

# The Educational, Cross-Cultural, Personal, and Motivational Benefits of Japanese Students Participating on Short-Stay Study Abroad Programs: A Case Study of the *University of Teacher Education Fukuoka* (UTEF) Program to the *University of Wisconsin-La Crosse* (UWL)

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## Abstract

The *University of Teacher Education Fukuoka* (UTEF) is a teacher training university with a large percentage of its graduates becoming elementary, junior high, and senior high school teachers. The case study of the short-stay program described in this paper, unlike many other similar Japanese university short-stay programs, is not advertised as an intensive English program (even though there is a “survival English” component included), but rather as an “education-centered” curriculum that allows students to experience and to observe firsthand the US educational system. The program’s primary focus is to offer ample visits to various institutions and schools (from kindergarten up to the university level) that affords the UTEF students numerous opportunities to interact and participate directly with the US students through a series of “cross-cultural” demonstrations and lessons. Before departing, students attend a series of pre-departure orientation sessions where they prepare materials and activities to teach to the US students, as well as designing a “cross-cultural photo portfolio project” that has a pre-departure component and an “in-country” element that is used to evaluate their participation on the program academically. This paper and case study outlines in detail the objectives and organizational considerations of this program, which focus on four basic components: education, cross-cultural understanding, personal growth, and motivational benefits.

## Introduction

In the late 1970s, and throughout the 1980s, study abroad programs that offered Japanese students an opportunity to visit, live, and study in a foreign country on some type of study abroad program or international student exchange—usually promoted by their own Japanese college or university—were many and varied. There was a real desire, and even need, for students to seek out such programs in an effort to improve their language skills and to gain intercultural experiences in the hopes of becoming more marketable professionally upon graduation from their institution. Such programs had to cull and select applicants through rigorous application procedures, in some cases including multiple tests and interviews, due to the high volume of students wishing to study abroad.

Fast forward to the dawning of the 21<sup>st</sup> century: the former trend of students eager to participate

in long-term overseas programs had transitioned so significantly that by the year 2000, universities were having to work very hard to muster interest amongst its students to consider studying abroad. Why the about face regarding interest and a desire to study abroad? What happened to the legions of Japanese students who clamored to have some sort of international experience? There are several variables that directly contributed to the decline in interest over the past thirty years among Japanese students wanting to live and study abroad, but the foremost and overriding factor is financial. The “bubble economy” that fueled the Japanese economy in the 1970s and 1980s sputtered to a near standstill when the bubble burst in the early 1990s, forcing companies to cut back on new hires and compelling recent graduates to search long and hard for well-paying jobs that offered some semblance of job security—with many young professionals unable to find work upon graduation. This caused up-and-coming university students to reprioritize their studies, while parents who largely financed their children’s education and extracurricular activities, suddenly needed their sons and daughters to be more frugal and practical in their education-related costs and goals. The economic downturn had a negative impact on many families’ livelihoods and this in turn affected their ability to pay for university, study abroad, and off campus housing.

In addition to the economic depression all over the world, as well as in Japan, there are many reasons why recent Japanese, especially Japanese college students, do not want to study abroad. One of the reasons may be attributed to the early start of job hunting for college students. Japanese college students, who want to find jobs before graduation, seem not to have enough time and money to study abroad. Another reason for the decline of the number of Japanese college students studying abroad would be attributed to an inward-intention of recent young Japanese. Benton (2012) points out that recent young Japanese do not have a longing for the West, compared to the young Japanese just after World War II. (Matsumoto, p. 1)<sup>1</sup>

One very interesting trend, however, has occurred over the past couple of decades in Japan that is different from the traditional notion of study abroad that was popular in the 1970s and 1980s: A marked increase in “short-stay” exchange programs. The decrease in the number of university students wishing to study abroad for a semester or a year has been countered by an increase in recent years of students wishing to do “short-stay” programs, usually lasting several weeks to a month. (MEXT, 2017a; 2017b)

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<sup>1</sup> This directly relates to the “practical” aspect in that the financial cost, as well as a professional need to interview and job search, far outweighed the need or desire to live and study abroad during a time when companies were less willing to hire tenured employees and the uncertainty of one’s future weighed heavily on students’ psyches. In addition, with the more widespread introduction of the Internet and all it has to offer to young people, especially today, the “inward-intention” and less interest in Western ideals and pop-culture most likely contributed to the lack of interest in pursuing study abroad.

