

## Appendix A

### Data collection method 1: pre-intervention questionnaire

**Table 4**

*Pre-intervention questionnaire items*

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- Q1. What country are you from?  
Q2. What city have you lived most of your life in?  
Q3. How many years have you lived in that country?  
Q4. At school, when did you start learning English? How often were your classes?  
Q5. Do you know any other foreign languages apart from English and Japanese? If “yes”, please list them. Please state how long you have learned it for and rate your own proficiency (beginner, intermediate, advanced or native-like)  
Q6. What is your latest TOEIC score?  
Q7. When did you take your last TOEIC test?  
Q8. How many countries have you visited? (go to Q12 if you have not been to another country)  
Q9. What was the duration of the longest trip that you took?  
Q10. What was the main purpose of that trip?  
Q11. In your trips abroad, did you develop any meaningful intercultural experiences or relationships? If yes, please check all that apply (non-Japanese teachers, neighbours, friends, mixed-race people, people from other ethnic backgrounds, people from different religions, people from different areas of your home country, world events, foreign books, foreign movies), and/or select “Other” and explain  
Q12. When you were growing up in your hometown, did you have any meaningful intercultural experiences or relationships? If yes, please check all that apply (non-Japanese teachers, neighbours, friends, mixed-race people, people from other ethnic backgrounds, people from different religions, people from different areas of your home country, world events, foreign books, foreign movies), and/or select “Other” and explain  
Q13. Can you describe your first meaningful childhood intercultural experience in your home country?
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*Source:* author’s own work.

**Table 5***Pre-intervention questionnaire results*

Participant	CV	Longest trip	Main purpose of longest trip	Overseas intercultural experiences	Home country intercultural experiences
4A	2	1 month	Visit family	NNF, Rel	NT JHS
4B	3	1 to 2 weeks	University field trip	HS, NNF, NNT, SCE	FU, NNT, NT JHS
4C	2	1 to 2 weeks	University field trip	NNF, SCE	None
4D	3	1 month	Visit family	HS, NNF, Rel, SCE	FU, NNT, NT JHS, Rel
4E	8	1 year	Study abroad	BF, FU, HS, NF, NNF, NNT, Rel, SCE	BF, FB, FM, FU, HS, NNT, NNF, Rel, SCE
4F	2	1 to 2 weeks	University field trip	NNF, SCE	NNT
4G	2	1 to 2 weeks	University field trip	HS, SCE	NNT
4H	4	1 to 2 weeks	University field trip	FM, HS, NNF, NNT, SCE	FM, FU, NT
4I	2	1 to 2 weeks	University field trip	HS, NNF, NNT, SCE	FU, TV
4J	4	2 to 3 weeks	Home stay	FM, HS, NNF, HF, SCE	NNF, NT, NNT
4K	1	1 to 2 weeks	University field trip	NNF, SCE	NNT
4L	2	1 to 2 weeks	University field trip	SCE	NNT

*Note.* CV = number of countries visited; BF/GF = Boyfriend or girlfriend; FB = Foreign books; FM = Foreign movies; FU = Foreign music; HS = History; HF = Host family; NT = Native teacher (JHS = junior high school); NF = Native friend; NNF = Non-native friend; NNT = Non-native teacher; Rel = Relative; SCE = Socio-Cultural Experiences; TV = TV drama; WE = World Event.

*Source:* author's own work.

**Appendix B****Description of the inductive analysis coding scheme derived from participants' ideal intercultural self (IIS) pdfs (first and second)**

Themes	Explanation and Indicators (Indicators were found in the participants' ideal intercultural self images and words)

