

Research Outcome Report for Grant Disbursement for Travel Expenses Relating to International Research Collaboration

(Add row(s) if necessary)

Affiliation, Title and Name	SPS, Professor, Mark Sawyer
Research Collaborator Affiliation, Title and Name	Nova University of Lisbon, Associate Professor, Ana Matos University of Coimbra, Senior Researcher, Manuela Guilherme
Research Theme	Teaching Toward Critical Cultural Awareness: Portuguese and Japanese Secondary EFL Teachers' Orientations and Practices The role of literary works in promoting critical cultural awareness
Collaborative Research Period	Sending Period: (Mar) (02), (2018)– (Mar) (14), (2018) Inviting Period: (MMM) (DD), (YYYY)– (MMM) (DD), (YYYY)
Site for Collaborative Research	Nova University of Lisbon, collaborators' residences

1. Research outcomes (Please describe briefly new findings and outcomes achieved by the research collaboration. If not applicable, write "N/A.")

(1) Academic values (Academic outcomes such as new findings and development of a concept achieved by the research)

The development of the role of critical cultural awareness (CCA) in fostering intercultural competence and intercultural citizenship among students of foreign language, primarily achieved by Dr. Guilherme, is of immense importance to young people around the world as their future lives become more globalized. My role within that is to work with the originator to understand better the current consciousness and orientation of teachers, who will be crucial to trying to promote CCA. Comparing teachers in two cultures and national systems is an important, and new, step.

The development of critical cultural awareness (CCA) through interaction with literary works, primarily achieved by Dr. Matos, is an important practical method that can be adapted to almost any classroom. It's especially important because it can fulfill to some extent the functions of actual face-to-face intercultural communication, without the challenges and obstacles of the latter. My role within that is once again to work with the originator to understand better the current consciousness and orientation of teachers, who will be crucial to trying to promote CCA through literature. Comparing teachers in two cultures and national systems is an important, and new, step

(2) Interaction with the research collaborator's country (Benefits obtained through academic interaction with overseas researchers)

The benefit to Drs. Guilherme and Matos, and also other of their Portuguese colleagues, is to understand the very different circumstances of Japan specifically, but Asian countries in general, toward CCA. Portuguese researchers and their nation also benefit from my spreading of their ideas and circumstances in conferences around the world and in publications.

Additionally, the teachers that I interviewed in Portugal found it very valuable to explicitly talk about their beliefs and orientations in English with an American researcher, and often thanked me for the chance. The same is true in Japan, though not as strong.

(3) Social contribution (Social contribution such as helping cultural inheritance and development that form the basis of society, improvement in the quality of social life, and addressing and solving modern problems)

Based on our research so far, the main social contribution is to Japan and other Asian nations, which are far behind European countries in general, and Portugal in particular, in promoting the intercultural competence and intercultural citizenship that are increasingly needed by young (and old) people in today's and tomorrow's world.

(4) Contribution to development of young researchers (Efforts and outcomes of development of young researchers)

The main contribution to the development of young researchers is their exposure to our ideas and research in the

context of local conferences, most specifically CamTESOL, where I have presented frequently to young researchers from around Asia. The Regional Research Symposium explicitly has that purpose, and I think it is working well.

(5) Potential future development (What potentials are there for future development by conducting the research?)

The future development of this research is limitless. Many similar studies to ours are needed in many national contexts. One important next step is to look carefully about the training programs for language teachers (and teachers of other subjects) in various nations to see how they could be improved to prepare teachers to effectively include CCA as one of their high-priority goals.

(6) Others (Please describe any outcomes other than (1)–(5) above.)

E.g. conclusion of interaction agreements between universities, expansion to other businesses, awards, and application and acquisition of industrial property rights

N/A

2. Research presentation (Please describe findings published (or to be published) as part of the research collaboration. Attach a copy of printed materials if any.)

E.g. Co-authored papers, oral presentation, publication and poster presentation

CamTESOL 18: Asian and European teachers' orientations toward culture in the ELT Classroom:
Focus on Literature

AAAL 18: Teaching Toward Critical Cultural Awareness: Portuguese and Japanese Secondary EFL Teachers' Orientations and Practices

(in press). Intercultural learning through literature in and out of a Japanese high school classroom. In A.G. Matos & S. Melo-Pfeifer (Eds.), *Literature and intercultural learning in language and teacher education* (pp. xx-xx). Peter Lang.

(to appear) (1st author Manuela Guilherme). How critical has intercultural learning and teaching become?: A diachronic and synchronic view of "critical cultural awareness" in language education. In M. D. López-Jiménez & J. S. Torres (Eds.), *Issues in intercultural learning and teaching across L2 contexts/situations*.