However, with the recent trend of globalization, more and more Japanese companies are opening overseas branches, and dispatch their employees to foreign countries. Koike *et al.* (2010) discuss that the number of overseas Japanese affiliated companies has increased over the past 30 years. In 1979, there were less than 4000 overseas affiliated companies that Japanese companies established. In 2007, there were approximately 17,000 companies in foreign countries. This trend will continue, if the current high value of the Japanese yen persists. Thus, it is an urgent matter for Japanese society to cultivate young Japanese who have a global perspective. (Matsumoto, p. 1)

So, with this apparent increase in the need for more globally minded and linguistically adept employees, one would think that today’s Japanese students would be very eager to try to improve their professional chances by working diligently on improving their language skills and experiencing living abroad. The answer why they are not so keen may be found somewhere between 1) financial costs; 2) lack of language skills; 3) lack of desire to work internationally; and 4) being insular in their thinking and “inward-intention.”

Whereas a semester or year program largely requires not only a higher amount of financing, many sister-exchange programs that have a reciprocal agreement for tuition waivers demand a very high level of English in order to participate and qualify for the reduced tuition. Simply, a large majority of Japanese students cannot achieve the higher scores on standardized tests that overseas universities expect (i.e. *Teaching of English as a Foreign Language* (TOEFL) or *Test of English for International Communication* (TOEIC)) in order to take mainstream classes. Many of these universities do offer *English as a Second Language* (ESL) programs, but the majority of these institutions do not include these programs for reciprocal tuition waivers in the *Memorandum of Understanding* (MOA) or sister-exchange agreements.<sup>2</sup>

### Long-Term and Short-Term Study Abroad Programs vs Short-Stay Programs

In order to better understand the differences between study abroad programs, short-stay programs, and student exchanges, it is important to define these terms clearly. The *Ministry of Foreign Affairs* of Japan offers the following explanations in its “Study in Japan: Comprehensive Guide: ”

Short-term study refers primarily to studying abroad while still enrolled at a university in one's home country on the basis of inter-university exchange agreements. The objective is not necessarily to obtain a degree but rather acquire a foreign language, experience a foreign culture, or study at a university, etc. in a foreign country or region. The student receives education for a semester or several semesters within an academic year, acquiring credits or receives research guidance. Classes are carried out in the language of the country where the educational facility is located or in a foreign language.

Student exchange refers to a university dispatching a foreign student to another university with which it has an inter-university exchange agreement and having the other university accept the student.

Credit acquired at the university where the exchange student is studying is generally calculated into the credits earned at the university where the exchange student is originally enrolled. Depending on the number of credits earned, it becomes possible for the student to graduate from the university where he/she is originally enrolled when the standard number of years necessary for acquiring a degree is reached. Tuition is ordinarily paid to the university where the exchange student is originally enrolled. However, there is a need to confirm how tuition should be paid while abroad as an exchange student or how credits are handled as they may differ from university to university. (2019)

The definition above of “short-term” study does not include the very popular trend in Japanese universities today of “short-stay” programs that generally last from 2-4 weeks during the summer or spring vacation periods. These short-programs have been developed to fill a very real need in curriculums of universities that want students to study abroad, but due to many of the reasons mentioned previously, the students are not able or willing to commit to a long or even short-term study

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<sup>2</sup> Many ESL programs offered at universities overseas are self-financed and depend on fee-paying students to survive. Also, these programs are designed to assist degree-seeking foreign students who want to matriculate as actual students and not merely as semester or year exchange students. However, these ESL programs are normally more than happy to accept short-term students who wish to study for a semester or a year, but the tuition would be out of pocket and can be quite expensive.

abroad program. These short-stay programs have been offered more regularly in recent years to allow students an opportunity to have an international exchange experience, receive 1-2 academic credits, and to study language in an authentic setting.