<p>1. Study abroad</p>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant indicates a belief that studying abroad will allow them to develop their ideal intercultural self</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Learning new knowledge</li> <li>• Developing new skills and attitudes</li> <li>• Interacting with other people</li> <li>• Engaging with socio-cultural diversity</li> <li>• Having new opportunities which they had little to no experience before</li> <li>• Making new friends</li> <li>• Meeting their future partner</li> </ul>
<p>2. Work abroad</p>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant believes that working in other countries will allow them to develop their ideal intercultural self</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Taking short overseas business trips</li> <li>• Working on overseas assignments for a longer period of time (then returning back to Japan)</li> <li>• Interacting with clients or customers abroad</li> <li>• Learning and experiencing other kinds of culture by working in various countries</li> </ul>
<p>3. Travel abroad</p>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant describes how travelling overseas will allow them to develop their ideal intercultural</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experiencing other kinds of societies and cultures</li> <li>• Development from passive or active experiences in other countries. For example, sightseeing, going to events, engaging in local cultural events etc</li> <li>• Development from actively engaging with local culture and/or local society in other countries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development by noticing, comparing or analysing social and/or cultural factors</li> </ul>
4. Travel home	<p><b>Explanation:</b> The participant mentions travelling in their own country</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Traveling with friends for pleasure</li> <li>• Traveling with family for pleasure</li> <li>• Traveling to interact with local people</li> <li>• Traveling to meet other friends (Japanese or non- Japanese)</li> <li>• Traveling to understand or appreciate their own country</li> <li>• Traveling to learn and experience</li> </ul>
5. Family	<p><b>Explanation:</b> • The participant indicates how their existing and/or future family are important for developing their ideal intercultural self</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Learning skills, attitudes or knowledge from their non-Japanese partner</li> <li>• Learning skills, attitudes or knowledge to support their future sons or daughters</li> <li>• Taking trips in Japan with family</li> </ul>
6. Friends	<p><b>Explanation:</b> • The participant perceives their present or future friends is/will be important for developing their ideal intercultural self</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Interacting with friends for pleasure</li> <li>• Learning new skills, attitudes or knowledge from friends</li> <li>• Learning new ways of thinking from friends</li> <li>• Making a lot of friends from different cultures</li> </ul>
7. Work colleagues	<p><b>Explanation:</b> • The participant perceives their ideal intercultural self will be developed with non-Japanese work colleagues</p>

	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Working together with non-Japanese colleagues</li> </ul>
8. Customers	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant expresses a belief that they will develop their ideal intercultural self by interacting with customers at work</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Collaborating with customers</li> <li>• Negotiating with customers</li> <li>• Understanding customers</li> </ul>
9. Connect to the world	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant indicates (unconsciously or consciously) the way they will connect with the world in order to develop their ideal intercultural self</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Using foreign languages</li> <li>• Using the Japanese language</li> <li>• Interacting with others (Japanese or non-Japanese)</li> <li>• Through their work</li> <li>• Interacting or supporting non-Japanese clients or customers</li> <li>• Interacting with friends (non-Japanese)</li> <li>• Contributing to their hometown in Japan</li> <li>• By their study abroad experience</li> </ul>
10. Personal focus	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• The participant highlights (unconsciously or consciously) the way they believe to the best, effective, or most interesting way for them to develop to their ideal intercultural self</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Images that appear in the centre of their page</li> <li>• Images which are larger than others</li> <li>• Written descriptions which expand on visual information</li> <li>• Categories which the participants decided to include</li> <li>• Developing/improving self</li> </ul>

	<ul style="list-style-type: none"><li>• Achieving mental or emotional well-being</li><li>• Achieving material gain</li><li>• Overcoming a personal challenge</li><li>• Professional development</li><li>• Interacting with others (Japanese or non-Japanese)</li><li>• Supporting others (Japanese or non-Japanese)</li><li>• Supporting society (Japanese or non-Japanese)</li></ul>
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*Source:* author's own work.

## **Appendix C**

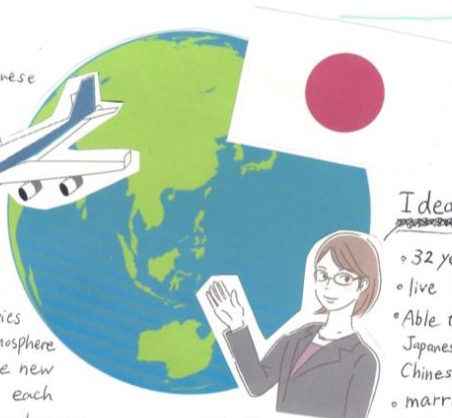
### **Examples of participants' First and Second IIS**

**Figure 4**  
*Participant 4B's First IIS*

# My Ideal Intercultural Self

## My Job

I work in a Japanese food company, and my job is promoting that company's products to other countries. To achieve the aim I go to many countries to know culture, atmosphere and life. I produce new products which fit each country, and plan how to sell them.



## Ideal Me

- 32 years old
- live in Japan
- Able to speak Japanese, English, Chinese and more...
- married when I am 28 years old.

## My Future Goal

Through my job, I gain skill of good communication with foreign people. I stay calm in any situation and understand what I should do. I can manage time, task, and myself.



## Private Life

- I go to gym to keep my physical strength.
- I continue playing the drums and the piano.



Source: author's own work.

**Figure 5**  
Participant 4B's Second IIS



Source: author's own work.

**Figure 6**  
Participant 4D's First IIS



# LIFE

I live in Japan but countryside.  
I'm 30 years old and have two daughter and one son. Also, I have Japanese wife.  
I often go camping and play a lot of kinds of sports with my family.  
In addition, I go to trip abroad one a year with my family.



