floor was not carpeted. An American flag hung beside the board.

Science class met five days a week from 11:16 to 12:02 (the fourth period). At the bell, the teacher began class by referring to the summary of the day's lesson which he had written on the board beforehand. The teacher often lectured and students raised their hands quietly if they had any questions. No greetings and few good-byes were exchanged at the beginning and end of each class. The actors included the researcher, subject, science teacher, and the other classmates. The American science teacher is a male who has had eleven years of experience in this state. He also has experience in teaching foreign students such as Korean, Iranian, French, Polish, Russian, and Japanese. In this class, there were four Japanese students and eighteen American students. At the beginning of the study, the Japanese students sat together in the middle of the room, however, they were moved to a corner position later in the year. There was limited interaction between the American and Japanese students.
Science Class

Facial expression

10/30/1989

The entire lesson consisted of viewing a film and answering comprehension questions. At this time, there was a total of two Japanese students in attendance. They were sitting in the very back row.

-Hanako seemed to be more nervous than in ESL class.

-Hanako sat very rigidly and her facial expression was blank.

-During the science films, she sometimes smiled. This smile might have been caused by confusion or frustration.

-When the teacher, Mr. Smith, looked at her notes, Hanako forced herself to smile (This smile was one of embarrassment because she had not been able to take any notes).

-Hanako was moving her tongue around in her mouth, something which Japanese students sometimes do when they are bored.

-When Hanako asked a question of another Japanese student, Naomi, she received no response. This caused Hanako to quickly drop her head and smile bitterly. Perhaps this
smile could be attributed to disappointment at being ignored by her friend Naomi.
-In contrast to her ESL class, Hanako seemed rather frustrated, tense, and bored in her science class.
-When the science class was over, she looked relieved.

1/13/1990

The teacher reviewed the test. The teacher announced the students' test results.
-Hanako looked down blankly.
-Hanako looked bored, but suddenly started writing what was written on the board.

2/2/1990

Another classroom teacher who had been asked to supervise this class brought her regular group into the room for the first part of the class period. Students were free to spend class time as they wished until Mr. Smith, the regular teacher returned. Some students looked bored and others were chatting.
-A toy truck seemed to comfort Hanako, putting her at ease during the teacher's explanation, which she probably had a difficult time understanding.
While the teacher was talking, Hanako pretended as though she were listening, but she looked bored and talked to Naomi, who sat next to her smiling.

Hanako dropped her toy truck. Three of the Japanese laughed loudly, "Kaaaaa....", but none of the four girls moved to pick it up. An American boy stood up and picked the toy truck up for them; however, neither Hanako nor her friends said "Thank you."

2/23/1990

Today's lesson involved the manipulation of two different kinds of bolts and nuts into 121 possible combinations.

The teacher came to the Japanese group and said, "from ten comes many.... round one combination." Hanako listened to him blankly.

3/9/1990

Today, Mr. Smith lectured about flatworms. Students were taking notes.

While Hanako was chatting with Naomi, the teacher glanced at them for a second. Hanako noticed the teacher's glances and showed embarrassment.
-Hanako looked bored. She touched her pencil case and then decided to open her notebook and take a piece of paper out. Then, she began talking with Naomi again.

-Hanako opened her eyes slightly and played with her fingers to pass the time.

3/23/1990

A test was given today. The teacher gave additional directions to the group of Japanese students.

-While taking the test, Hanako frequently touched her mouth with her right hand in a nervous way.

4/5/1990

The teacher requested that the students organize their homework and notebooks into a specified order. A test review was also given. Today's seating arrangement was different in that the Japanese students were sitting in the middle row of three rows.

-Hanako was absently flipping through her book while the teacher was lecturing. She was not listening to him.

-Hanako appeared tired and laid her chin on her arms.
4/19/1990

Today, frogs were dissected. Questions were answered in small groups.

-When the teacher gave a frog to each group, the three Japanese girls screamed very loudly. However, a Japanese boy, who had arrived in the United States only recently, remained quiet.

-Hanako followed Naomi's example by bending over and screaming loudly.

5/31/1990

Today's schedule included an assembly.

Therefore, class periods were shorter than usual.

Reviews for next week's final examination were given.

Science Class

Body movement

10/30/1990

-Hanako propped her head up with her arms by crossing them behind her head.

-Hanako passed the time by twiddling her fingers and placing her fingertips against her lips.
-Hanako stayed sitting in an uncomfortable position with her right elbow propped on her books. She did not change her position to a more comfortable one throughout the lesson (Sharing the table with other students might have made Hanako feel uncomfortable, because in Japan each student has his/her own desk with a special compartment in which to put books).

-While watching the film, Hanako rested her chin on her palm.

-Hanako put her bag on her knees.

-Hanako covered her mouth with both hands when the teacher approached her desk to check her notes. She did this to hide a shy smile.

-Hanako leaned over her notes, her nose almost touching the paper, as she copied information from the board.

1/12/1990

-Hanako leaned over her desktop, twiddled her fingers right in front of her face, and appeared to be day-dreaming.

Suddenly, she straightened her posture, picked up a pencil, and began writing.
- Hanako was rubbing her eraser over her paper in long, slow strokes (she seemed bored).
- Hanako opened her eyes slightly and played with her fingers while the teacher was giving an explanation about the Milky Way.
- Hanako leaned over the desk, put her head on her arms, and while the teacher announced the test results, repeatedly turned a pen around in her hands. Once again, she gave the appearance of being bored with the proceedings.