Regarding the traditional long-term and short-term programs lasting a semester or a year, I believe that many Japanese universities could do more to promote international exchange programs and to encourage students to participate. A number of Japanese institutions have archaic and outdated rules regarding curriculum and credit exchange for students who do choose to study abroad. The explanation from the *Ministry of Foreign Affairs* delineated above makes it seem like it is an easy process, but many universities have very strict guidelines which do not allow for much flexibility in accepting credits of courses that do not fit exactly into a prescribed syllabus of a course already offered in the curriculum.<sup>3</sup> Upon returning to Japan after studying abroad, students frequently find out that classes they enrolled in overseas will not transfer the earned credits toward their goal of graduation.

Of course, in the long-term, the experience is still valid and useful professionally, but in the short-term, students often feel as though they may have wasted their time and may have to delay graduating to make up missed classes and credits in Japan. "Having an academic experience abroad contributes to students' personal and academic development by helping them to grow in global and cultural awareness, which is increasingly an institutional goal of particular importance in the 21<sup>st</sup> century." (Gaia, p. 21) The issue, however, is when institutions of higher education are unwilling to adapt to a changing student market, yet still expect students to participate without making it convenient and worthwhile for them to do so. If Japanese universities truly want students to think of study abroad as being essential for their overall education and future career, they must do more to attract students by offering scholarships, extra language study opportunities, and an easier and more inclusive transfer of credits when they return home. This is, in part, why Japanese students are opting more for "short-stay" programs that insure academic credits from their home institution. These programs require less of a financial burden to participate in and there is no disruption in their studies or planned graduation date as they are conducted during school breaks and holidays.

### Bridge Building—Personal and Motivational Benefits of Short-Stay Programs

The popularity of "short-stay" programs that are currently standard in Japan begs the question: Do these programs offer any long-term value to the participants? Professor Brenda Hayashi of Miyagi Gakuin University in Sendai, Japan, conducted a grant-supported academic study to answer this question and her findings are quite revealing. Professor Hayashi's research and data concluded that for many of the students who participated on short-stay programs were more likely to be motivated to continue more intensive language study upon returning back to Japan and were more likely to seek out other, more extensive and long-term overseas programs.

The study centered on a "*Kakehashi* [Bridge Building] Short-Term Exchange Program" that was conducted in 2013 with twenty-three student participants and two chaperones. The aim of the program was simple and direct: To interact with Americans and to introduce Japan. The program lasted for two weeks and divided its time between Chicago (Illinois), Riverside, Palo Alto, and San Francisco (California).

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<sup>3</sup> Many overseas institutions have circumvented this issue for their students studying in Japan by offering courses that can be easily substituted within the curriculum. For example, a course may be entitled "Independent Study" offering credits that can be used as elective courses. These generally allow students to receive credit for work done overseas that do not readily fit into the traditional academic curriculum of the institution. In addition, overseas universities have been more flexible in recent years in substituting classes taken at an international university with courses that are offered at the home institution even if they do not transfer exactly curriculum-wise. For example, if a student takes a class on reading novels, it may be accepted as a literature course that is already on the course curriculum, even if the content is not exactly the same, and only somewhat related.

The students gave presentations and took part in social activities by interacting with the local American citizens (Hayashi, 2019)

In a presentation on this research at the University of Teacher Education Fukuoka (UTEF) on February 14, 2019, Professor Hayashi outlined a portion of the data collection of her study. She presented three student participant case studies to illustrate her findings: first-year students were selected and interviewed five years after the exchange program finished. One student, “Miki,” became active in international exchange events upon returning and spent one year abroad in Germany. Upon graduation, she embarked upon a career as a flight attendant and is planning to live in Germany again in the future. After the *Kakehashi* Short-Term Exchange Program, she was quoted as saying “I felt happy that many foreign students were learning Japanese and going through difficulties in learning the language, just as we had our difficulties with learning English.” Her observation occurred as she visited schools, met students studying Japanese, and interacted with Americans.

Another student, “Sachi,” began to enjoy her university life more fully after returning to Japan and opted to study abroad in Ohio for one year. Upon graduation from her undergraduate studies, she entered graduate school and plans to become a junior high school teacher in the future. She was quoted as saying, “...the face-to-face interactions with local people—or ‘ordinary people’—who are, say, in lower socio-economic groups.... They made me realize that I should be mindful about the prejudices I might unconsciously possess.” Again, the interactions with the local citizens had quite an impact on her.