## Job

I work in Japanese trade company. My job is to make new market in foreign country, especially, Southeast Asia. During the job, I negotiate with foreign people in English. I enjoy talking with them and feel positive. My goal is to make better the countries, society and the earth to cooperation with people all over the world. So, I go abroad 6 months in 1 year as a single assignment. But, I'm very satisfied both work and life.



## Dream

I also work as a volunteer to dig a well and educate children who cannot go to school to study. Finally, I'll make a school where a lot of poor children can go.

Source: author's own work.

**Figure 7**  
Participant 4D's Second IIS

### My second IIS

About life, I would like to live near an urban city. However, I also would like to have a second house in a countryside. In the weekday, I work in a big city, but, in the weekend, I move to the second house and spend with my family. Then, I feel relax there and I can do high performance in my job.



Regarding my job, I work in Japanese trading company, and I can build bridges to foreign colleagues and foreign trading partner through "Intercultural Competence", especially, "Respect" and "Attitude". This means I will try to contact with foreign people with respectful mind and do new things with positive attitude. Then, finally, I find so many new things and make a lot of friends all over the world.

In the 1st IIS, I wrote I worked as a volunteer to dig a well. However, once I get a job, that would be difficult to do so. So, I will travel to developing countries and interview them. Then, I will write a blog. Hopefully, through my blog, people get interest these countries and I want to contribute to solve some big problem such as poverty and education,



Source: author's own work.

## Appendix D

### Examples of the participants' narratives

Writing prompt: Q. Describe an intercultural experience from the past year. Share the location and details of the experience, reflect on any lessons learned or personal development resulting from it, and discuss how this experience may have impacted you.

#### Participant 4A

When I was in the Philippines I thought that a lot of the [Pilipino University students] had a positive attitude [to use] English. This was different to Japanese people using English in Japan. However, I think it is because in the Philippines, people are exposed to English circumstance (sic) such as TV, parents, education and so on. So, they don't afraid failure to use English (sic) and they become to be positive to others in English...also, I notice that most Pilipino believe in God, as the Philippines was influenced by Spanish people during Philippine was colonized by Spain (sic). However, Japanese people do not have a special God like Christ...Also, I met many people that agree with LGBT. Actually [Pilipino student 1] and [Pilipino student 2]

were lesbian and gay. However, in Japan, still many people exist who deny LGBT rights. (Participant 4A)

#### **Participant 4B**

I thought I was positive to use English in Japan. However, I was surprised to see [Pilipino University students] being far more positive than me to use English. Even they can communicate in Tagalog, which is their native language, they use English with each other and in front of [the Japanese students]. When I asked them reason to [Pilipino student] she answered [that] students started to learn English at elementary school by taking classes (like Social Studies). So, I think [this] situation motivates Pilipino students to naturally use English. (Participant 4B)

#### **Participant 4G**

When I studied abroad in America in the last vacation there were two other international students staying with my host family. The students were from Panama and like dancing to their traditional music. One day they said “let’s dance together”, but I didn’t know their traditional music and can’t dance well like them. However, I tried to do my best. Then, I thought that even if I don’t know culture like music or dancing from other countries, it is best to be think and act flexibility. So, I think want to be more flexible this semester as I have many chances to talk with international students and discuss with them. (Participant 4G)

#### **Participant 4J**

I found out three cultural values or beliefs different from Japan. [The] first one is that there is no wall between boys and girls in the Philippines. In Japan, I always feel a gender gap at school, [Japanese] people’s behaviour around me, or relationships with friends. [In Japan] I am very friendly [with] boys and I enjoy hanging out with them. However, [Japanese] people around me will judge that I am like a “man chaser”. In the Philippines I noticed that local boys and girls who are students [at the university of the field trip] had very friendly relationships. They were not afraid to hang out with each other. So, in the Philippines I did not feel the pressure I have in Japan, and I could act naturally. This encouraged me to continue being my natural way in the Philippines.

I also thought that I could ignore other Japanese people judgement when I returned back to the Japan (sic). However, since I back in Japan I [have not been able] to do this. I feel too much pressure again. (Participant 4J)

#### **Participant 4L**

For my experience, I went on a tour in Sotome and Ikeshima [local sightseeing spots] last week. I went with my Taiwanese friends. On the tour we visited churches and learned about the history of hidden Christians in this area. However, the tour guide only spoke Japanese, so I translated into English for my Taiwanese friends. I tried to do my best, but sometimes I could not explain well because of my lack of knowledge about this area and my English vocabulary. Then, I remembered I a similar experience in the Philippines when we went on a tour. At that time, I remember the guide couldn't find the words to explain in English so that we [the rest of the IBP students) could understand easily. (Participant 4L)