2/2/1990
- Hanako put her left hand on Naomi's shoulder.
- Hanako and Naomi, not paying attention to the teacher, were playing with a toy truck (The regular classroom teacher, Mr. Smith, was at the office disciplining a student during the first part of the class. Therefore, another classroom teacher was watching the class).
- Hanako leaned on Naomi and held Naomi's arm.

2/16/1990
- Hanako leaned her face towards Naomi's and chatted with her while the teacher was lecturing.
-Hanako manipulated the different kinds of bolts and nuts into as many combinations as possible, and Naomi proceeded to draw what Hanako had made. The teacher had the Japanese students work together as a group.

3/9/1990

-Ellen, an American girl, and Hanako were talking and pointing at each other's notes. Hanako indicated understanding by nodding "yes" and smiling.

-Shortly before the end of the class, Hanako and Naomi walked up to the board together. They placed a piece of notebook paper up on the board, pressed their bodies up against the chalk-holder, and began copying the notes written by the teacher.

4/5/1990

-Hanako stood and moved to the front of the classroom in order to better read the teacher's notes written on the blackboard.

-As the teacher explained the correct order, Hanako fell behind the other students in sorting the pages of her
notebook. Naomi, sitting near Hanako, moved to stand beside her when she realized that Hanako needed help. Hanako did not verbally express a need for help to her friend.

-Hanako leaned on her desk and rested her chin on her arms.

4/19/1990

-Naomi and Hanako, working together, received their frog from the teacher. Naomi saw the frog, leaned over, made a face, screamed, and ran towards the opposite side of the room. Hanako promptly did the same.

-At the urging of the researcher, Hanako helped a Japanese boy, Takashi, expose the heart of his frog by making the required cut, and holding and pinning back the skin. Afterwards, as she washed up at the sink, her composure betrayed the pride she felt at having been able to have helped the boy.

5/17/1990

-Hanako sat with her knees together and put her hands on her lap.

-Hanako copied the sentences already written on the blackboard.
- Hanako and Naomi moved to the front of the classroom in order to better read the teacher's notes on the board.
- Hanako often held her things on her lap to avoid placing them on the floor (Japanese students usually do not place their belongings on the floor).
- Hanako returned to her regular desk soon after finishing taking notes.

5/31/1990

- Hanako appeared to be having problems completing her work and she turned to ask another Japanese girl, Mariko, for help.

Science Class

Other students

10/30/1990

- Most of the American students were seriously taking notes while watching the film.
- An American boy was lying on the floor between two girls.
-One of the girls was sitting cross-legged on the floor. The other girl was reclining on her arm in an adult fashion.

-Although Ellen, an American, wished to say something to Naomi, she noticed how involved Naomi was watching the video and decided not to interrupt her. Ellen smiled shyly.

-Naomi, whose English comprehension is better than Hanako's, sometimes smiled in surprise as she watched the film.

1/13/1990

-While the teacher was explaining something to Mariko at her desk, Mariko looked unhappy at not being able to understand. (Naomi interpreted for her and the teacher.)

-Whenever sitting or walking, the order among the three Japanese friends was Mariko-Hanako-Naomi.

very close

```
  Hanako  --- Naomi
     \     \  not close
  close   not close
       \     /
        Mariko
```
2/2/1990

- Naomi's advantage:

Naomi arrived in the U.S. when she was in the fifth grade. In American elementary school, she had less homework than in middle school; therefore, Naomi had more opportunity to acquire and to improve the target language in daily life and in the school setting. Compared with Hanako, Naomi enjoyed more advantages in starting life in America.

4/19/1990

-One of the American students, who was wearing a pale pink dress and white heels, said, "excuse me" when she passed the researcher.

-Mariko remained alone in the back of the classroom, separated from her friends and looking sad and lost.

-Because of the length of the teacher's lecture, the students often became restless and yawned and stretched. However, they remained quiet while class was in session.

Mathematics (Context)

Mathematics was held in a regular classroom with three chalkboards, one outside window, carpeted floor, and a scale. The poster of Einstein on the wall reflected the
teacher's high expectations. The American flag was set above the center of the chalkboard.

In the eighth grade, mathematics class met five days a week from 10:55 to 11:40. Unlike Hanako's other two classes, the students were greeted by the teacher and the atmosphere was friendlier and more active. The teacher did not seem to be reluctant to communicate with the students. They were sometimes asked to remain after the bell rang.

In addition to the researcher and subject, the actors included the mathematics teacher, Mrs. Maple, and twenty-three math students. The teacher is an American female who has had 4 years of experience. There were four Japanese students including Hanako. The Japanese students did not sit together.

This class was the most active of the ones observed, students seemed to genuinely enjoy these creative lessons. An especially exciting lesson was one which checked student comprehension of mathematics concepts by asking questions which the teacher pulled from a collection of previously taught lessons. Correct student responses were rewarded with an opportunity to play a game in which they had to try to hit a basket by throwing a ball. The natural curiosity of the students was captured and even students in the back
of the room eagerly raised their hands. Each row formed a team for a total of five teams. However, there was still limited interaction between the American and Japanese students.

Mathematics
Facial expression

9/14/1990

Hanako, now in the eighth grade, had a different class schedule. She now took mathematics during the fourth period. The teacher, Mrs. Maple, asked questions pulled from a pool of summary questions in order to check student comprehension.