The third student Professor Hayashi profiled, “Risako,” subsequently did a one-month study abroad program in Italy, and then went back to do a one-year program in Italy. Upon graduation, she used this experience in her job as a travel agent and plans to retake the test for the Japan Foundation and continue to work in her present position while continuing to study English. She was quoted as saying, “One of the local escorts told all of us participants toward the end of the program, ‘Where there is no bridge, we will build one.’ I have kept that phrase in my mind ever since.”

In conclusion of her presentation, Professor Hayashi emphasized that “short-stay” programs have the largest impact on younger students and should target first-year students so that they can potentially participate in another program and have another exchange experience before they graduate. Albeit short, the two-week exchange program the students had, did make a huge impression upon their outlooks, goals, and ultimately future careers. While a short-stay program would be beneficial to 3<sup>rd</sup> and 4<sup>th</sup> year students as well, the opportunity for them to pursue an additional exchange program before graduation is less likely due to their need to graduate and do job hunting.<sup>4</sup>

### **The UTEF Coordinated UW-L Short-Stay Program: A Case Study**

In recent years at UTEF, the interest in long-term and short-term programs has declined and transformed into a situation where students desire to participate in “short-stay” programs that last a matter of weeks, rather than months. The reasons for this change mirror those already delineated previously—financial restrictions, lack of language skills, and time considerations related to graduating on time which are compounded by the need to do “student practice teaching” in order to get a teacher’s license before graduation. Primarily, however, the lack of interest seems to be related to the cost of studying abroad. The cost to study abroad has increased greatly since the 1970s and 1980s, of course, but it is not mere inflation that has caused programs to become prohibitively expensive. Many overseas universities, especially those in the United States, have had a steep increase in tuition costs that make

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<sup>4</sup> I have coordinated short-stay programs for nearly thirty-years, and my personal observations coincide with those of Professor Hayashi. A goodly percentage of students who participate as 1<sup>st</sup> or 2<sup>nd</sup> year students returned to seek out other exchange and study opportunities to do before graduation; decided to study English more intently in order to get some sort of certification; or continued on to pursue graduate studies in the areas of international studies or education.



matriculating, attending, and living on campus for an extended period of time for a short or long-term program to be cost prohibitive for many students.

In order for students to have some sort of international exchange experience, many Japanese universities have tried to create “short-stay” programs that last a matter of weeks, rather than months, as an answer to this relatively recent need to fill a void in college curriculums while offering students an opportunity to travel and study abroad for academic credit. UTEF certainly has found itself in the situation of not being able to attract qualified students to study on several of its long-term programs and has actively tried to design various programs that are centered on short-stays to give students an international experience.

A popular and successful short-stay program at UTEF is an “educational exchange” program developed with the *University of Wisconsin-La Crosse* (UW-L) that is not language based<sup>5</sup> as much as it offers students (who all happen to be education majors) an opportunity to visit US schools in order to experience firsthand the US education system at all levels—from kindergarten to the university level. This short-stay program was specifically designed to appeal to both undergraduate and graduate students who may or may not have any discernable English language skills (hence there is no language proficiency exam required to participate). In addition, no matter what their particular education-related, or academic major is, the students benefit from the experience as it is education-based with the goal of offering the participants a deeper cross-cultural experience that will hopefully help them to grow personally from the comparative culture and education-related activities. Students often express a concerted willingness and desire upon returning to Japan after the program to study English more intently and to even choose to seek out other longer exchange opportunities, whether sponsored by the university or ones they find that are unrelated to UTEF.<sup>6</sup>

### Short-Stay Program Organization

The UW-L Short-Stay Program is an annual program that begins on February 27<sup>th</sup> and concludes on March 22<sup>nd</sup>. Fourteen students are selected to participate with an even number of male and female students preferred because students are paired to stay ten days in local families’ homes as a “homestay” and then residing the remainder of the time in an area hotel with two students sharing one room.

On several occasions, UTEF has applied for and received a partial scholarship awarded to each student in the amount of 80,000 yen by the *Japan Student Services Organization* (JASSO) to offset the cost of the entire program’s fee for each student. When these scholarships are available, there is more interest on the part of the students wishing to participate. Since I am the coordinator of this program, I am designated as the chaperone to accompany the students to the US in order to assist with perfunctory tasks related to the program and to be available for interpreting when necessary.

