Transformational Phases of Self-Awareness of Japanese Students during a Short-Term Home Stay Program
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Self-Awareness of Japanese Students
during a Short-Term Home Stay Program

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of the Requirements for the Degree of
Master of School Education

by
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Yuko Tsuji

December, 2005
Abstract

It has become more common for high school students to participate in a home stay program. What is the expectation of home stay? Generally speaking, home stay is thought to be effective in motivating the students to learn English and providing an intercultural experience. In addition to the above, there are other valuable lessons to be gained by the participants of a home stay program. Watanabe (1987) indicated that home stay was effective in the students' developing better relationships with their friends, and in becoming more independent. There is also a case where the home stay experience prompted one student's self-development. Home stay can provide the participants with an opportunity to reflect on themselves and to be more aware of themselves.

The purpose of this paper is to clarify the transformational phases of high school students' self-awareness in a two-week home stay program. The students' diaries are analyzed to examine how the students' daily thoughts change during their home stay and how host families influence the students' recognition of themselves during their home stay.

In Chapter 1, I review previous studies on a home stay program for high school students. Kitagawa et al. (1990a, 1990b, 1991) studied how a one-month home stay affects the students' perceptions of themselves and the people in a host country from a psychological perspective. They indicated that the home stay experience not only diminished the students' psychological barrier against foreigners but also had a significant influence on the development of the students' personalities.
Yashima (2004) stated that there was a high correlation between the use of social skills and sociocultural adaptation. In the process of the students' sociocultural adaptation, the students' social skills and their respective hosts' social support are crucial in developing mutual relationships. All three factors are important for sociocultural adaptation.

In Chapter 2, I present information about the participants of the study. They are high school students who joined a 2-week home stay program in Australia in 2004 and 2005. The data collected for this study are the students' diaries, interviews, and questionnaires issued before and after the home stay.

In Chapter 3, I discuss four categories classified from the students' diaries: communication, topics, language, and interpersonal relationships. By examining each category, I have identified three phases of the students' transformation of self-awareness. The first phase is loss of a voice, the second is relationship development with the host families, and the third is gain of a voice and a sense of belonging to the host families.

In the Chapter 4, one of the student's diaries is chronologically examined as to how the transformation of self-awareness progresses. After that, each phase is respectively discussed with the other students' diaries and interviews. In the first phase, the students lost their voices. They faced identity crisis. In the second phase, they developed relationships with their host families by receiving social support from their host families and actively engaging themselves in the family. In the third phase, the students gained their voices. They transformed from English learners to English users. They also found their role in the family and gained a sense of
belonging to the family. As a result of the home stay, the students reconstructed their identity in English. This is the students' transformation of self-awareness during the home stay.

In Chapter 5, I conclude that the transformation of identity with loss and gain of a voice, which would normally happen to the students in a one-year home stay program, actually happen to the students in a two-week home stay program, though it is on a small scale. I also conclude that the aim of a two-week home stay program is that the students can establish the interpersonal relationships with people whom they meet in a foreign country for the first time using a foreign language even though they may not become fluent. In contrast, the aim of a one-year home stay program is that the students become more fluent in English. It is what makes a two-week home stay program meaningful and valuable as a life experience for the students.

Lastly, I suggest the necessity of social skill training prior to the home stay with an aim of helping the students develop relationships with their host families at an early stage of their home stay. I also suggest some lessons in which Japanese students and Australian students can mix well with each other as useful tools for supporting the students' gain of their voices.

When the students develop the good relationships with their host families and find the pleasure of conveying their own intended meaning to others, a two-week home stay will be a transformational experience, an intercultural experience, and motivation to English learning.
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Introduction

It has become more common for high school students to participate in a study abroad program. According to a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology, about 40,000 high school students participate in a study abroad program every year. About 85% of them joined a program of less than three months. Although the number of the students who attended a short-term program is overwhelmingly large, the effect of a short-term program for high school students has not been discussed thoroughly.

On a short-term program, which is usually held during a long school vacation such as summer vacation, the students experience home stay. What is the expectation of home stay? Generally speaking, it is expected that home stay is effective in motivating the students to learn English and providing an intercultural experience. Watanabe (1979) supports these beliefs. She reported that the parents whose sons and daughters had participated in a home stay program came to the conclusion that after the home stay their children were more interested in English and had a better feeling for people of a different culture. Moreover, the parents said that after the home stay, their children started developing better relationships with their friends, and became more independent.

Here is one example that shows how home stay facilitated one student's self-reflection. She was a high school student who joined the two-week home stay program I organized in 2003. She said in a questionnaire conducted one year after the home stay that the home stay experience had
prompted her self-development. Through interactions with her host family, she realized that she had to redirect her tendency to be moved by the atmosphere around her. She decided to be honest to herself and became more self-motivated. She also said that she had more confidence in herself and was able to actively engage herself in various activities at school. She concluded as follows: "If I had not participated in that home stay, I would not be what I am now."

The effects of home stay reported by Watanabe as well as the student’s comments indicate that a home stay is effective not only in language learning or in developing an interpersonal relationship. It also provides the participants with an opportunity to reflect on themselves and to be more aware of themselves.

In a home stay, the students, away from their own parents in Japan, live with a host family of a different culture and communicate with them in their language. Considering that high school students are in the period of developing their ego, it is obvious that a home stay will influence the students' self-awareness, even if it is a short-term home stay.

There are studies on home stay programs discussed from the perspective of cultural adaptation. Kim (2001) defines adaptation as a process of developing stable, mutual, and functional relationships in a new cultural environment. She regards communication with host families as a main factor of adaptation. Although cultural adaptation is important, in the present study I would like to focus on the students' reflection of themselves and their self-awareness through interactions with their host
families to reveal how host families influence the students' recognition of themselves during their home stay.

The purpose of this paper is to clarify the transformational phases of high school students' self-awareness in a two-week home stay program in Australia. Firstly, previous studies on home stay programs will be reviewed from the perspective of the approach to the investigation. Secondly, the students' diaries will be analyzed and discussed regarding their self-awareness and its transformational phases. Then with more diaries and interviews, each phases of the transformation of self-awareness will be discussed further.
Chapter 1
Background of Present Study

In this chapter, two kinds of previous studies on a study abroad program for high school students will be reviewed. One is a series of studies on how a one-month home stay affects the students' perceptions of themselves and people in a host country from psychological perspective. In the review, how the students changed after their home stay will be the focus.

The other is a study on the students' sociocultural adaptation, which is discussed from various perspectives such as foreign language education, sociopsychology, and communication. The review of this study will focus on how the students develop relationships with people in a host country.

1.1 Psychological effect of home stay experience

There is a series of studies on the effect of a short-term home stay program for high school students. Kitagawa and Minoura (1990a, 1991) and Kitagawa, Fukumori, and Minoura (1990b) studied the psychological effect of home stay experience for a month. The data for these studies were collected by questionnaires which were issued before and after the home stay in the United States. The questionnaires were issued not only to the students who participated in the program but also to the students who did not join it.

Kitagawa and Minoura (1990a) studied how the home stay affected the students' image toward the American people. After the home stay, the students felt that American students were friendlier, more humorous, and
more thoughtful. As a result of the home stay, the students' perception of the Americans became increasingly favorable. The researchers concluded that one of the home stay effects was the students' favorable perception of the American people.

Kitagawa, Fukumori, and Minoura (1990b) revealed that home stay experience was conducive to a positive attitude and an acceptance of foreigners. For example, after the home stay, the students became more active in visiting American families in their respective neighborhoods and in taking care of students from abroad. They also became more open to the possibility of relating to people of different races as well as the possibility of marrying a person of different race or nationality. The students' perspectives became more global after the home stay.

Kitagawa and Minoura (1991) discussed the effect of home stay on personal development and internationalization. After the home stay, the students were more interested in foreign countries and more frequently exchanged opinions about overseas issues with their friends or parents. They also became more positive about themselves. They were able to speak to people without constraint and also to open themselves to others. As for accepting a foreign student into their own family, they expressed willingness and optimism for the challenge in spite of the language barrier. The home stay experience not only diminished the students' psychological barrier against foreigners but also had a significant influence on the development of the students' personalities.

Taking these effects into consideration, it is likely that a home stay helps the students' transformation of self-awareness. Furthermore, considering
that students depend on their host families during their home stay, the relationship with the host families is vital to the students' transformation of self-awareness.