-Hanako and Naomi came into the classroom together chatting and smiling.

-Hanako was sitting with both elbows on her desk and her chin in her hands looking bored while the teacher was returning the homework. Hanako sometimes fidgeted with her fingers.

-Hanako observed Naomi with astonishment as she interacted with an American boy who was sitting behind her. Naomi
loudly said "Yatta!!" which means "Yeah!, you did it" to the American boy in Naomi's group when he got the correct answer.

-Hanako watched Naomi's behavior when Naomi was called upon by the teacher to stand up.

9/20/1990

The teacher entertained questions students had about a previously given assignment. Afterwards, a test was given. The class closed with the teacher's explanation of "combining like terms". The teacher then allowed students to practice on the board.

-Hanako seemed to be self-conscious when wearing glasses.

10/11/1990

A test was given today. The students were permitted to use calculators. Students then worked individually on new material introduced by the teacher.

-While the teacher was giving the introductory explanation, Hanako looked bored.

10/25/1990

The teacher reviewed a previously given test on the
board.

-While the teacher went over the answers to previous assignments, Hanako was intently searching for one of the assignment papers she thought she had in her school-bag. Her face betrayed her fear at possibly having forgotten it at home. At the point of discovering that she had indeed forgotten the paper, she decided to approach the teacher. On the way to the teacher's desk, however, another student came up to the teacher first. Hanako stopped short, momentarily hesitant about what to do next. Since the teacher did not acknowledge her, Hanako felt embarrassed at having to stand alone at the front of the classroom.

**Mathematics Class**

**Body movement**

9/7/1990

- Hanako sat with both elbows on her desk and her chin in her hands while the teacher returned the homework. Sometimes Hanako fidgeted with her fingers.
- Hanako leaned towards a Japanese student sitting in the next row to tell her something.
9/20/1990
-Hanako was wearing a pair of glasses, which she had put on in order to read the board. However, she took off her glasses at every available opportunity because she seemed to be self-conscious of them.

10/11/1990
-While doing exercises that required the use of a calculator, Hanako appeared to be able to handle the calculator better than her classmates. Hanako was able to operate it with one hand, whereas some of her classmates used both forefingers.
-While the teacher lectured, Hanako appeared bored and played with her fingers to pass the time.
-Hanako put half of her belongings on her desk and the other half on the floor.

10/25/1990
-While the teacher was giving the answers to the homework, Hanako was looking for something in her bag.
-Hanako lifted her bag from the floor and placed it on her lap.

-Hanako was loosely swinging her arms back and forth to cover up her embarrassment while walking up to the teacher, who was sitting near the front of the classroom.

-A mere moment before Hanako reached the teacher, a student who was sitting nearer the teacher started to talk to her. This apparently made Hanako uneasy because she had to stand and wait.

-While following the teacher to her desk, Hanako limply swung her arms as a way of hiding her embarrassment at being in the front of the room and at having forgotten to bring her homework.

-Hanako playfully pulled Naomi's wrist while sitting.

Mathematics Class

Other students

9/7/1990

-Yuko, a Japanese girl, raised her hand and the teacher called upon her. However, when she stood to answer, she
could not utter a single word. The teacher sensed that the
girl was struggling and approached her desk to look at her
notebook, where Yuko had written the answer. The teacher
said, "this is correct." Yuko appeared relieved and
approached the front of the room to shoot at the basket
from the nearest line. She succeeded in getting one point.
- Almost all of the American girls smiled at the researcher
standing by the entrance when they entered the classroom.
- When the teacher asked a question, five American students
who were sitting in the back of the room raised their hands
to answer.
- When Naomi failed to throw the ball into the basket,
several American students said, "Waaa...". She had tried to
throw the ball from the farthest line position.
- As an American student was preparing to shoot at the
bucket, the other American students gave him a drum-roll.
- Upon returning to his desk, two or three students exchanged
"give me five" hand-slaps to congratulate him.
- An American girl raised a fist and said "make it!" in an
attempt to encourage her teammate.

9/20/1990
- During a test, some American students used both their hands
when they were using calculators.

-Whenever American students had a question, they raised their hand quietly and asked the teacher.

10/11/1990
- Naomi was the first person to finish the test. Hanako was the fifth.
- All of the American girls, except one, have long, permed hair held up with hair pins.
- One of the American students sitting next to Hanako had her leg crossed beneath her. She was probably relaxing after completing the test.

10/25/1990
- The American students quickly located a partner and began studying together; however, the Japanese worked alone.
- Some of the American pairs went to the back of the room and studied together on the floor. The Japanese students remained at their desks.
- One of the American students knelt upon the floor in front of the desk.
- One of the pairs sat on the floor and leaned against the wall at the back of the classroom.
Science and Mathematics Summary

Hanako seemed to be more tense in both science and mathematics classes than when she was in ESL class. The organized lesson plans utilized by the mathematics teacher resulted in fast-paced, exciting lessons which gave Hanako no opportunity to rest her chin on her arms in boredom or sit downcast in frustration as she was observed doing in the slower-paced science class. The seating arrangement was different. In the science class, the Japanese students sat together in a group in the back of the room, however, in mathematics class the Japanese students were spread out with one Japanese student in each row. The situation might reflect different teachers' expectations. The science teacher focused more on the Japanese students limitations than the mathematics teacher. When asked: "What do you expect from the Japanese students in your class?" the science teacher answered, "It varies depending upon their skill level in terms of using the English language. If they can speak, read, and understand the language, then they are expected to do all requirements with some time extensions. If their mastery is not so good, they will have their assignments modified to allow for translation time and
book/note assistance. They are allowed to use the ESL tutors for help if necessary." On the contrary, the mathematics teacher answered: "In mathematics I expect exactly the same from the Japanese students as I do from the American students. Mathematics can be their strong subject. I do try to assist with directions and story problems."