Students who wish to participate are required to fill out a detailed application in English online which includes three short essays: 1) Self-Introduction; 2) Educational Background; and 3) Why the student wants to participate. These essays are used to introduce the students to their homestay families to match similar interests and they also allow the UTEF staff and myself to more objectively select participants in case there are more than fourteen students wishing to participate, which is often the

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<sup>5</sup> The program does include a “survival English” component in its weekly schedule that offers students numerous opportunities to study practical English that is directly related to their exchange experience. As well, the UW-L instructor incorporates the “cross-cultural portfolio assignment” in these language classes through short presentations and related writing assignments. [See Appendix A for a sample schedule of the program.]

<sup>6</sup> These goals are consistently achieved as many students do build their own linguistic confidence while on the program, which in turn encourages them to study English more seriously after experiencing how useful and important it is to have sound language skills in a foreign language. Often times, students are more motivated to study abroad for longer periods and to even attend graduate school after graduating, either domestically or internationally.

case. If students attend the majority of the pre-departure meetings, perform well in their cross-cultural activities in the US schools, and complete their cross-cultural portfolio project<sup>7</sup> in a satisfactory manner, then each student receives two academic credits from UTEF for the three-week program. UW-L presents each student with a “certificate of completion” in a closing ceremony on the UW-L campus.

UTEF students are not only exposed directly to the US educational system through these visits, but the program in its design has combined an interactive aspect where the Japanese students actually go into selected classrooms to teach Japanese culture through hands-on activities with the US students. This cross-cultural element has made this program very popular and practical, offering a true exchange that is not merely receptive, but productive in its execution, allowing active learning to occur on both sides of this educational exchange program.

### **Pre-Departure and Program Activities**

Pre-departure activities include at least six meetings to discuss the perfunctory aspects of the program and traveling abroad, and to allow the UTEF students to prepare their cross-cultural lesson plans they will be teaching at the visit schools. These include Japanese origami, calligraphy, and dance. In addition several students are selected to prepare a PowerPoint about UTEF, the area and region, and Japan, in general, which is shown on several occasions throughout their visit. In addition, the UTEF students are required to create a “Cross-Cultural Portfolio Project” that is partially made in Japan before departing, and then finished while in the US. This project-based assignment consists of at least seven Japan-related cultural aspects the students select, illustrate, and write about; and at least seven US-related cultural points that they learned or discovered while on the program. The students display these in a clear folder and each entry includes a photo/illustration and about a 100-150 word essay explaining it.

The reason for assigning this “photo-essay” project is two-fold: 1) to focus students’ attention on their own culture in order to have talking points to use with their host families upon their arrival; and 2) to use this material in their “survival English” class which they attend several times a week where the instructor asks them to present several of their entries as part of the language curriculum. As well, it is partially used in their final evaluation to receive UTEF credit for participation on the program. While in the US, the students must observe and choose seven US-related cultural items to create and add to their portfolio project. These are turned into the chaperone-professor as they arrive in Fukuoka after the program finishes. [See Appendix B.]

### **Conclusion**

While experiencing American family life in a partial-homestay, sightseeing and visiting local landmarks, and actively interacting with American students of all ages and levels in the visit schools, the Japanese students receive a unique educational and cross-cultural experience that often times serves as a motivational springboard for them to study English further and to seek out more long-term study abroad opportunities as well as graduate studies related to English, international studies, or education.

This program is conducted with UTEF’s partner exchange university, the *University of Wisconsin-La Crosse* (UW-L) which incorporates a combination “homestay” with local families and accommodations in an area hotel. The homestay aspect gives the Japanese students an opportunity to experience American home life, as well as utilizing the convenience a hotel offers for easy pick-up for programmed activities, including school visits and sightseeing. In addition, UTEF students are paired with a UW-L

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<sup>7</sup> The “Cross-Cultural Portfolio Project” is the academic component of the program that students must complete in order to get 2 credits from UTEF.

“buddy” that they can meet with regularly after program activities finish and during lunch time, etc.