1.2 Relationship development and sociocultural adaptation

Yashima (2004) studied what influenced Japanese high school students' relationship development and sociocultural adaptation. This is a discursive study based on a one-year home stay program in the United States. Surveys were conducted for five years. What is the most interesting, in the context of the present study, is the discussion about the relation between social skills and relationship development. Social skills are the skills with which one makes social contact and develops a relationship with others (Aikawa and Tsumura, 1996). Social skills include skills for active conversation such as speaking to people whom they meet for the first time or talking about themselves voluntarily, non-verbal skills such as smiling when talking with others, and skills for behaving as a part of a host family such as helping the host family with housework or joining activities with a host family.

Yashima discussed that there was a high correlation between the use of social skills and sociocultural adaptation. According to Yashima, in the process of sociocultural adaptation, the Japanese students use social skills and make a connection with people in the host country. Then the people with whom the students make a connection provide them with a variety of support for communication, which Yashima calls social support. Social support includes support concerning problem-solving such as teaching
English and support concerning companionship such as spending time together. Yashima pointed out that when the students received social support, a key person within the host community was involved. The key person was the starting point in the connection between the students and other host people and became a guide who introduced the students to the new culture. The students exercising social skills and people in a host country providing social support both help to develop the relationships between them. The relationships with local people then encourage the students' sociocultural adaptation.

From this discussion, it can be said that social skills are an integral part of the students' relationship development with their hosts. Relationship development with the respective host people is crucial to a successful study abroad program.

In the two-week home stay program in the present study, the students spend most of the time with their host families. It may be said that whether their home stay is successful or not depends on their host families. Therefore, it is important for the students to devote themselves to developing the relationships with their host families as soon as the home stay begins in order to maximize their short two-week stay.

However, it is not easy for the students to develop the relationships with people they meet for the first time in a foreign country using English. How do they actually get themselves involved in communication with their host families? What do they think and how do they feel in the process of establishing the relationships with their host families? There is no study on how the students' daily thoughts change during their home stay. By
examining the students' diaries, the process of relationship development and the students' self-awareness process accompanied by it will be clarified.

1.3 Personal narratives

In this paper, the students' personal narratives such as diaries and interviews are mainly examined and discussed. Diaries contain introspective accounts of one's feelings, attitude and understandings concerning things and circumstances (Elliot, 1991). By studying diaries, attitudinal or psychological changes can be observed (Bailey, 1983). The act of writing itself is also meaningful. When people structure, formulate, and react to their experience in the form of writing, reflection and analysis are available (McDonough and McDonough, 1997). People do not write diaries for nothing. Through narratives such as diaries, humans selectively choose events to help make sense of seemingly unconnected events, and thus help shape the plot of their lives through time. (Pavlenko and Lantolf, 2000). Personal narratives can bring aspects of the human experience to the surface.

Therefore, by analyzing the students' diaries for two weeks, the plot of their transformation of self-awareness, which cannot be seen in the questionnaires before and after the home stay, can be observed and demonstrated.
Chapter 2
Data Collection

2.1 Participants

The participants are the high school students who joined a 2-week home stay program in Australia in 2004 and 2005. In 2004, 21 students visited a sister school in Melbourne and stayed with Australian families from July 28 to August 12. In the present study they are called “04 student(s)”. In 2005, 20 students joined the program. This time they visited Sydney and stayed there from July 27 to August 11. They are called “05 student(s)” in the present study.

All the participants voluntarily applied for the program, but in 2005 the number of applicants exceeded the available space. The applicants were screened by interview both in English and Japanese.

2.2 Experience of traveling abroad

The number of students who had been abroad at least once before they joined the school home stay program was ten of 04 students and nine of 05 students, while the number of students who had never been abroad before was eleven of 04 students and eleven of 05 students. Two of 04 students and two of 05 students had experienced home stays before. Their length of stay ranged from five days to sixteen days.

The detailed information of the students who had been abroad is as follows:
### Table 1 Experience of traveling abroad

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Length of stay</th>
<th>Purpose of stay</th>
<th>No.</th>
<th>Country</th>
<th>Length of stay</th>
<th>Purpose of stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Australia</td>
<td>7 days</td>
<td>family trip</td>
<td>1</td>
<td>Australia</td>
<td>7 days</td>
<td>family trip</td>
</tr>
<tr>
<td>2</td>
<td>Guam</td>
<td>3 days</td>
<td>family trip</td>
<td>2</td>
<td>China</td>
<td>4 days</td>
<td>family trip</td>
</tr>
<tr>
<td>3</td>
<td>Australia</td>
<td>14 days</td>
<td>family trip</td>
<td>3</td>
<td>Malaysia</td>
<td>5 days</td>
<td>family trip</td>
</tr>
<tr>
<td></td>
<td>U.K.</td>
<td>14 days</td>
<td>family trip</td>
<td>4</td>
<td>Hawaii</td>
<td>3 days</td>
<td>family trip</td>
</tr>
<tr>
<td></td>
<td>France, Italy</td>
<td>14 days</td>
<td>family trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Hawaii</td>
<td>5 days</td>
<td>family trip</td>
<td>5</td>
<td>Thailand</td>
<td>3 days</td>
<td>family trip</td>
</tr>
<tr>
<td>5</td>
<td>Guam</td>
<td>4 days</td>
<td>family trip</td>
<td>6</td>
<td>Guam</td>
<td>4 days</td>
<td>family trip</td>
</tr>
<tr>
<td></td>
<td>Singapore</td>
<td>4 days</td>
<td>family trip</td>
<td></td>
<td>Saipan</td>
<td>3 days</td>
<td>family trip</td>
</tr>
<tr>
<td></td>
<td>Malaysia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Korea</td>
<td>3 days</td>
<td>family trip</td>
<td>7</td>
<td>France</td>
<td>3.5 years</td>
<td>Father’s job</td>
</tr>
<tr>
<td></td>
<td>Taipei</td>
<td>3 days</td>
<td>family trip</td>
<td></td>
<td>Spain</td>
<td>14 days</td>
<td>family trip</td>
</tr>
<tr>
<td>7</td>
<td>Brunei</td>
<td>4 days</td>
<td>family trip</td>
<td>8</td>
<td>Australia</td>
<td>(no datum)</td>
<td>family trip</td>
</tr>
<tr>
<td></td>
<td>Thailand</td>
<td>5 days</td>
<td>family trip</td>
<td></td>
<td>U.S.A</td>
<td>10 days</td>
<td>home stay</td>
</tr>
<tr>
<td>8</td>
<td>Hawaii</td>
<td>7 days</td>
<td>family trip</td>
<td>9</td>
<td>Saipan</td>
<td>16 days</td>
<td>home stay</td>
</tr>
<tr>
<td>9</td>
<td>Northern Europe</td>
<td>7 days</td>
<td>family trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S.A</td>
<td>10 days</td>
<td>family trip</td>
<td>10</td>
<td>U.S.A</td>
<td>5 days</td>
<td>home stay</td>
</tr>
<tr>
<td></td>
<td>U.S.A</td>
<td>9 days</td>
<td>home stay</td>
<td></td>
<td>U.S.A</td>
<td>10 days</td>
<td>home stay</td>
</tr>
</tbody>
</table>

### 2.3 Students' motivation for participating in the home stay program

As for language learning, the main purposes of all the participants of the home stay program are to improve speaking ability, to improve listening ability, and to learn how to convey the intended meaning to their host...
families. As for cultural experience, they want to gain an understanding of another culture and experience daily life in a foreign country. They also want to make friends there. The detailed information on the purposes is as follows:

Table 2 Students' purposes for participating in the home stay program

<table>
<thead>
<tr>
<th></th>
<th>04 students</th>
<th>05 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concerning English ability</strong> (the figures show the number of the students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve listening ability</td>
<td>17</td>
<td>To improve speaking ability</td>
</tr>
<tr>
<td>To improve speaking ability</td>
<td>11</td>
<td>To improve the ability to convey the intended meaning</td>
</tr>
<tr>
<td>To improve the ability to convey the intended meaning</td>
<td>7</td>
<td>To improve listening ability</td>
</tr>
<tr>
<td>To build vocabulary</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| **Concerning cultural understanding** (the figures show the number of the students) |
|-----------------------------------------------|-----------|
| To gain an understanding of another culture   | 12        |
| To experience daily life abroad               | 12        |
| To make friends with Australians             | 8         |
| To learn the way of thinking of Australian people | 7       |
| To build one's character                      | 7         |
| To widen one's point of view                  | 6         |
| To gain an understanding of another culture   | 9         |
| To experience daily life abroad               | 5         |
| To help them make decisions about their future| 4         |
| To make friends with Australians             | 4         |