In science class, Hanako's anxiety often forced her to give up. The only times she was observed smiling happily were those spent chatting with her Japanese friend, Naomi. However, a forced smile appeared on her face at the times the teacher approached Hanako's desk to check her notebook. Embarrassment at not being able to take notes as well as her American classmates caused her to smile self-consciously. On the other hand, her anxiety in mathematics class was more conducive to learning. At times, her face displayed inner confusion as she momentarily lost the thread of the mathematics lesson. However, she continued fighting to understand; she did not have time to sit quietly in dismay.

Later in the observation period, Hanako's behavior in science class underwent slight changes. She moved to the front of the classroom in order to be able to read the teacher's notes on the board. Hanako seemed to be picking up more and more American habits. For example, her bookbag
she had previously held on her lap was now placed on the floor (Japanese students do not normally place their belongings on the floor). Hanako also changed her hair style and outward appearance in accordance with American standards. Inside the classroom, Hanako never interacted with her American classmates. However, she was once observed playing a game with an American girl at lunch time in seventh grade shortly before summer vacation. Towards the end of the observation period, there was no observable change in Hanako's behavior. Hanako did not volunteer in class by raising her hand. At times, Hanako's limited English ability fostered behavior which may have been interpreted by her American teachers as boredom. However, the researcher found that Hanako's nonverbal behavior indicated that she was making a sincere effort to understand the material presented in class.

Results from Student Questionnaire

The questionnaire was administered to 14 seventh-grade science students. A total of 13 completed questionnaires were collected, 12 of which were by native English speakers.
All 13 students had had experience learning a foreign language. Five had studied one language (French=2, Spanish=2, English=1). Eight had studied both French and Spanish.

When asked how many Japanese friends they had the students answered as follows:

A. 2 students had no Japanese friends.
B. 5 students had 1,2 Japanese friends.
C. 3 students had 3,4 Japanese friends.
D. 3 students had 6,7,8 Japanese friends.

Based upon the number of Japanese friends, students were divided into four groups:

A. No-interaction group
B. Low-interaction group
C. Medium-interaction group
D. High-interaction group

The two students in the "no-interaction" group both answered "no" to the question, "Do you think Japanese students are friendly?" Their reasons were:

1. "Because they never talk."
2. "They make faces and stuff."

These two students also answered "no" to the question, "Do you try to communicate with Japanese students in your class?" Their reasons were:
1. "Because I don't know any of them and I don't know who can speak English and who can't."

2. "Because we have nothing to talk about."

It is interesting to note that both of these students had experience studying French as well as Spanish.

The five students in the "low-interaction" group all answered that they thought Japanese students were friendly. The word "nice" was used by three of the students. One student answered in more detail:

"They want to learn about us like we want to learn about them."

A conflicting answer was given by the last student in this group: "They (Japanese students) are friendly, but quiet, and I'm afraid to talk to them." This student did not try to communicate with Japanese students in class "because they don't sit by me." The other four students tried to communicate with Japanese students in class more than once a day.

The three students in the "medium-interaction" group gave more complex answers to the question of friendliness:

1. "They don't make fun of you."

2. "They want to fit in."
3. "They like to play" but they "speak in Japanese" about other kids, which is unfriendly according to this student.

Again, one student wrote that seating arrangements prevented him from sitting close enough to his Japanese classmates to permit communication.

The three students in the "high-interaction" group all characterized the Japanese students as friendly because "they're funny and nice to everyone." This group communicated with the Japanese students more than nine times a day.

When American students were asked if they noticed that Japanese use different gestures or behave differently than Americans, they answered as follows:

Three students (one low- and two medium-interaction group members) answered "no".

Three students (one from the no-, low-, and high-interaction groups) mentioned: "they help each other and do everything together." Five of the students made simple value judgements:

1. "They are obnoxious" (no-interaction group)
2. "They are quiet" (low-interaction group)
3. "They are shy, quiet, nice" (low-interaction group)
4. "They are very shy" (high-interaction group)

5. "They are polite and quiet" (high-interaction group)

Therefore, only four students (one each from the no-, low-, medium, and high-interaction groups) focused on Japanese gestures and behavior in their answers:

1. "They always hold hands and stuff."

2. "They use their eyes and tongue."

3. "They don't make fun of you and they have nice table manners."

4. "They don't interact with the opposite sex much."

**Summary**

In the science class, the Japanese were seated together in a group at the back to the room to facilitate communication with the teacher. Several American students commented that they wished they could have sat nearer to the Japanese students. They also replied that they didn't try to communicate with their Japanese classmates because of the seating arrangement. When the class broke up into small groups to perform experiments, this seating arrangement did not allow the American and Japanese students to work together. Hence, an opportunity for the Japanese students to benefit from such small group work with their American
classmates was lost. Teachers may wish to carefully consider how the seating arrangement affects the opportunities for American and Japanese students to communicate with each other. Another factor noticed by the American students was the Japanese students' reluctance to interact with members of the opposite sex. Teachers should take this into account as well when making a seating chart.