After completion of the program, the UTEF students have another opportunity to meet to discuss the program, share photos, and to discuss how to proceed upon completing the last component of the program: a group bulletin board that highlights the short-stay program from their own perspectives and experiences. This bulletin board is displayed in a public hallway where there is a lot of foot traffic so other students and faculty can learn about the program with the hope it will motivate them to participate in the program in the future.

In conclusion, this program has served quite nicely as a jumping off point to other, longer exchange programs for the participants, and it has even encouraged several students to pursue graduate study in the United States and Europe after graduating from UTEF. The main focus of this program is to expose students to a different, cross-cultural educational perspective regarding US education which will assist them in the future when they become teachers. Although the program is only three weeks long, the large majority of the students become intensely motivated to study English further after arriving back to Japan—even non-English majors. A number of the participants maintain contact with their host families and UW-L buddies through e-mail, social media, and Skype after returning to Japan. As an unexpected bonus to this short-stay program for our university, is that the participants actively seek out and befriend foreign exchange students enrolled in our university upon their return, and regularly assist these students with their daily life and cross-cultural adjustment to living and studying in Japan.

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## Appendix A: Short-Stay Program Sample Schedule

### University of Wisconsin-La Crosse (UW-L) Short-Stay Program Schedule for the University of Teacher Education Fukuoka Faculty of Education Fukuoka (UTEF), Japan

Date	Event/time	Location	Transportation
Wednesday February 27	Arrive at Hampton Inn and Suites – La Crosse Students meet host families at Hampton Inn & Suites at 5 pm and go to the host families' homes Prof. Leonard checks in --- 1 King Room	UTEF Students arrive around 5:00 pm 511 3rd Street N., La Crosse, Wisconsin, T:(608) 791-×××× F:(608) 791-×××× Hall of Nations UWL campus (Confirmed) Leave from Hall of Nations	Pick up from MN – 1:30 p.m. (Delta Airlines Flight from Tokyo Haneda)
Thursday February 28	<b>Chancellor's Welcome:</b> Chancellor Scones/sweet bread and decaf coffee/cocoa will be available <b>Campus tour at 10:30 a.m.</b> <b>Welcome lunch at 12:00 p.m. with:</b> Provost IE&E Director ESL Director Instructor Int'l Student Advisor, IEE ESL Intern UTEF Long-Term Exchange Student  <b>Evening Discussion with UWL buddies</b> College Life PowerPoint and Pizza dinner at 4:30 pm		Hosts deliver to UWL by 9:30 Centennial Hall 308 North 16th St. Hall of Nations Centennial Hall Hosts pick up at UWL at 6:30
Friday March 1	English Survival Class 9:30-11:00 Lunch (on your own) at 11:30 School visit – Elementary (pre-k – 5) at 1 pm (3rd grade) Read Across America	1234 Centennial <b>Emerson Elementary School</b> (12:30) 10 minute walk to school 2101 Campbell Rd.	Hosts deliver to UWL 9:00 am Hosts pick up at UWL 4:00 pm

#### Saturday, March 2 - Sunday, March 3

#### Weekend with Host Families

Monday, March 4	English Survival Class 9:00-10:15 (Kay) <b>School Visit (UWL campus preschool) from 10:30-12:00 (Presentation of Japanese culture /tour of center with Director</b>	1235 Centennial Centennial at 10:15	Hosts deliver to UWL 9:00 am Hosts pick up at UWL 4:00 pm
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Lunch (\$\$) at 12:00 in the Union following Campus Child Care Center visit.

