

A CASE STUDY ON THE USE OF AMERICAN SOCIAL SKILLS BY JAPANESE STUDENTS STUDYING IN THE U.S.: BASED ON A QUESTIONNAIRE SURVEY CONDUCTED BY JAPANESE STUDENTS WHO STUDIED IN THE U.S.

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The authors of this paper provide pre-departure sessions on American social skills to Japanese university students who plan to study in the U.S. to facilitate their health. Students learn several skills during the sessions. These skills foster the ability to form relationships in cross-cultural settings, which has a positive influence on the students' well-being and mental development. In this study, in order to identify more useful and appropriate skills, the authors employed a qualitative research method; the results of a questionnaire survey completed by seven Japanese students who returned from the U.S. are reported. In the questionnaire, students were asked about whether they had used twelve specific social skills during their study in the U.S. They were also asked about the reasons why they used or did not use the skills and whether they thought it was important to acquire the skills prior to studying in the U.S. The results show that the students used the skills of making friends, actively participating in class, asking the professors questions, and negotiating most frequently and regarded them as the most important: on the basis of these results, it was inferred that those four skills need to be included in the sessions.

Keywords: social skills; Japanese students; studying in the U.S.; intercultural education; psycho-education