The researcher recognized that American students, as well as American teachers, did not seem to notice gestures and specific nonverbal behaviors. Rather, they seemed to focus more on aspects of another's personality. This was supported by the answers given to the question: "Have you noticed that Japanese students use different gestures or behave differently than Americans?" One American student wrote: "They always talk when the teacher is talking." It is the researcher's opinion that students who are more aware of nonverbal behavior will avoid misunderstandings to a greater extent than those who merely look at the Japanese on the surface level by making value judgements. It is suggested that an understanding of nonverbal behavior allows one to gain access to a deeper appreciation of another's words and actions. Had the American student above thought further, beyond the surface impression, that the Japanese
students were probably talking to each other in an attempt to help each other understand what the teacher was saying, a misunderstanding might have been avoided.

Three students were not interested in learning about the Japanese way of life, one student indicated possible interest, and one student did not answer the question. However, eight students indicated that they were interested in learning about the Japanese way of life. One of these students also indicated a desire to go to Japan "when I get older". This open-minded way of thinking offers hope for the future success of communicating interculturally.

Results from Teacher Questionnaire

The questionnaire was administered to the ESL teacher, science teacher, and mathematics teacher.

The ESL teacher has had seven years of teaching experience at various levels in California, Alabama, and Ohio. She has taught Spanish, Cambodian, Chinese, Polish, Russian, Dutch, Arab, Korean, Vietnamese, Japanese, Iranian, and Laotian students.

The science teacher has had eleven years of experience teaching science in various Ohio schools including high
schools. He also has experience in teaching foreign students such as Koreans, Iranians, French, Polish, Russians, and Japanese in his science classes.

The mathematics teacher has taught mathematics for four years in Ohio including foreign students such as Polish, Czech, Chinese, Kuwaiti, Japanese and many others in American school settings.

One question asked of all three teachers was, "What do you expect from the Japanese students in your class?" as follows:

1. The science teacher wrote, "It varies depending upon their skill level in terms of using the English language. If they can speak, read and understand the language then they are expected to do all requirements with some time extensions. If their mastery is not so good, they will have their assignments modified to allow for translation time and book/note assistance. They are allowed to use the ESL tutors for help if necessary."

2. The mathematics teacher: "I expect exactly the same from the Japanese students as I do from the
American students. She also added, "Math can be their (Japanese) strong subject."

3. The ESL teacher wrote: "I expect them to do their homework, study outside of class, and speak English whenever possible."

Another question asked of all three teachers was: "How does Hanako compare to the other Japanese students in your class?":

1. The ESL teacher responded: "About average. She does make a greater attempt to get to know American students than other Japanese students do."

2. The science teacher responded: "Her work effort is not as good as the students that I have had in the past. Compared to the four girls and two boys with the same level of mastery. I would rank her below four of her fellow students. She is often careless about her answers. Her work is often the last to be turned in."
3. The mathematics teacher: "She does just as well as the other Japanese students. She seems very shy and she doesn't participate much. She does ask me questions at times."

The teachers were also asked "Do you think Hanako has a good attitude toward your class?" "How can you tell?"

1. ESL teacher: "Yes, she's friendly and asks questions. She laughs."

2. Science teacher: "She tolerates it, it isn't very good. She usually asks for help or has Naomi explain me her problem. She does only the bare minimum. All other ESL students will try the extra questions."

3. Mathematics teacher: "She has a good attitude toward my class. She takes notes, listens well, does well on quizzes/tests and turns in homework. She obviously understands the material. I even catch her smiling sometimes."
The next question asked of the teachers was: "Have you noticed any changes among Japanese students' nonverbal behavior (especially Hanako's)?"

A. **Eye contact** (e.g. Does she avoid looking directly at you when speaking?)

1. ESL teacher: "This year she made a lot more jokes to me between classes. She also joined her outdoor club. She invited the Polish girl to her home, and is making American friends." (It is interesting to note that nothing about eye-contact was included in the answer.)

2. Science teacher: "Yes and especially when I talk to her. I don't see this with Naomi, Mariko, and Akiko."

3. Mathematics teacher: "She looks me in the eye when speaking to me. She speaks very quietly. I see very little animation."

B. **General body movement/gestures** (e.g. Does she have any special gesture such as nodding, bowing or beckoning you have noticed?)
1. ESL teacher: "She used to touch herself on the nose to indicate "I" or "Me". Now she makes more general gestures like American people do. Her gestures have become broader, too."

2. Science teacher: "Yes."

3. Mathematics teacher: "She has no special gestures that I can recall."

C. Distance (e.g. emotional/physical...e.g. willingness to ask the teacher for advice and further the explanation of mathematics problems/sitting far away from the teacher in the back of the classroom.

1. ESL teacher: "She sits in the front row. She always asks questions when she doesn't understand. She will come back to my desk if she has a question and I am busy."

2. Science teacher: "She rarely asked for anything, except to go to her locker or to the restroom. She didn't ask for help like the
other ESL students did. She always sat in the middle row."

3. Mathematics teacher: "She will only ask questions at a private moment and not at all in front of the other kids. She is very shy."