**Campus bookstore tour** with Emma (following lunch)

Tuesday March 5	English Survival Class 9:00-10:30  Lunch provided at school <b>School visit: 7 Rivers High School 11:00-1:30 Host: (11-11:30; 11:30-12 lunch with students; 12-12:30; 12:30-1; 1-1:30 time with students)</b>  <b>Administrative Building visit: 1:30-2:30 Tour of Hogan – The La Crosse School District’s Administrative Building and Meet/Greet with Superintendent of the School District of La Crosse</b>  <b>St. Rose Convent Tour 3pm</b>	<b>Hogan Administrative Bldg.</b> 807 East Avenue South 701 Franciscan Way	Hosts deliver to UWL 9:00 am Pick up from UWL at 10:40; drop off at Hogan for school visit at 11:00; Superintendent meeting at 1:30.  Pick up from Hogan at 2:30; Head to St. Rose Convent for 3 pm tour; Pick up at St. Rose Convent at 4:30 pm;  Stop at Granddad Bluff for pictures on trip back to campus. Hosts pick up at UWL 6 pm
Wed. March 6	English Survival Class 9:00-11:00  Lunch (on your own) at 11:00 <b><i>UWL Int. Japanese II course observation 12:00-12:50 (UW System Collaborative Lang. Program)</i></b>	1235 Centennial Wing 104	Hosts deliver to UWL 9:00 am Hosts pick up at UWL 4:00 pm
Thursday March 7	English Survival Class 9:00-10:30  <b>School visit –Logan Middle school (6<sup>th</sup>-8<sup>th</sup>) 11:10-2:30 (lunch with students at Logan) Principal</b>	<b>Logan Middle School</b> <b>1450 Avon Street</b>	Hosts deliver to UWL 9:00 am 10:40 am pick up from UWL and deliver to Logan Middle School by 11:05; 2:30 pick up from Logan Middle and return to UWL campus Hosts pick up at UWL 4:00 pm
Friday March 8	Work on Cross-Cultural Portfolio in host’s home  Hosts drop off at Hotel at 4:00 pm Check in Hampton Inn & Suites La Crosse Downtown 7 Queen Rooms  Free evening to explore downtown La Crosse	Hampton Inn & Suites 511 3rd Street N., La Crosse, Wisconsin, T: (608) 791-××××	Hosts drop off at Hotel at 4:00 pm.
Saturday March 9	<b>Children’s Museum</b> 10:00-12:00 (arrive by 9:30)	207 5 <sup>th</sup> Avenue Center for the Arts	Walkable or 9:15 shuttle Walkable with Emma or take hotel shuttle

	<b>UWL Theater production</b> (7:30 pm) “Urinetown” 15 Tickets held	UWL Campus	
Sunday March 10	Depart for First Free Church <b>U.S. Church Service</b> at 10:30 12:00 Lunch (bring snacks to eat while driving to farm)  <b>Farm Visit</b> Return to Hotel at 4:00 pm  <b>Dinner with Professor Leonard</b>	123 Mason St, Onalaska, WI 54650	9:45 am pick up at hotel 12:00 pick up at church; Farm visit; 4 pm return to Hotel
Monday March 11	English Survival Class 11:00 – 12:30 Lunch (on your own)  <b>1:30 Shrine of Our Lady of Guadalupe 4:30 Dinner at home stay family home for the group Walmart/Big Lots on return to hotel</b>	308 North 16th St. 1234 Centennial 520 Justin Road, La Crosse	Hotel shuttle to/from campus (791-××××) 1:30 Pick up at Hotel; tour Shrine of Our Lady of Guadalupe; 4 pm leave shrine; <b>Driver is invited to join the group for dinner; 7:30 depart for hotel</b>
Tuesday March 12	English Survival Class 11:00 – 12:30 Lunch (on your own) at 12:30  Prepare for Coffee Hour presentation – “Education in Japan”  <b>Coffee Hour presentation 5:00 pm (Panel with UWL Ed. Majors)</b> Organizer:, Graduate Assistant, IEE	308 North 16th St. 1234 Centennial	Hotel shuttle to campus Hotel shuttle back to hotel
Wed. March 13	English Survival Class 11:00 – 12:15 <b>North Woods International School School visit - Elementary (pre-k – 5) at 1:00 Principal meet and greet</b>  Visit the Pump House Regional Arts Center with Intern (Tomah School District art exhibit – Balcony Gallery)	308 North 16th St. 1234 Centennial 119 King Street open 11-7	Hotel Shuttle to campus 12:30pm pick up and deliver to North Woods Elementary 3:00 pm return to campus Walkable
Thursday March 14	English Survival Class 11:00 – 12:30	370 Morris	Hotel Shuttle to/from campus