2.4 Schedule of the program

The schedule for 04 students and 05 students were slightly different because the cities and the flight schedules were different. The detailed information is as follows:
Table 3 Schedule of the program

<table>
<thead>
<tr>
<th></th>
<th>04 students</th>
<th>05 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 28 (Wed.)</td>
<td>Departure</td>
<td>July 27 (Wed.) Departure</td>
</tr>
<tr>
<td>29 (Thurs.)</td>
<td>Sightseeing in Brisbane</td>
<td>28 (Thurs.) Sightseeing in Brisbane</td>
</tr>
<tr>
<td>30 (Fri.)</td>
<td>The first day of home stay</td>
<td>29 (Fri.) The first day of home stay</td>
</tr>
<tr>
<td>Aug. 11 (Wed.)</td>
<td>The last day of home stay Leaving for Sydney</td>
<td>Aug. 11 (Wed.) The last day of home stay Leaving Australia for Japan</td>
</tr>
<tr>
<td>12 (Thurs.)</td>
<td>Leaving Australia for Japan</td>
<td></td>
</tr>
</tbody>
</table>

During the home stay, the students stayed with Australian students. On weekdays, they went to school with their host students. Arriving at school at 8:30 A.M., they had English lessons designed especially for the home stay group, and in the afternoon they joined various regular classes with their host students. They also spent time together at recess or lunch. Coming home at 3:30 P.M., the students spent time with their host families. They also spent weekends together. All the host students study Japanese as part of their curriculum at school. Most of them are at basic level but some speak quite well.

2.5 Preparation lessons for home stay

The students who participate in the school home stay program have to attend all the preparation lessons, which are organized by a teacher who is in charge of the international exchange program at school as well as assistant teachers of English. Four of the lessons are English lessons, including how to introduce their family, school, and town. They also learn about Australia, such as animals, school system, and climate. The other seven or so lessons are in preparation for a farewell party, which are done in
Japanese. The students also have an opportunity to talk with the senior students who attended the program the previous year.

2.6 Data collection

The participants wrote diaries every day during the home stay (see Appendix A and B). Questionnaires were issued before and after home stay. Interviews were given to 05 students one week after the home stay. Another questionnaire was issued to 04 students one year after the completion of their home stay.

The students wrote diaries either in English or in Japanese, or sometimes mixed English and Japanese. In the following chapters, when part of the diaries are excerpted, Japanese descriptions are translated into English by the author, while English descriptions remain as they are but shown in italics.
Chapter 3
Data analysis

3.1 Procedure

The diaries of 04 students were analyzed according to the following procedure.

Firstly, the author read through all the diaries, and excluded those that described only daily activities. Diaries with brief descriptions are not easy for researchers to analyze. For qualitative research, diaries are required to contain more than just a list of every day events. Therefore, some of the diaries had to be excluded. The following are some examples of descriptions from the diaries that were excluded.

<Example>
- I watched "The Lord of the Rings." As it was subtitled in English, I understood most of the story. (Aug. 2)
- Today, we went on an excursion with the host students. With reference to the leaflet, my host student provided an explanation about the place we were visiting. (Aug. 5)

After the exclusion, ten diaries out of 21 diaries remained for analysis.

Secondly, the descriptions were encoded onto cards as the following example shows.

<Example>
Today, I composed a short speech for the farewell party. It was more difficult than I had expected, though I studied difficult English grammar in Japan. My speech was at the junior high school level. At lunchtime, my host students
approached me with many of her friends. I enjoyed speaking to them. They asked me about Japanese animation movies and Hikaru Utada.

Today, I composed a short speech for the farewell party. It was more difficult than I had expected, though I studied difficult English grammar in Japan. My speech was at the junior high school level.

At lunchtime, my host students approached me with many of her friends. I enjoyed speaking to them. They asked me about Japanese animation movies and Hikaru Utada.

Using the KJ method (Kawakita, 1967, 1970), the cards were classified into four categories: communication, topics, language, and interpersonal relationships. This classification was performed by six graduate students majoring in English education. Two of these students were in-service training teachers and the others were pre-service teachers.

Finally, to clarify the change in the students during their stay, the two-week stay was divided into three periods and the first and third periods were compared in each category. The first period extended from Friday, June 30, to Monday, August 2, which included the first encounter with the host families and the first day at school. The second period extended from Tuesday, August 3, to Saturday, August 7, and the third period extended from Sunday, August 8, to Wednesday, August 11, which included the last Sunday with the host families, the farewell party, and the departure from the host families. Table 4 presents the four categories, their sub-categories, and the summaries of the students' descriptions in their diaries.
Table 4 Four categories identified from the students’ diaries

<table>
<thead>
<tr>
<th>Category</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can communicate</td>
</tr>
<tr>
<td><strong>The first period</strong></td>
<td>• Host family’s help</td>
</tr>
<tr>
<td></td>
<td>• They speak slowly</td>
</tr>
<tr>
<td></td>
<td>• They correct my English</td>
</tr>
<tr>
<td></td>
<td>• Non-verbal means</td>
</tr>
<tr>
<td></td>
<td>• We played a game</td>
</tr>
<tr>
<td></td>
<td>• I used gestures</td>
</tr>
<tr>
<td></td>
<td>• Awareness concerning English</td>
</tr>
<tr>
<td></td>
<td>• I understood a word used repeatedly</td>
</tr>
<tr>
<td></td>
<td>• They often asked me “why?” or “Why not?”</td>
</tr>
<tr>
<td></td>
<td>• Improvement in English</td>
</tr>
<tr>
<td></td>
<td>• I talked to them a lot</td>
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<td>• I got used to speaking English</td>
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<td>• What to do for communication</td>
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<td></td>
<td>• To initiate the conversation</td>
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<td>• To think of topics</td>
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<tr>
<td><strong>The third period</strong></td>
<td>• I talked more with them</td>
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<td></td>
<td>• I understood what they said</td>
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<td>• I felt that we became closer when I talked with them</td>
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<td>period</td>
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<td>• I spoke a language mixed with English and Japanese</td>
<td>• Host family's helpful attitude</td>
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3.2 Comparison between the first period and the third periods

3.2.1 Communication

The descriptions in the first period indicate that the students found it more difficult to make themselves understood in English than they expected. The first day of home stay was characterized by disappointment.

<Excerpt 1>
I was disappointed with myself because I just couldn't say what I wanted to. (July 30)

<Excerpt 2>
All I could say today was "yes," "no, thank you," and "okay," so I was laughed at by my host student. I was able to say what I had prepared in advance, such as an explanation of the souvenirs, but except for that, I only came up with three phrases. This made me feel uncomfortable. (July 30)

The students could not understand what the host families said to them. Even if they understood, they were unable to respond spontaneously.

Making simple comments in English was also difficult for them.

<Excerpt 3>
When I saw the animals, all I could say was "cute," "pretty," "beautiful," and "dislike." (July 30)

The student in Excerpt 3 can articulate her impression in various words in L1. However, doing so in L2 was difficult. This student noticed that she had a limited vocabulary and range of expressions.

While struggling with their English, the students gradually got used to speaking to their host families. Through the conversations with their hosts
the students discovered some clues to help them become better communicators.

<Excerpt 4>
I used to start the conversation with "I," but I've found that I should say the most important word at the beginning of the utterance, so that my host family can understand me better. By hearing one word, the host family can guess what I want to say. But when I remain silent, not knowing what to say, the situation becomes awkward for all of us. I've learned that I should not hesitate to say "I don't understand" when I actually don't understand. (July 31)

<Excerpt 5>
I am getting used to English little by little, but I should initiate the conversations. (Aug. 1)

The student in Excerpt 4 noticed that in a conversation with the host family, it was better to respond quickly even if imperfect than to have a long pause in order to make a perfect sentence. She was able to avoid awkward silence with one-word responses. The students in Excerpt 5 began to actively engage herself in conversations.