Summary

The analysis of the questionnaire from the teachers indicated that the smaller the distance was between the teacher and Hanako, the more opportunity Hanako took to smile, make eye contact, and ask questions. Distance is defined not only in its physical sense, but also in its psychological sense. The questionnaire included the question of which changes in Hanako's behavior were noticed by each teacher at the beginning, middle, and end of the observation period.

The ESL teacher reported that her first impression of Hanako was: She is "very shy". However, the teacher later noticed that Hanako expressed herself by getting "upset" when she called on students "out of order". Furthermore, Hanako complained about the amount of work. These comments show that Hanako's attitude towards her schoolwork changed
during this period. In other words, she was beginning to care enough to step out and become more involved. The ESL teacher's final impression was: "She seems more outgoing and completes all assignments. She never complains like before."

In science class, on the contrary, observations throughout the year proved that Hanako was hesitant to participate and learn willingly. The science teacher's first impression was that Hanako was not willing to learn, participate in class, or interact with other students except Naomi and Mariko. Later his impression of Hanako was: "basically the same, she hasn't progressed." The researcher noticed that the teacher grouped the Japanese students together in back of the room. In addition to this physical distance, the teacher seemingly kept Hanako at a psychological distance, as evidenced by classroom observations and questionnaire answers.

In mathematics class, the teacher made efforts to keep the "distance" between herself and Hanako to a minimum. Although the teacher saw Hanako as not willing to participate in class, she did notice that Hanako "was very willing to learn and tried very hard." These impressions did not change throughout the year. The teacher noted a
change in Hanako's willingness to interact with her, however. The first impression was: "Hanako is basically uninvolved with me most times" but later, the teacher wrote that Hanako "speaks to me more often."

The three teachers demonstrated that nonverbal behavior is not ordinarily taken note of or recognized as a potential form of communication. This can be seen by the scanty, non-specific answers given to questions concerning Hanako's nonverbal behavior. It seems at times that the teachers equate students' gestures and facial expressions with attitude and personality. The teachers are largely unaware of the Japanese NVC.
CHAPTER V
CONCLUSION

Hanako was observed for a one-year period and her nonverbal behavior in an American middle school was documented to yield useful information for American teachers who have Japanese students in their classrooms.

This study found that Hanako relied heavily on nonverbal means to communicate. Especially noticeable were her smiles and head gestures. Hanako's smiles indicated confusion and anxiety, as well as joy. She nodded her head to nonverbally indicate "yes" or "no" and to signal that she needed a moment to verbalize her thoughts. It was also found that her American teachers were largely unaware of Hanako's nonverbal attempts to express herself. Comments were made that Hanako was "shy" and "did not participate much." Furthermore, one teacher noticed "very little animation" on Hanako's part. This interpretation of Hanako's nonverbal behavior from an American cultural perspective led to misunderstanding and missed
opportunities. By not noticing Hanako's nonverbal cues, teachers would unintentionally cut her off at those moments when Hanako nonverbally indicated she was ready and willing to participate. The misinterpretation of Hanako's nods was observed most often. The teachers may have misinterpreted much of the nonverbal behavior of their Japanese students because of the preoccupation with their English proficiency.

The Japanese smile is often misinterpreted by Americans. It is important to keep in mind that not only do the Japanese show happiness and friendship with a smile, but they may also use a smile as a mask to repress true feelings from others, particularly those in higher positions.

Hanako did acculturate to her school setting, but at a slower pace than was reported by Farkas (1983) in her study of elementary school students. Possible reasons for this include the heavier homework load in middle school, which limited opportunities for Hanako to interact socially with her American peers; the emotional and physical trials of her adolescence, which often caused her to be wrapped up in herself; and the close friendship between Hanako and Naomi, which allowed her to shun communication and friendship with others. These factors likely played a part in Hanako's unhurried acculturation.
A commonly observed behavior among Japanese is 'enryo'.

the concept of 'enryo' is defined as 'reserve' or 'deference'. This, however, does not capture the true meaning of the word. 'Enryo' is often a genuinely polite hesitation--out of respect, courtesy, and/or friendship--to advance one's own wishes. This is done to avoid impinging upon another person.

It is the opinion of the researcher that the Japanese students in an American school setting display 'enryo' behavior because they believe the following:

- The teacher is older and is to be respected.
- The classmates are Americans who are fluent in English and at home in the American setting; therefore, they should not be inconvenienced.
- The Japanese student is a sojourner (guest) in this country. As a transient resident, the student may feel uncomfortable at interfering in already established norms.
- School is a public, relatively formal context.

Too often, American teachers view this form of respect as building a wall or keeping a distance between themselves and their Japanese students. The adherence to 'enryo' behavior on the part of the student should not be viewed unfavorably
by their American teachers. 'Enryo' is ingrained in
Japanese behavior and is intended to facilitate, not to
hinder, communication.

Warmth, thoughtfulness, and concern for the other are
all encompassed by 'enryo'. It is contingent upon the
teacher to reciprocate these feelings of 'enryo' in order to
open channels of communication. The teacher may not be
aware that the Japanese student is waiting for the teacher
to respond. It is suggested that teachers carefully observe
the smiles, nods, and other nonverbal expressions exhibited
by their Japanese students and then make an effort to open
verbal channels of communication within the 'enryo'
framework.