UWL Ed course visit (EDS 418  
Literacy Methods II) 12:40-2:05

Farewell dinner at Hampton at 6:00  
pm with host families

Friday March 15	English Survival Class 9:30-11:00 (Kay) Closing ceremony in Hall of Nations 11:00-12:00 Breakfast breads, fruit, and beverages available	308 North 16th St. 1234 Centennial Hall of Nations
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Shopping in Campus  
Bookstore/Return to hotel at 2:30  
pm

Bowling with UW-L Buddies in  
the evening

### UWL Spring Break

Saturday March 16	Scavenger Hunt in La Crosse; St. Patrick's Day parade (optional)
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Sunday March 17	Rivoli Movie Theater Host Family optional activity
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Monday March 18	Check out from Hotel <i>(Group is responsible for any additional charges on bill: i.e., room service, movie rental, etc.)</i> Leave for Minneapolis Check in – Fairfield Inn & Suites Minneapolis Bloomington/Mall of America 7 Queen rooms; 1 King room; under UWL;  Shopping at The Mall of America (complimentary hotel shuttle)	2401 American Boulevard Bloomington, MN 55425 Phone: 601-615- × × × ×	Pick up at hotel at 10:00 a.m.
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Tuesday March 19	Touring Minneapolis/St. Paul 10:00 – 1:30 Food is allowed on the bus – bring snacks	Complementary hotel breakfast	<i>Twin Cities Tour</i> bus tour
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Wednesday March 20	Check out from Hotel Depart for Airport at 8:30 a.m.	Complementary hotel breakfast Delta flight is scheduled to leave am	Complementary airport shuttle provided by hotel.
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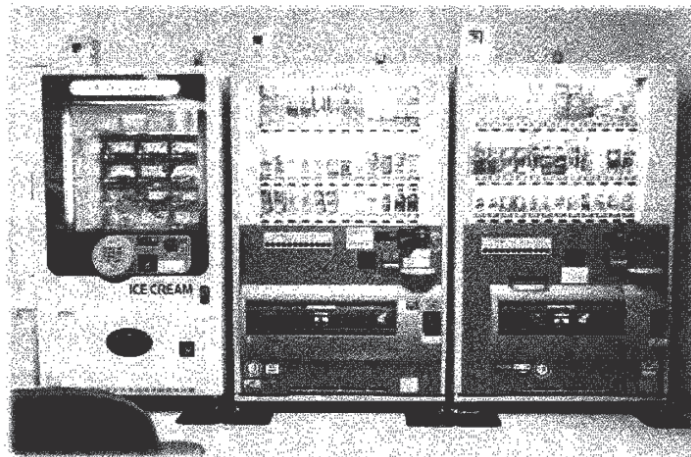


## Appendix B: Example Student Entries for the “Cross-Cultural Portfolio Project”

### [Japan-Centered Cultural Point]

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## Vending Machine

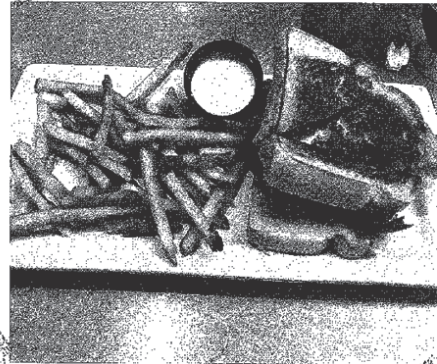


In Japan, you can see a lot of vending machine anywhere. I think this is typical Japanese features. This is very useful machine. Whenever you want some drink, you can buy it soon even if you want hot or cold one. Almost of it is selling many drinks. Sometimes you may be able to see foods vending machine at highway's service area.

When I went to Korea, I saw vending machine at Seoul station only. I have seldom seen it in city area. That is vending machine culture in Japan is unique.

In UTEF, there are about 30 vending machine are put.

### [US-Centered Cultural Point]



The thing that I was surprised the most in America, is the size of food. In Japan, there are often pictures on the menu, so dishes that we imagined were carried. In contrast, in the US, most menus don't have pictures. Therefore, sometimes I was very surprised because the dishes different from my image were carried. These dishes are often large in quantity.

In addition, before the main dish is carried, I can eat bread, salad, chips and so on, so I always fill up before I eat the main. However, I saw many people taking food back home. In Japan, they are often forbidden. I thought this habit is interesting and good because the waste of food can be reduced.