The students also learned that playing games with the host families and using gestures are useful ways of communicating with them. The host families helped the students in various ways. They spoke to the students slowly, and sometimes corrected their English. Meanwhile, the students seemed to begin to notice what was expected of them in order to communicate more clearly.
I found that Australian people often asked us "why" or "why not". So I have to think of reasons as well. (Aug. 2)

Thus, the student gradually got used to communicating with the host family in English.

Around the time when the students began to adapt to life with their host families, school started. The students then experienced a different type of confusion.

Today was the first day of school. At lunchtime, I was surrounded by many Australian students. They asked me numerous questions at one time. I couldn't understand any of the questions. This made me panic. (Aug. 2)

Another student had negative feelings toward the Australian students.

Today was the first day of school. . . . The Australian students stared at us in the corridors. I didn't like it because I felt that they were making fools of us. Even if they had spoken to me, I wouldn't have been able to answer them. If only I could speak English much better! (Aug. 2)

The students in Excerpt 7 and 8 felt that they needed to speak English in order to overcome the threatening situation in which they were surrounded by the Australian students and could say nothing to them. For the students to establish a good relationship with the Australian people, being able to speak English was the first priority.

In the third period, it is clear that the students' English improved greatly. Some students wrote that they were able to understand what the
host families said, and felt that they became more comfortable as they spoke to their host families more. At this stage, although the students were improving in their communication, they were still frustrated when attempting to express what they meant.

<Excerpt 11>
I went to see softball games with my host family. . . . My host sister was not on the starting team. The family felt that her coach was unfair to her, and got angry. I wanted to cheer her up, but I couldn't because it was difficult. This frustrated me. (Aug. 8)

<Excerpt 12>
When I made a short speech to express my thanks to my host family at the farewell party, I was very nervous. But I didn't feel ashamed, because I was overwhelmed with gratitude. Later, my host family read the script of my speech. I had been unable to express my sincere gratitude in my poor English. (Aug. 10)

These students in Excerpt 9 and 10 got frustrated when they could not express their emotions toward their host families; one student wished to express sympathy for her host students and the other attempted to express gratitude. Considering that at the beginning of the home stay the students' frustration was caused by their inability to speak English, it is clear that the relationships between the students and their host families developed steadily. Therefore it is likely that the improvement in communication is linked with the development of the relationship with the host families.
3.2.2 Topics

In this category, we can see how the type of topics that the students discussed with their host families changed and how detailed the students' descriptions about the topics became. In the first period, the descriptions about daily activities are simple. For example, a student wrote that she provided explanations about Japanese objects to her host family, but she did not describe the host family's reaction. Another student wrote that her host student told her about numerous things, but she did not mention what they were. This shows that either the student or the host family provided the topic but no active conversation was conducted.

In the third period, however, the students' descriptions were longer and more detailed. Excerpt 13 is indicative of the flow of their conversation.

<Excerpt 13>
In a car, Kate said to me, "Are they Japanese?" I answered, "I think Chinese." She looked at me as if to say "How do you know?" So I added, "Japanese and Chinese are different face." The other host sisters joined in the conversation and said, "Same!" and "Where is different?" But it was a difference that I could only sense. Then I said to them, "But I think Australian and American is same face." "No, different," they answered. No way! They look the same. Jane said that the faces were completely different and that they could differentiate among Australians, Americans, and Britons. (Aug. 8)

The student in Excerpt 13 shared topics and exchanged information with the host family. This indicates that their relationship was improving. Moreover, the contribution of both parties to the conversation led to a realization of cultural difference. Thus, the students who were initially concerned about English now had topic-oriented concerns, such as social
matters including cultural difference. Furthermore, their communication improved as their relationships with the host families developed.

### 3.2.3 Language

When placed in an English-speaking environment, the students were initially confused but gradually became more familiar with the language. Excerpt 14 shows how English influenced a student's Japanese.

<Excerpt 14>
- I was surprised that I spoke to my Japanese friend in a language that was a mixture of English and Japanese. (July 31)
- I did some homework on classical Japanese which I brought from Japan. I felt that I was forgetting Japanese. (Aug. 1)

This shows that the students were getting used to L2 surroundings and considered English more usable.

In the third period, the students began to mimic some of the expressions of their host family's English.

<Excerpt 9>

* I began to be able to say not only “yeah” but also “sounds nice” and “I see.” But I want more variation.* (Aug. 8)

<Excerpt 10>

* At the beginning of the home stay, I said “yes,” but along the way, it changed to “yeah.”* (Aug. 11)

These excerpts show that verbal interaction took place more frequently in the third period and the students' English was influenced by that of their host families.
The students considered it natural to speak in English. Although their English was not yet perfect, they incorporated it into the language in which they expressed themselves.

<Excerpt 15>
My English is still not so good, but I can speak simple phrases without translating them in my mind. (Aug. 11)

<Excerpt 16>
I am used to being in an English-speaking environment. I don't experience discomfort when I speak in English. On the contrary, I will miss this environment when I return to Japan, where only Japanese is spoken. (Aug. 11)

By this time, the students could make themselves understood in English and were comfortable with the language.

3.2.4 Interpersonal relationships

As we see in the category “communication,” developing good relationships with host families has a close connection with improving communication. It is not easy to live with another family in a foreign country. One of the students wrote that she was frightened by her host mother's loud voice. She would probably never have been frightened by a Japanese mother's voice. Nobody knows how loudly her host mother spoke, but it can be said that the student's anxiety made her believe that she felt she was scolded by her. This example shows that at first the student was nervous and sensitive about their host families.
By learning to communicate with the host families' help, the students felt closer to their host families.

<Excerpt 17>
They listen to me patiently if I am stuck for words, so I feel like talking with them more. (Aug. 2)

In this excerpt the host family acted as patient listeners. This approach by the host family encouraged the student to speak and to feel that she could make herself understood in English.

However, patient listeners did not always give sufficient help to the students. Some host families overtly engaged themselves in the conversation with the students.

<Excerpt 18>
My host sister is kind enough to speak slowly or paraphrase difficult expressions so that I can understand them. When I can't understand in spite of her effort, she says to me, "Don't worry", and I am relieved. I want to improve my listening ability so that Kate says "Don't worry" less frequently. (July 30)

Excerpt 18 shows that one of the members of the host family plays a role in assisting the student communicating in English. That family member may be a key person who acts as a key go-between for the student and the other family members. The key go-between is usually a host student who is almost the same age as the Japanese student and is supposed to spend most of the time with him/her. In the case of the student in Excerpt 18, however, her host student's sister acts as a key go-between. There is also another
case where a family member other than the host student is the key go-between. The student in Excerpt 19 totally depends on her host mother.

<Excerpt 19>
I can't speak to my host student, because she is always working on a computer. My host brother is very kind... but he is not so active in speaking. The other members are also very kind but not very engaging. It is not bad, but it does keep me from talking with them. Today Mom was out, and I thought I would die in silence. (Aug. 2)

The existence of a go-between is likely to be the very key to the students' improvement in communication and development of good relationships with the host families.

The descriptions in the third period show that the students have developed good relationships with their host families.

<Excerpt 20>
I don't feel out of place with my host family any more. We have already talked about Japan and Australia enough, so recently we talk just about every day chores. (Aug. 10)

The student and her host family talked about their daily life like she did with her family in Japan. This excerpt indicates that she was blending in and becoming a part of the host family. There was a sense of belonging with the host family.

<Excerpt 21>
I treasured the days I spent with my host family, because I was one of the family members. (Aug. 11)
This excerpt shows that people the students had not known well two weeks ago became important to them. Hugs from the host families on the parting morning were evidence that the students had become a member of the host family.

<Excerpt 22>

My host family and I said “See you!” instead of “Goodbye.” They gave me big hugs. I realized that with hugs we can express love more than words.

(Aug. 11)

At first the students struggled to speak to communicate. The host families, especially key go-betweens, helped the students make an effort to communicate with them. The more they talked with each other, the stronger their bonding was. As a result of their home stay, the students gained another family in Australia.

3.3 Transformational phases of the students' self-awareness

In the 04 students' diaries, we can see how the students changed during their home stay. As soon as the students met the host families, they found that they could not convey their intended meaning in English. They were frustrated in their means to communicate with others. In L2 situations, L1 did not function as a means with which they could express themselves.

In sociocultural approach to identity, language and identity are related. When people establish their identity, social context plays an important role. In the social context, language and behavior function as main media (Kroger, 2000). People define themselves by how they perceive others’ reaction to them, which is conveyed through communication by language and behavior
(Mead, 1934). In short, people are given their identity according to how they are imprinted to their own or others’ discourse (Shotter and Gergen, 1989). Thus, the use of language as well as behavior plays a major role in establishing one's identity.

