

Toward Foreign Workers and Multicultural Conviviality

1. Motivation behind Research Paper

More than 80% of people said that they are uncomfortable living in a Japanese city. They expressed that they were “unable to communicate with Japanese people.” and “there are no opportunities to experience their own culture.”(Fukuoka city research) Fukuoka tries to be a multicultural city. I would like to work with people from other countries in the same workplace and be active globally in the future. However, it is not easy to do them, because there are a lot of differences in country and culture and so on. Therefore, I decided to research about problems that will happen in Japanese life to live comfortably with each other.

2. Introduction

First, we participated in understanding another culture event at Ritsumeikan Asia Pacific University in Beppu city, Oita prefecture and interviewed international students to learn more about different cultures and values. Half of the students are international students there. We interviewed them about “ what inconvenient things in Japan?” and “Beppu city is said to be a multicultural city, so What will help you in Beppu city?”. There were positive and negative comments. However, negative comments were more noticeable than positive ones. For example, when a Vietnamese student apologised to a Japanese student, she grabbed the other student’s hands and a Japanese student was surprised by it. However this behaviour

is part of the culture in her country, so she wasn't intentionally surprised. In this way, we thought this problem was caused by different cultures because of a lack of knowledge about each culture. Then, how can we solve the culture problems that arise between Japanese people and people of other cultures? So this became a specific theme.

Based on the theme, we first learned about other cultures, and we decided to tell friends and students about it. We rented books and participated in a community social event to get knowledge related to understanding culture. We chose the way to use pamphlets as a way to disseminate information about the study. We thought that pamphlets are easier to understand than sentences. We created it and wrote the cause and solution. It is able to reduce the number of times problems happen when people work with people from other countries. We expected people to be more interested in manga than sentences. We would like to put pamphlets at city hall and junior high school.

According to experts, cultural understanding has four steps. First, it pointed to the elementary school students who have less opportunity to learn different cultures. The second step is to be interested in the various languages, beliefs and behaviours by communicating with Assistant Language Teachers (ALT) in English classes. The next step is getting knowledge from an exchange meeting in high school or university. As a result, you can understand each other's similarities and differences through studying abroad and home stay. The final step is reaching an understanding of different country's similarities and differences with a tolerant attitude.

We thought that if we tell the right information, the first step people and the second step people can grow up without prejudice. For example, Japanese people

think every foreign person can't speak Japanese in Japan. Our goal is to tell reliable information and truths for them.

3. Results and Analysis

After seeing the pamphlet, I want to get the data that shows a change in mindset to change the way most Japanese people deal with foreigners in the future or do you expect that it will have some effect on people in the first and second step by questionnaires. At first, we aim at the students in the same seminar. We are going to improve the pamphlet based on their ideas and the questionnaires that are put on every classroom in Nara Kokusai High School. We think students in Nara Kokusai have more opportunities to contact exchange students and ALT teachers than other students in Nara. Therefore, we will get more accurate opinions. We can get negative opinions like bad memories they heard from exchange students. These are more accurate than information on the internet. After collecting these opinions, we are going to put pamphlets in other schools and places where foreigners and Japanese people can interact, such as international exchange centres in Nara. As a result of the survey, we expect answers like "The impression towards foreigners in the city has changed." "I learned about the problem situation." Beyond that, we believe in a future where attitudes toward teaching about discrimination in the school will change. Some ideas appear from each student after learning cultures. We want to deepen cross-cultural understanding to make opportunities for exchange of opinions. As a result, the number of students who learn different cultures with bias are decreasing.

There are opinions from each student after learning about cultural differences. I want to have the opportunity to exchange their thoughts to deepen their understanding of different cultures. In consequence, it will be able to reduce the number of students who have bias and problems caused by differences. Of course, it is not necessary to be good at all of the responses. If the answer comes up "I'm not interested in it." The survey's fundamentals fall apart. If you do not understand the contents, we can't survey. The problem that we have to confront now is to spread knowledge about different cultures. However, we think we must create manga and explanatory texts to understand easily for everyone because it can't work if you understand with interest. These are the negative points that can be obtained from our survey.

Regarding learning ability to understand different cultures, the way to learn as well as evaluation criteria are ambiguous. And because of the ambiguity of the definition, understanding them has many questionable things about the existence of the concepts, it is very difficult to show the ability. As mentioned above, even the recognition of what cross-cultural understanding is does not have to seek teaching guidelines about fostering the basis of international understanding in educational sites. It is likely to connect with easy schemes like "If you can speak English, you can interact with people from other countries and cross cultural understanding will be born." This idea corresponds to the "contact hypothesis 2," which was widely advocated in the 1970s, however the prevailing theory is that cross-cultural experience alone does not lead to superior cross-cultural understanding or sensitivity in recent years. Currently, students are expected to pursue the goal of the guidelines, which is to "cultivate a foundation of international understanding without knowing the definition of intercultural understanding.