Recommendations

After reviewing the findings of this study, the
following recommendations can be made. First, American
teachers should recognize that Japanese students will
initially display a large amount of culture-specific
nonverbal behavior in an effort to compensate for their lack
of English verbal skills. Caution is advised in
interpreting this behavior from an American perspective.
Teachers may wish to arrange the seating in the room so that
they are physically closer to the Japanese students. In this way, the teacher can clearly see the gestures and facial expressions which are made.

Second, teachers might consider allowing for more interaction between Americans and Japanese. This might be facilitated by a carefully contemplated seating chart which takes into account the feasibility for small-group work in the classes. Young Americans and Japanese will not learn from each other merely by being together in the same room. They must be given the opportunity to sit close to each other and to engage in meaningful tasks together. Furthermore, parents and older siblings can be invited into the classroom as guests. American and Japanese parents could demonstrate or present information about various cultural items: history, customs, educational systems, social studies. For example, mothers might be able to show how to cook Japanese cuisine in home economics class. The Japanese students would then be in the position of offering help to their American classmates. In an indirect way, the American teachers would come to understand more about the background of the Japanese students and have a chance to observe the nonverbal behavior of adult Japanese.
In the ESL classes, more lesson time devoted to role playing, culture capsules, and activities which promote cross-cultural communication (as opposed to grammatical competence) will probably prove beneficial from the students' point of view. Exchange programs, such as the one currently taking place, which give American students an opportunity to volunteer their time in the ESL class, should be expanded. Perhaps a program in which an American student is matched with a Japanese student as a "conversation partner" would foster nonverbal understanding by building friendships as well as communicative competence.

A more ambitious program to give American educators a deeper, more personal understanding of the importance of nonverbal communication and of the feelings of being immersed in a foreign culture might be offered during the summer months. Teachers would travel to Japan to sit in on classes in Japanese schools and participate in workshops and discussions related to issues of crosscultural and nonverbal communication. Okabe (1983) suggests that there is a need "to examine our cultural values and assumptions from the perspective of others".

The expenses involved in such an undertaking are prohibitively high, however. Special seminars which offer
practice in "values clarification" may prove beneficial in eliciting discussion of contrastive values and behavioral rules and norms. By bringing our understanding of nonverbal behavior to a conscious level, it might be easier to interpret the body movement displayed by students.

Limitation of the Study and Suggestions

It is important to note that both the subject and the researcher are Japanese females; a situation which might have facilitated the interpretations of the subject's gender-specific nonverbal behavior. Body movement is difficult to describe and interpret accurately. It is possible that there was observer bias present; however, attempts to control it included interviews with the subject, her mother, and the teachers, who were asked to complete questionnaires.

In addition, because this is a case study, the results cannot be generalized for all Japanese sojourners. The study, however, provided an in-depth understanding of a subject in several contexts.

Time is another factor to consider. Since the subject refused to be observed on a weekly basis, the observation periods were scheduled only twice a month. The researcher
felt difficulty in grasping the flow of the lessons as a result. Furthermore, a video recorder was not used for fear that the behavior observed would be affected.

This study observed a Japanese sojourner as she gleaned clues from the foreign environment which enveloped her in an American school setting. At times when the Americans around her reacted to her nonverbal behavior in ways that she expected them to, at those times when communication was successful first at the nonverbal level, Hanako herself exhibited more American body movement and seemed to step out of her shell and speak out in English. It was only when she felt sure of her behavior and the behavior of those around her that she took risks. In other words, it took a period of time for her to learn American cultural norms, which formed the backdrop from which her confidence emerged. It is hoped that this study will provide an impetus for more extensive research on nonverbal behavior as it is actually displayed and interpreted in the classroom setting in an attempt to promote communicative competence and limit cross cultural misunderstanding among students and teachers.
APPENDIX A

Questionnaire for Teachers
QUESTIONNAIRE

Directions:

Please complete the following form. Feel free to write extra comments if you wish. Thank you very much for your valuable assistance.

1. Do you think the class is difficult for your students?
2. What do you expect from the Japanese students in your class?
3. How does Hanako compare to the other Japanese students in your class?
4. Have you noticed any changes among Japanese students' nonverbal behavior (especially Hanako's)? Has this behavior changed over time and how?
   a. eye-contact (e.g. Does she avoid looking directly at you when speaking?)
   b. general body language/gestures (e.g. Does she have any special gesture such as nodding, bowing or beckoning?)
   c. distance (e.g. emotional/physical...e.g. willing to ask the teacher for advice and further the
explanation of problems/sitting far away from the teacher in the back of the classroom.

5. Have you noticed any changes in Hanako's behavior in your class and how has it changed?

First impression:
   a. willingness to participate in class
   b. willingness to learn
   c. willingness to interact with other students and the teacher.

Middle impression:
   a. willingness to participate in class
   b. willingness to learn
   c. willingness to interact with other students and the teacher.
Present impression:

a. willingness to participate in class

b. willingness to learn

c. willingness to interact with other students and the teacher.

6. Do you think Hanako has a good attitude toward your class? How can you tell?

7. How is Hanako's language acquisition? [Asked only of the ESL teacher.]
   - vocabulary
   - pronunciation
   - reading
   - speaking
   - listening
8. Have you noticed whether or not Hanako has American friends?