Since individual identity is established and defined in the social context of individual life (Gergen, 1991), identity is subject to changes by feedback from other people, especially those who are important to a person (Kroger, 2000). During the home stay in Australia, the students were in the context where a language and a cultural behaviour foreign to them were expected. They had to redefine themselves by their host families' feedback. Therefore, the students' inability to speak English is related to their loss of identity as individual human beings.

Pavlenko and Lantolf (2000) discussed the relationship between language and identity by focusing on loss and gain of a voice as a consequence of cultural border crossings by examining autobiographies of several American and French authors who attempted to become native speakers of their second language. According to them, there were the initial phase of loss and the second phase of gain and reconstruction (Pavlenko, 1998). When the immigrants crossed cultural borders, they experienced loss of linguistic identity. To reconstruct their identity, they began to appropriate others' voices in the target language. They then gained their voices and reconstructed themselves.

Here, a voice is, as Wertsch (1990) noted, for Bakhtin “individual speaking people” and “particular speaking subject” (p. 110). Voices are contextualized in terms of historical, institutional, cultural, and individual
factors. When utterances are produced by a voice, they have intention and accent. The intention and accent of an utterance are "not simply selected or created by the speaking subject acting in isolation, but they reflect the intention and accent of other voices" (p. 117). According to Bakhtin (1981), the spoken word is half someone else and "it becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention" (pp. 293–294). A voice is the expression of one's personality and consciousness. Thus, a voice includes the notion of "speaking personality, the speaking consciousness" (Holquist, 1981, p. 434).

The students in a two-week home stay, like the immigrants mentioned above, experienced loss and gain of their voices. In the process of losing and gaining their voices, the students transformed in terms of personality and consciousness, or identity like the immigrants did. In contrast to the immigrants' case, the students' loss and reconstruction of identity was not as serious as that of the immigrants, and much more rapid because of limited time.

In the process of loss and gain of a voice, the host families helped the students' English and the students actively got involved in conversation with the host families. This facilitated developing the relationships between them and the students' appropriating the host families' English. When the home stay finished, the students felt that they had become a part of the family. As a member of the family, they discovered English in a supportive atmosphere. Thereby, they found communication in English easier. Thus, the students gained their voices and family bond.
Taking this analysis into consideration, the students' transformation is described in three phases:

Phase 1: loss of a voice

Phase 2: relationship development with the host families

Phase 3: gain of a voice and a sense of belonging to the host families

In the next chapter, one student's diary will be chronologically examined regarding the transformational phases of self-awareness and the process of the transformation of self-awareness.
Chapter 4
Discussion

In this chapter, one 04 student Miyoko's diary will be chronologically examined as to when the transformational phases of self-awareness begin and how the transformation of self-awareness progresses. After that, each phase is respectively discussed with the other data: 05 students' diaries, their interviews, 04 students' questionnaire conducted one year after the home stay.

4.1 Miyoko's case
4.1.1 Background of Miyoko: Before the home stay

According to the questionnaire conducted before the home stay, Miyoko had been to a foreign country once: She went to Hawaii with her family for one week when she was twelve years old. In the same questionnaire, she evaluated her own English ability: Listening, reading, and writing were average, but speaking and communicating by gestures were not so good. Regarding speaking ability, she made a comment that she couldn't speak English well partly because she braced herself to speak correct English and partly because her English vocabulary was poor. Her purpose to participate in the home stay program was to improve listening ability and to learn how to convey the intended meaning to the host family. She also wanted to gain an understanding of another culture and to widen her point of view.

About ten days before her departure for Australia, she received the information on her host family. There were six members in the family:
father, mother, a host student and three younger sisters. Her host student, Fred, was a boy who was the same age as her. He had been studying Japanese for several years. He had few problems with daily conversation in Japanese, but couldn't understand complex Japanese sentences. Miyoko had expected her host student to be a girl, so she started worrying about whether she could get along well with him.

4.1.2 First day of the home stay: Loss of a voice

What is the first day of a home stay like? The first encounter is always exciting to both of the students and the host families. They exchange the greetings, ask some questions and talk with each other. However, as soon as they get in the car with their host family to begin their respective home stays, the students' challenge begins: They have to spend the first weekend along with their host families. They cannot depend on their friends, or even on their own language, Japanese. They are like a small boat which is rowed to the open sea.

<Friday, July 30>

Before I met my host families, I was very anxious about the home stay, but when I met them, I felt relieved. *My host family is very kind.* However, the only sentences I could properly say were questions about where the toilet was or whether I could take a bath. In other cases I just said yes or no, or responded with one word, which was not conversation at all. Today was the first day of my home stay and I was too nervous to say what I had already learned earlier in Japan. I had to take it easy and speak slowly. As for Fred, I could hardly talk with him. After consideration, I realized that it was difficult for a boy and a girl of the same age to become friends just after they met for the first time. When I noticed he was concerned about me, I felt badly. *But my host father has visited Japan many times, so I was glad*
to hear it. He knew Nishi-Akashi, Fukuoka, and Fujisan well. Today I noticed that "Can I ...?" "please" and "No, thank you" were very useful. I want to speak more tomorrow.

It is apparent that Miyoko had a hard first day. She had a difficulty in communicating with the host family in English. She was disappointed with the result that she spoke only words or phrases. Her inability to speak English means that she was frustrated in her means to communicate with others. She could not express anything she wanted to say. She lost her voice. She had to find a way to communicate with the host family and gain her voice with which she could express herself.

As for the relationship with her host student Fred, she regretted that she could not talk with him. She attributed it not to her inability to speak English but to her belief that it was natural for a boy and a girl meeting for the first time not to speak to each other. Although she had a difficulty in communicating with Fred, the host father, who had visited Japan many times, would be of great help to her. He was one person with whom she had something in common. Even if she did not find any topics to talk about, his reference to some places in Japan opened the door for communication. He would likely be a key go-between for her.

4.1.3 First weekend: A key go-between

On the first day of the home stay, Miyoko was faced with a challenging situation where English was the main means for communication. She must have woken up the next day with anxious feelings.
In the morning, I woke up too early. The host father was the only family member that had woken up, so we took breakfast together. I talked with him today more than yesterday.

It was lucky for her that the host father was the first person to talk with that morning. Because of his experiences in Japan, there were topics they could both relate to. However, at the penguin parade where she met one of her Japanese friends who was participating in the same program, she began to miss her home and speaking in Japanese.

(Continued from the above quote)

When I went to an island to see the penguin parade, I met one of my friends. I was very happy to talk with her in Japanese. Her host student was also a boy, and she said she felt awkward with him. I want to go school, and want to talk in Japanese. Now that everybody around me speaks English, I can hardly believe that I had spoken in Japanese before I came to Australia. I always think what time it is in Japan when I see the watch. I miss Japan. But both Australia and my host family are wonderful, so when I leave Australia, I will think I want to stay longer.

Miyoko, not being able to express herself in English, was pleased to speak in her native language with her Japanese friend. It must have been the first time that she felt happy to speak in Japanese. Japanese was the only language she could command, and she was hoping to meet her Japanese friends again on Monday at school. Her frustration in communicating with others since the home stay started was quite evident. On the other hand, she wanted to adapt herself to the new surroundings. Her mind was swinging between Australia and Japan as well as English and Japanese.
(Continued from the above quote)

*On this night I gave souvenirs to my host family: Everyone was glad, and I was glad, too.* I did not talk with the host family very much, but it was not as difficult as yesterday to talk with them. I will do my best tomorrow, too.

Miyoko had practiced the explanation of the souvenirs in Japan, so she had a sense of achievement, because the host family was pleased with the souvenirs. Although she had a difficulty in carrying out the conversation with the host family, she was able to give a presentation in English.

On Sunday morning, she took breakfast alone with the host father again. The host father made it a rule to get up early on weekends, and the time she took breakfast with him was a good opportunity for her to practice speaking English.

*<Sunday, August 1>*

I woke up later than yesterday, but the family members were much later than I. I had breakfast with the host father. *I spoke a lot with my host family!* I enjoyed drawing pictures and making "*origami*" Sue drew my portrait. She did it very well. I tried to draw hers, but it was awful. So I made paper penguins for her.