We predict there is a future in which people are able to live with people of different roots without prejudice. If you understand the opposite culture, you can understand the opposite action and words even if it is different from your own country. And also, you can get the ability to interpret different cultures and relate your own culture to other cultures, and the ability to get new knowledge of cultures and cultural behaviours. Getting new knowledge means getting new ideas and values, being able to accept ideas of others when interacting with people from other countries. We believe that doing so will alleviate conflicts. People will be able to be generous by respecting each other's culture and understanding others.

If this is realised, it will prevent conflict. Conflict is defined as "a direct struggle (social process) between two parties that acts on the other party's conduct itself". If the other party's actions are respectful of your national culture, you must understand and accept them. An example is given using responses from an interview conducted at Ritsumeikan Asia Pacific University last November. An example is given using responses from an interview we conducted at Ritsumeikan Asia Pacific University in November 2021. Using an example given by a female exchange student from Vietnam. Vietnamese people grab opposite's hand when apologising. Shortly after she arrived in Japan, she accidentally stepped on the foot of a Japanese student. When she grabbed a Japanese student's hand to apologise, he was surprised by her action because he had never done that to him. The exchange student was shocked because a Japanese student did not accept her usual behaviour. We think if we had understood each other's culture, it wouldn't have happened. Like this problems are represented in manga and their causes and solutions are summarised in pamphlets. The cause of this problem is that they did not know the culture in this case. An

exchange student and a Japanese student should learn about different cultures between one culture and another. And also a Japanese student needs to cultivate tolerance to understand what the opposite person has like in this culture.

To cultivate that tolerance people must learn about various countries, acquire new ideas and values, and feel that there are other cultures like this in the world. And also they must study culture without having prejudice and negative images. The generation that begins to experience different cultures, such as elementary and junior high school students, must be made aware of the culture without prejudice. We hope that by learning about the causes and solutions to problems caused by cultural friction, they will learn how to relate to people from other countries in their future interactions.

4. Conclusion and Future Problems

Through the interview at cross-cultural understanding in Asia Public University in November, we decided the exportation theme. Then, we learned about some problems caused by cultural friction. At that time, we started to be interested in contributing to solving these problems. We decided to represent the problems we learned about as cartoons, and together with the cartoons, we could compile a pamphlet about the causes and solutions to the problems to place it in schools in the prefecture. Also, this is the period when students in elementary school and junior high school begin to experience different cultures as English classes and involvement with ALT teachers increases. By creating them for their generation, they can accumulate cross-cultural knowledge without prejudice. By doing so, students will get new ways of thinking and values and try to think about problems with a wide perspective. Through promoting this activity, I expect that many people in younger

generations will be able to become a global person. By learning about different cultures from a young age, they will be interested in international jobs while they are growing. From this, more people will be discharged from Japan to around the world. Even if they are not interested in solving international problems, they would try to be interested in these problems and contribute to solving them by experiencing different cultures from an early age.

If you are interested in each other's culture, you can understand your opponent's mind so these problems wouldn't happen. We try to represent this as a manga, and summarise the cause solution to the pamphlet. Most problems which happen in the destination are that exchange students and local people don't know each other's cultures. Exchange students need to learn about the local country and culture because you enter the local college. Local students also need to cultivate a tolerance for the fact that exchange students have such a culture in their home countries. To cultivate this tolerance, people must learn about various cultures, gain new ideas and values, and feel that there are such cultures in the world. And also they must learn about cultures without having prejudices and negative images. We hope they can learn about how to communicate with people from other countries in the future by studying culture friction. As we mentioned earlier we are trying to spread culture. We would like to put the pamphlet at school in Nara prefecture. The problem in doing so is getting students to look at the pamphlet.

5. Reflection

Through this study, I hope to promote the culture even when I hold my own job. I would like to get my own restaurant and become an active player in the food and beverage industry. I want my restaurant to be a place where not only Japanese

people, but also people from other countries can visit and enjoy my restaurant. For this purpose, I would like to study abroad in order to feel and know the culture that I do not know. I expect I can learn about the difference in relationships and in food culture in Japan. Based on the experience gained there, I would like to provide a comfortable place for everyone, and when communicating with customers who come to the restaurant, I would like to spread other cultures that I learned and strive to spread understanding to as many people as possible.

6. Work Cited

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