9. How many years have you taught ESL/Science/Mathematics?

10. Where did you teach before you came to Evergreen Middle School?

11. How long have you taught in Evergreen Middle School?

12. Why did you choose to be an ESL/Science/Mathematics teacher?

13. Where did you teach before you came to Evergreen Middle School?

14. Do you teach any other subjects?

15. Which foreign students have you taught?

16. a. What levels have you taught? If more than one: Do you notice any difference in teacher-student interaction between the levels?
b. What characteristics of the age groups are significant?
   Do sex differences matter between the levels?

17. Do you think that your impression toward Japanese students has changed after you taught them in your own class?

18. Do you give any special considerations for Japanese students in your class? (e.g. Homework, grading, etc.) Please explain.

19. a. Do you notice any behaviors in Hanako and other students that can be attributed to adolescence?

   b. In this respect, are American students the same or different from foreign students?

   c. Are there differences between the nationalities?

   Thank you very much.
APPENDIX B

Questionnaire for Students
QUESTIONNAIRE

Directions: Please answer the following questions as honestly as you can. Feel free to write extra comments if you wish. Thank you very much for your valuable assistance.

1. Do you try to communicate with Japanese students in your class?
   Yes. (1 2 3 4 5 6 7 8 9 10 over) times a day.
   No. ( ) Why not? ______________________________________

2. Do you have any Japanese friends?
   Yes. How many? ( )
   No. ( )

3. Do you think Japanese students are friendly?
   Yes. Why do you think they are friendly? ____________
   ______________________________________
No. ( ) Why do you think they are not friendly?

__________________________________________________________

4. Are you interested in learning about Japanese ways of life?
   Yes. ( ) Why? ____________________________________________
   _________________________________________________________
   No. ( ) Why not? _________________________________________
   _________________________________________________________

5. Have you noticed that Japanese students use different gestures or behave differently than Americans?
   Yes. ( ) Name some ways they are different.
   _________________________________________________________
   _________________________________________________________
   Why? ____________________________________________________
   _________________________________________________________
   No. ( )
6. Is science class difficult for you?
   Yes. ( ) Why? __________________________
   __________________________

7. Do you think it would be difficult to learn science in a foreign language?
   Yes. ( ) Why? __________________________
   __________________________
   No. ( ) Why not? ________________________
   __________________________

8. Have you studied any foreign languages?
   Yes. Which one? ( )
   How long have you studied? ( )
   No. ( )

9. Do you think it is frustrating when you cannot understand or communicate in your foreign language?
   Yes. ( )
   No. ( )

Thank you very much.
Appendix C

A brief summary of the nonverbal behavior in a chronological order
A brief summary of the nonverbal behavior in chronological order

This summary is to highlight, in chronological order, some unusual nonverbal behavior displayed by the subject. It refers to a detailed discussion in the main text of the thesis.

ESL class

1/29/90 Hanako used the American gesture to indicate herself (p. 60).

2/2/90 Hanako indicated that she was beginning to feel closer to her teacher. As Hanako heard the teacher approaching from behind her, she flipped the completed test up behind her right shoulder for the teacher to take (p. 61).

2/2/90 Hanako answered "U-u-un" in Japanese and then added "no" English (p. 68).
2/23/90  Hanako shook her head "no" and mumbled to cover her feelings of embarrassment (p. 69).

3/9/90  Hanako nodded instead of answering "no" (p. 62).

3/23/90  Hanako was afraid of what her classmates would think of her when the teacher asked Hanako "When do you study?", she answered "Every day" in English while smiling shyly (p. 51).

4/5/90  Hanako again was afraid of what her classmates would think of her inability to pronounce a word while reading aloud (p. 52).

5/3/90  Hanako smiled happily at being the center of attention when a Japanese classmate teased her (p. 53).

6/22/90  Hanako smiled contentedly after receiving individual attention from the teacher (p. 54).

7/13/90  Hanako looked happy because she was the center of attention when the teacher called upon her (p. 55).

7/13/90  Hanako asked the teacher a question (p. 71).

7/13/90  Hanako made eye contact with the teacher (p. 55).
9/7/90  Hanako listened intently to catch the answer to a question she had not been able to answer (p. 56).

10/11/90  Hanako made eye contact with the teacher (p. 57).

10/25/90  Hanako listened carefully and enthusiastically (p. 57).

Science and Mathematics classes

10/30/89  Hanako sat very rigidly and looked tired.
Hanako smiled but this smile might have been caused by confusion or frustration.
When the science class was over, she looked relieved.
Hanako covered her mouth with both hands when the teacher approached her desk to check her notes.
She did this to hide a shy smile (p. 85).

1/12/90  Hanako appeared to be daydreaming (p. 86).
She played with objects (pencils, erasers, toys,
etc.) and twiddled her fingers during the science class.

Hanako did not seem to be paying attention.

3/9/90 Hanako nonverbally interacted with an American classmate (p. 87).

3/23/90 While taking a test, Hanako frequently touched her mouth with her right hand in a nervous way (p. 83).

4/5/90 Hanako appeared tired and laid her chin on her arms (p. 83).

4/5/90 Hanako stood and moved to the front of the classroom in order to be able to read the teacher's notes written on the blackboard.

4/9/90 When they were given a frog to dissect, Hanako and her Japanese friend bent over and screamed loudly (p. 83).

5/31/90 Hanako appeared to be having problems completing her work and turned to ask her Japanese friend for help (p. 89).

10/25/90 Hanako approached the teacher, who was in front of the classroom, to explain that she left her assignment at home (p. 99).
BIBLIOGRAPHY


138