The host father apparently acted as a key go-between for Miyoko and the other family members. He was the starting point of Miyoko's connection with the host family. And on this day the connection extended to one of the other family members. Miyoko began to make a strong connection with one of the younger sisters, Sue. She had a good time with Sue. However, she had not yet adapted herself to expressing herself in English.
I thought I spoke more than yesterday, but I sometimes responded with one word and sometimes pretended to understand and said “yes.” School starts tomorrow. I’m looking forward to seeing my friends!

To her, English was still beyond her reach, not a means to convey her intended meaning. “Yes” was not her affirmative answer: It camouflaged the fact that she could not understand what the host family said. In this uncomfortable situation, she could not be truly relaxed with her host family. Her frustration led her to look forward to meeting her Japanese friends. She must indeed have felt stress during the first weekend.

4.1.4 First day at school

Monday was the day when school started. She went to school with Fred and his younger sisters. In the morning she took English lesson with her Japanese friends, and after lunch she attended the regular class with Fred.

<Monday, August 2>
I was very happy to meet my friends. They seemed to be managing as well as they could. In the afternoon I attended classes with Fred at the first time. Some people said to me, “Konnichiwa,” or “Hello.” When I attended math class, a girl spoke to me in Japanese. She could speak Japanese a little. So I was very happy! And Fred spoke to me more than before. So I spoke to him, too.

For the Japanese students, who had struggled with the new situation by themselves during the weekend, seeing their friends must have been great pleasure and relief. They talked about their home stay, cheered up and
encouraged each other in Japanese. Miyoko probably had a chance to relax and refresh herself.

School was another Australian community in which the Japanese students participated. When they attended the regular class with their host students, they felt a touch of uneasiness. However, Miyoko did not feel alienated in the class, because she was addressed by an Australian girl in Japanese. Furthermore, she had an opportunity to talk with Fred. It was a sign that they were beginning to break down the barrier to communication.

In Australia, the students go home around three o’clock. For the Japanese students, how and with whom they spend time after school influences success of the home stay. Host students play an important role in this point.

(Continued from the above quote)

After school I went to the park with Sue. We talked a lot. And I showed her "origami." She liked it very much. Today was a lot of fun!

Miyoko spent time after school with Sue because her host student Fred was busy studying after school, and also because she could relate more easily to Sue. Their medium of communication was origami. It was easier for Miyoko to teach origami than to speak English because she could show examples. In this way, Miyoko was becoming more comfortable in her home stay.

<Tuesday, August 3>

I was gradually getting used to life with the host family and I talked with them more. And I’m going to cook “okonomiyaki” tomorrow. My host father likes “okonomiyaki” very much. But I’m not good at cooking... I am
at a loss what to talk with Fred when we are alone together. But he likes guitar, and I like it too. So I want to talk about guitar playing with Fred.

Miyoko decided to cook okonomiyaki which the host father liked. This was a big decision for her because in cooking okonomiyaki she had to be the main person to organize the event. It was as if a supporting actor was suddenly selected for the leading role. Although she had a difficulty in communicating with Fred, she was trying to be a family member by actively getting involved in the family event.

4.1.5 Turning point

On the sixth night of the home stay, she cooked okonomiyaki for her host family. It was a big event for her.

<Wednesday, August 4>

I thought it was very important to ask a member of my home stay family when I need any help. Today I cooked “okonomiyaki.” It was difficult to explain “okonomiyaki” to my host mother. But I showed a picture of it,” she understood it very well. I cooked “okonomiyaki” for myself. But I didn’t know where the ingredients and kitchen utensils were. So I asked my host mother. Mother told me very politely. And I talked a lot with my host family about “okonomiyaki”. I thought it was very important to talk about “Japan.” Because my host sister and mother were very glad to do “origami”. And my host father liked “okonomiyaki” very much. In Australia, there are many Japanese food or things, but people in Australia have not experienced them. So I have to tell about “Japan” and to know about “Australia.”

The okonomiyaki dinner was a success, and she had learned a lot from this experience. In the process of cooking okonomiyaki, she had to ask the host family for help. The family, of course, responded favorably. She noticed
that the host family would help her if she requested their help. From this experience she found that the host family was trustworthy. She was beginning to feel secure and comfortable with the host family.

In addition, she realized her role in the family when she explained *okonomiyaki*. She was the only person that could talk about Japan, in which the host family had a keen interest. Her role in the family was to inform them about Japan. She found that this was the meaning of her participation in the family. Furthermore, she did everything in English. Her English was surely improving.

This was her turning point. She had experienced give and take that is an important element of communication. After this day, her attitude toward communication began to change.

4.1.6 Gain of a voice and a sense of belonging to the family

After the *okonomiyaki* dinner, Miyoko had more confidence in English. In addition, since she found the meaning of her participation in the family, bonding with the host family was progressing.

<Thursday, August 5>

*I talked about after school in Japan. Because they don't have club activities, they couldn't imagine exactly. But they were very interested in the club activities. Today I talked with Susan a lot. And with Fred, too. I couldn't speak English well, so Fred spoke slowly to me. And sometimes he spoke Japanese. I thought that my voice was too little because I don't have confidence. I have to say in a loud voice. And I have to answer exactly. It is difficult, but I am a member of family. I do my best!!*
Here we see a shift in communication and a willingness to make it work. Fred learned that he should speak slowly to Miyoko so that she could understand him. He also noticed that as he had learned Japanese for several years, his speaking Japanese facilitated the conversation with her. On the other hand, Miyoko thought that her difficulty in making herself understood in English was partly due to her small voice. She realized that to communicate with the host family better, it was important to speak in a loud voice and give responses clearly. Her statement, “it is difficult, but I am a member of family” shows that she had gained a sense of belonging to the family. This sense of belonging to the family motivated her to be an active communicator.

It had been a week since the Japanese students came to Australia. Miyoko was adapting herself speaking in English. She made some friends at school.

<Friday, August 6>

At the lunch time I was spoken to by some girl students in Japanese. They asked me some questions in Japanese, for example, what we usually do in Japan; what our hobbies are. They seemed they were interested in Japan. I was very glad. Today I talked more than yesterday. But I can't understand difficult words without a dictionary. I regret that I didn't remember many English words.

After she came back to Japan, she looked back on this day in the questionnaire, saying that she had been at a loss when one word prevented her from understanding the whole sentence, but that she had noticed that it was okay for her to say “I can’t understand” when she really did not understand. She was surely learning how to communicate in English.
On the ninth day of the home stay, the Japanese students went on a bus tour to the beach with their host students. Miyoko was with Fred all day. She also had an opportunity to talk with the other host students.

<Saturday, August 7>
I could talk with many people. I talked in Japanese and English. And I could express by gestures a little. Then I could tell them myself easily. And I thought smile was very important. For example, when I say "Thank you", it is necessary to smile. Because I can't speak English well, I have to express by gestures and expression.

On this day, Miyoko learned two things. Firstly, she learned that she could express herself more easily when she used gestures. Before Miyoko came to Australia, she had not been good at communicating with gestures. However, on the ninth day, she overcame one of her weak points in communication. Secondly, she realized that when she said "thank you" with smile, she could show genuine gratitude. This was a sign of gaining her voice. As Bakhtin stated, Miyoko appropriated others' voices and she was able to say "thank you" in English with her intention and accent. Her "thank you" was her voice. She had effectively used English.

The last Sunday began with a conversation with the host father as in the previous weekend.

<Sunday, August 8>
*Today was a holiday. So everyone got up late. But my host father got up early. Then I talked with him about what we do today. He said to me, "Where do you want to go?" But I didn't know the place to go. Then he named some places for sightseeing, and said, "Which do you want to go?" I was happy with this question because it was easier for me to answer.*
host family speak slowly for me. So I can gradually understand what they speak.

She described her conversation with the host father in greater detail than before. This shows that her English was improving with the help of the host father.

<Monday, August 9>
I talked with Fred about the school. (cooking, English class) I sometime talked in Japanese. Fred, too. So I talked with him a lot. And I talked with Mary (my friend's host student). She was very fun! I did a Japanese game with her. She was very good!! She seemed to be interested in Japan. Because she enjoyed some Japanese games, she talked with a lot of Japanese. I thought I had to imitate her. I have to talk with more people!

Miyoko and Fred broke down the barrier to communication by speaking in both Japanese and English. This was great progress. Miyoko also learned by observation that communication meant actively joining with other people who spoke the target language.

4.1.7 Parting with the host family

August 10th was the last day of school. The entry of the day shows that Miyoko, who was initially only concerned about her English, was going one step further by gaining an interest in cultural issues.

<Tuesday, August 10>
I was asked "Which do you think was better, Japanese boys or Australian boys?" by girls in Japanese. I answered, "Australian boys are very kind." And one of my friends answered, "Australian boys are good!" Then the girls were surprised. I thought that girls in every country were interested in boys.
The Australian girls agreed with our statement that Australian boys were kind. I thought Australian girls had taken it for granted that Australian boys were kind, so I was surprised to their affirmation. *At the Japanese class*, students did a good job in calligraphy. "Please write any word you like," I said, and one student wrote "心" in Japanese. Sure enough, a favorite word is similar to us.

At this school, the students had to study either Japanese or German as a foreign language. The students who took Japanese class actively spoke to the Japanese students in Japanese, which made it easier for the Japanese students to mix with Australian students. At first, the Japanese students did little more than exchange greetings with the Australian students when they were addressed. However, as time went by and as their English improved, they could carry out the conversation with each other. Through the conversations with the Australian students, they became aware of cultural difference.

In the evening, the farewell party took place. There was a play; there was singing and there was dancing. The Japanese students and their host families had a good time and there was a sense of sadness because this was the last evening together.

(Continued from the above quote)

At the farewell party, I performed a drama in English. My host father liked it very much. He said it was easy to understand and he enjoyed it. I cried when I made my speech to express my gratitude to the host family, so I was afraid they could not understand it. My host family was kind and very nice. I am sure that English is very important for communication. But communication is an interaction of heart to heart. So, what is more important to understand each other is not only chatting but also participating together in various activities.
That night the host father was again supportive of Miyoko. He complimented her performance at the farewell party directly. Miyoko was happy with his compliment. In the entries in her diary, the host father was the first person to whom she spoke in the mornings on the weekends. He was also the one who complimented her when she did something special like cooking *okonomiyaki* and performing a drama at the farewell party. He played an important supportive role for her and helped her get along well with the host family.

Participating in the family means acting one's role in the family. The family's compliment on his/her participation gives him/her a sense of accomplishment. At the end of the home stay, Miyoko noticed the importance of active participation in the family. Her statement, "what is more important to understand each other is not only chatting but also participating together in various activities" shows her realization that the core of communication is not only the exchange of words but making a connection with participants in the form of activities. Thereby, Miyoko succeeded in breaking down the barrier to communication. During the home stay, Miyoko actively got involved in the family. She made an effort to participate in the family.

The entry for the last day of the home stay indicates bonding between Miyoko and the host family.

<Wednesday, August 11>

*In the morning, I took some pictures with my host family. Everyone said to me, "I'm glad to have seen you." So I was very very happy. And I didn't*
want to go home. I had a lot of good memories with my host family. I felt that they were my real family. I will never forget them. . . . I cannot speak English well, but I can have a conversation with other people in English. At first I could only say "yes" or "no," but now I can express myself better than before.

On the first weekend she got homesick, but she guessed that she would probably want to stay longer because the family was wonderful. On the parting morning, she did want to stay longer with the host family. In two weeks, she improved in communicating with others in English by actively spending time with the host family. Overcoming the communication barrier, she had gained a sense of belonging to the Australian family.

4.2 Discussion

4.2.1 Phase 1: Loss of a voice

In the home stay, what the students experience first of all is loss of a voice. They are frustrated in their means to communicate with the host families. They realize, probably for the first time in their life, that inability to speak English is related not only to language ability but also to their identity as an individual. They are not able to express themselves as individual human beings. This gives the students confusion and pain. In Miyoko's case she felt frustrated when she said "yes" to camouflage the fact that she could not understand what the host family said. In another case, a 05 student, Kayo, could not say more than "are you ok" when her host student got hurt in the knee. She wrote in her diary that she felt very frustrated and sad. As for another 05 student's case, Yoshio was embarrassed when his host student found out that his "yes" to the question
“Do you like this song?” was not an honest answer. Yoshio actually did not like the song. He was shocked when his host student said “you are a bad boy.” He wrote that he was disappointed with himself. The students face identity crises when they lose their voices.

To gain their voices in English, the students have to appropriate others' voices by interacting with their host families. Their stay is only two weeks. Therefore they must engage themselves in the host families' lives as soon as possible.

4.2.2 Phase 2: Relationship development with the host families

The main factors in this phase are key go-betweens’ social support and the students' participation in interactions with their host families. In a home stay, host families are ready to provide the students with social support which helps them to communicate in English. One of the family members plays a role as a key go-between for the students and their host families. In Miyoko's case, her host father played the role. In Kayo's case her host student Mary, who had been to Japan before, was her key go-between. Mary translated the difficult words into Japanese or paraphrased the expressions for Kayo. They spent most of the time together, which enabled Mary to offer social support when Kayo needed it.

Scarcella and Oxford (1992) stated that various types of language assistance "encourages learners to stretch their linguistic abilities just when they need to do so" (p. 30). Such assistance occurs in the context of “interaction that facilitates language development” (ibid.). The key go-betweens provide a
variety of assistance to sustain interaction when the students needed it and it helps the students’ language development.

The role of key go-betweens is not only language assistance. They are the students’ spiritual sustenance. They also helped the students’ adaptation to the home stay. Thus the key go-betweens play important roles in the Japanese students’ Australian life.

While receiving support from the key go-betweens, the students noticed that they had to do something more than just waiting to be spoken to. They had to actively engage themselves in the family. Kayo told how she initiated the relationship with her host family in the interview conducted a week after the home stay.

<Kayo's interview>
When a host student danced, I danced with her. When she sang a song, I sang with her. Then I felt we made friends. I dragged myself out to put myself into her shoes and I found it successful. . . . At first I did not want to dance. I would not dance in Japan. However, when I danced with her, I found that I could do it.

Kayo needed to get over her embarrassment and hesitation and have courage to join her host student. She dared to do so and succeeded in breaking down the communication barrier. Some other students also said in the interview that after they played a video game with their host students or played billiards with the host families, they felt a closer bond. One student wrote in the diary on the first day of her home stay that she felt relaxed by playing a video game with her host student. She stated that she felt that her host family was accepting her into their family.
On the other hand there was a case in which a student missed an opportunity to make friends with her host student. She said in the interview that on the first day she hesitated to join the host student and his brother when they were playing a video game because she did not want to bother them. On another day, she wrote in her diary that at school she hesitated to speak to him again when he was with his friends. Throughout the home stay she never took up the challenge to make friends with the host student. Thus, to develop good relationships with host families, the students need a positive participation in communication with them, especially at an early stage.

Engaging in the family leads to mutual understanding. It can compensate the Japanese students' lack of means to communicate. As Miyoko wrote in the diary, participating together in various activities is important to understanding each other. Being an active participant is crucial for a successful home stay.

4.2.3 Phase 3: Gaining a voice and a sense of belonging to the host families

Host families are catalysts in the process of the students' gaining their voices. The relationship with the host family facilitates the students to gain their voices. In Miyoko's case, she learned that she could express her gratitude by saying "thank you" with a smile. In Kayo's case, she learned that by saying directly to the host family "I enjoyed dinner" or "I am happy to be with you," she could convey her gratitude to them. In Yoshio's case, he found that he had to put emotion into his English by observing the way the host students and one of his Japanese friends enjoying talking. The
following is his diary on the day after he observed the others talking as a key to the better conversation.

<Yoshio's diary>
I was gradually able to speak English with emotion. Today I put my emotion especially when I said “thank you.” I felt that I successfully conveyed my intended meaning. What is more, I think I could carry on a conversation with my host family well. I initiated the conversation and spoke in a natural way. (Aug.2)

For the students, gaining their voices means successfully conveying their intended meaning. They confirm whether or not they can convey their intended meaning by the host families' reaction. When they have successfully conveyed their intended meaning, English becomes their voices. They have then gained their “speaking personality, speaking conscious”.

Sfard (1998), in his discussion on Participation Metaphor, thought of a learner “as a person interested in participation in certain kinds of activities” (p. 6) and learning “as a process of becoming a member of a certain community” (ibid.), which entails “the ability to communicate in the language of this community and act according to its particular norms” (ibid.). During the home stay, the students literally participated in every activity with their host families. By doing so, they developed the better relationships with the host families and gain their voices. They became better communicators.

What active participation brings was more than that. One student said in the interview that by sharing housework such as washing dishes and doing the laundry with her host family, she felt that she was a member of the
family. By contributing to the family, even if it is a small contribution, the students find their role in the family. Having their role in the family defined helps to establish their identity as a family member and facilitates the students' sense of belonging to the family.

The students are reassured of being a part of the host family when they leave their host families. One student wrote in the diary that on the parting morning she felt the most frustrated with her inability to express herself. All the students, who spent two weeks with their respective host families, went through difficulties in conveying their gratitude message and sadness of parting. They were again reassured of having been accepted into the family by their host families' warm hugs.

During the home stay, they established their identity in a L2 situation by gaining their voices and a sense of belonging to the host family. The host families were vital to the process of the students' transformation of self-awareness. The students realized that being active participants helped them to develop good relationships with their host families and to become good communicators in English. Thus, the students' transformation of self-awareness is a cooperative work between the students and their host families.

4.2.4 After the home stay

Does the home stay experience influence the students' behavior afterwards? In the interview one week after the home stay, some of the students said that they began to talk more with their family. They explained this was because they had learned to talk a lot with the host
families every day. Another student said in the interview that she had gained more courage to speak to a stranger because during the home stay she had spoken to many students and had had a good time with them.

Yoshio answered in the questionnaire that his friend said that he had become more cheerful, which was an unexpected comment to Yoshio. He concluded that that was because his ability of self-expression had improved during the home stay.

What do the 04 students think about the influence of the home stay experience? Most of the students answered in the questionnaire conducted one year after the home stay that they were motivated to study English. Especially as for listening ability, they answered that they now had more confidence in it and were able to get higher scores in their listening test.

Miyoko answered that she had gained positive thinking. She now had confidence in overcoming obstacles after she experienced overcoming the communication barrier and she had connected with her host family.

Another student answered concerning the attitude toward communication as follows:

<04 student's answer in the questionnaire one year after the home stay>
After the home stay I changed a lot in speaking to others more actively. When students from abroad visited the tea ceremony club, which I belong to, I was able to voluntarily speak to them in English. When I saw some of them waiting for their host students to come, I invited them to play with a ball together. I am convinced that I have found the pleasure of conveying the intended meaning in English.

Because of the two-week home stay program, this student discovered the importance of actively engaging people. Finding pleasure in
communicating, the student had transformed from an English learner to an English user.
Chapter 5
Conclusion

In this paper, I have shown that the transformation of identity with loss and gain of a voice, which would normally happen to the students in a one-year home stay program, actually happen to the students in a two-week home stay program, though it is on a small scale. When the home stay began, the students lost their means to express themselves. Through interactions with the host families, the students appropriated their host families' English, and learned how to convey their intended meaning to others. When the students felt that they succeeded in doing so, they transformed from English learners to English users. The process of the students becoming English users was also the process of becoming a part of their host families. The students who at first could not speak English and did not belong to any community in Australia were able to express themselves in English in a comfortable atmosphere. This is the transformation of self-awareness.

The results indicate that the aim of a two-week home stay program is that the students can establish the interpersonal relationships with people whom they meet in a foreign country for the first time using a foreign language even though they may not become fluent. In contrast, the aim of a one-year home stay program is that the students become more fluent in English. It is what makes a two-week home stay program meaningful and valuable as a life experience for the students.
The main factor which helped the students to develop the relationships with their host families was support from the host families, especially from key go-betweens. Yashima (2004) suggests the necessity of social skill training, which enables the students to receive more support from their host families. According to her, most of the Japanese students are at first lacking in confidence in speaking English and they tend to be hesitant in communicating with the host people in English. Consequently, they have difficulty in developing relationships with the hosts and improving English, leading to even less confidence in speaking English. This is a vicious circle. Yashiua suggests that social skill training would help the students to step out of the vicious circle at the early stage, to have more confidence in their English and to get involved in the host people more actively. Since the students spend most of the two weeks in developing the relationships with the host families, the training to develop good social skills is necessary for a successful home stay program.

In organizing the social skill training, the students' diaries are useful, because they tell in detail what difficulty the students had in developing relationships with their host families and how they overcame it. However, there are not much data in the diaries regarding specific linguistic features, because they focused on developing relationships with their host families. Now that three transformational phases are identified and the interaction with host families is noted as a key element in a successful home stay, the competence which develops in interaction with host families, for example pragmatic competence, may be worth observing. It will also give some clues to developing a successful social skill training program.
Social skill training before home stay is beneficial for a successful home stay program by helping the students’ developing the relationships with their host families. The home stay can also be made more successful by giving the students lessons of the skills they need to overcome obstacles to developing relationships and to gain their voices. For example, an English drama lesson is helpful for the students to express themselves in English. 05 students took a drama lesson during the home stay. One student wrote about it in the diary.

<A 05 student’s diary about a drama lesson>

Today we had a drama lesson. I thought the teacher conveyed her message clearly. She used every means to express herself such as tone of voice, facial expressions, and body language. It was amazing. I want to speak English more expressively, not being shy but making full use of my power of expressions. (Aug. 2)

Speaking English with emotion and expressiveness is what the students need to make themselves understood in English. It will surely help the students to gain their voices.

Another idea, organizing the lesson in which Japanese students and Australian students can mix well with each other, is also useful for making friends with more people and for cultural understanding. For example, the students of the present study participated in the Japanese lesson. They taught Australian students calligraphy and origami. When Miyoko did calligraphy with the Australian students, she noticed that their favorite word was similar to that of Japanese students. By introducing Japanese culture and teaching Japanese, the students realize that they have
something to talk about, which encourages them to communicate with people. Interviewing the Australian students about their school and social life is also a good idea for mutual understanding. The students will gain confidence in speaking English by doing so.

Helping the students gain their voices and develop relationships with their host families before and during their home stay facilitates the students' transformation from phase to phase. This is useful in reaching a level of cultural understanding. The latter half of Kayo's and Yoshio's diaries focused on cultural issues. In particular, Yoshio analyzed cultural differences in detail. This may show that when the students are free from the anxiety of speaking in English, they move to the next step of issues other than just language. By transforming from phase to phase rapidly and smoothly, the students will be able to put their attention to cultural issues, which widen their experiences during the home stay.

A two-week home stay is like the 100-meter dash: the students need a good starting dash and they have to run in full strength. Considering the students' eagerness for improving their English and developing the relationships with their host families in a short time, providing support for the students to transition through three phases rapidly and smoothly is of great significance. When the students develop good relationships with their host families and find the pleasure of conveying their own intended meaning to others, a two-week home stay will be more than an intercultural experience or motivation to English learning. It will be a transformational experience of self-awareness as well.
While information and transportation becomes global, broadening people's horizons to think more globally is not an easy task. The students who participated in the home stay program succeeded in breaking down the language barrier and establishing relationships with the host families. They also gained a sense of belonging to the family and found it comfortable to be part of an Australian family. This is the first step toward the globalization of human minds. Therefore, the home stay experience is valuable even if it is a short period.

Although many things remain to be studied, I hope that this study sheds light on the beneficial effect of a short-term home stay program. I also hope that it helps those who organize a home stay to make a program which not only helps the students to improve communication skills but also provides the students with an opportunity to reflect on themselves during their home stay and develop a stronger sense of self-awareness.
References


Appendix A

Diary in Australia for 04 students

* 記入は英語でも日本語でも構いません。英語と日本語が入り混じっていてもかまいません。

英語の部分が徐々に増えるといいですね。

<table>
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<td>PM</td>
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<td>After school</td>
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"My English today" 今日は一日のコミュニケーションを振り返ってみましょう。

"Health condition / Troubles" 体調はどうですか？困ったことはありませんか。

Name_________________________
Appendix B

Diary in Australia for 05 students

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<tr>
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<td></td>
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＜今日の活動の中で一番おもしろかったこと＞ 日本語で書いて下さい。

＜Communication & Culture＞
英語について、人付き合いについて、異文化について、感じたり考えたりしたことを書いてください。「今日の活動…」の感想にならないように気をつけて下さい。記入は英語でも日本語でも構いません。英語と日本語が混じっていてもかまいません。自分を表現しやすい言語で書いてください。

＜Health condition / Troubles＞ 体調はどうですか・困ったことはありませんか。

Name____________________________________