

How Does 'Globalism' Affect Japanese English Education and Should It?

KANEL, Kim
(KINDAI UNIVERSITY)

At the symposium for the 26th Annual Convention of the Japan Association for Studies in English Communication held at Kindai University on October 14, 2017, the panelists discussed various questions on the main the topic: “*How Does 'Globalism' Affect Japanese English Education And Should It?*”

Questions were put not only to the symposium panelists but also to the approximately 100 Japanese and foreign participants in attendance. The first main question was: What is the difference between グローバル (Global) and 国際的 (International) in the Japanese language? About half the participants first felt 国際的 related mostly to socio-cultural issues, and グローバル was more for business or economics. However, participants later added more subjective descriptions of the two. グローバル was viewed more as a concept that implied more openness to other cultures, and pathway to communication. 国際的, conversely, seemed to connote an English/Western-only view. In the end, with no clear-cut definition decided upon, participants concluded that グローバル is largely a rebranding of 国際的, and that the use of such foreign words is fashionable.

After this introductory activity, which included reports from the various groups in the audience, the panelists went on to explain in more detail their own views and those of their institutions. After each panelist discussed a particular topic the others would respond, give their own views and then move onto the next question.

What follows are summaries of the panelists remarks, observations and conclusions.

グローバリズムと EMI (English-medium instruction) -- ELF (English as a lingua franca) の視点から

飯野 公一

(早稲田大学)

近年、ヨーロッパ、アジア諸国に加え、日本の高等教育においても、英語を指導言語とするプログラム (EMI: English Medium Instruction、大半の人口の第一言語が英語ではない国、地域において英語で教科授業を行うこと、cf. Dearden 2014) が増加している。2000 年代初頭に複数の新規 EMI プログラムが創設され (例、2004 年設立早稲田大学国際教養学部等)、その後 2008 年に策定されたグローバル 30 (「国際化拠点整備事業 (大学の国際化のためのネットワーク形成推進事業)」、2014 年にはスーパーグローバル大学創成支援事業などの施策が導入されたこともあり、英語による授業のみで学位が取得できるコースが一部の大学では増加傾向にある。

EMI は、(1) 海外からの優秀な学生を呼び込む、(2) 日本人学生の英語力増強する、という二つの目的 (その結果、大学の世界ランキング競争 < Times Higher Education Supplement, QS 等 > に寄与する) を持ち、一定の成果をあげている。しかしながら、この 10 数年の傾向を振り返ると、(1) については、留学生の大多数はアジア圏からの学生であり、必ずしも英語を母語としていない。また、そうした留学生が卒業後に日本で就職しようと思えば、企業は N1 等の高い日本語能力を要求する。そうした中、EMI を推進する際に日本語、その他言語使用をいかに活用するか、(2) については、日本社会の中では極端に英語使用が限られているにも関わらず、「グローバル化の進展の中で、国際共通語である英語力の向上は日本の将来にとって極めて重要である。アジアの中でトップクラスの英語力を目指すべき。」(文部科学省 2014) とする目標設定、あるいは EMI や海外留学促進を目指した大学入試改革 (TOEFL, IELTS 等のスピーキングを含めた外部試験の導入など) で日本人全受験生の英語能力 (あるいは学習能力) を測ることの意義や課題、などについてはまだ十分議論が尽くされていない。

上記のような政策と現実との乖離は、政策決定者や一般の日本人が、「グローバル人材」の活躍するネオリベラルな理想・想像上のコミュニティ (imagined community) を頭の中に作り上げ、現実ではなく、そうした理想・想像のモデルで英語教育をとらえていることに起因している。例えば、「国際共通語である英語」が現実にはアングロ・ネイティブスピーカーの英語とは限らず、ノンネイティブスピーカー間での言語使用の一部 (ELF: English as a lingua franca, e.g. Jenkins 2015) になっていることが特にアジア圏では顕著になっている。まさに日本の EMI の教室では典型的な ELF 使用状況になっているにもかかわらず、高等教育までの EFL (English as a foreign language) 環境では根強いネイティブイズム志向にとらわれ、多くの日本人学生は EMI 環境への適応に苦労している (Iino

and Murata 2016)。今後グローバリズムの多様性、複雑性をアジアのコンテキストの中で理解し、日本における英語教育への応用を検討することが求められている。

References

- Dearden, J. 2014. *English as a Medium of Instruction: A Growing Global Phenomenon: Phase 1*. London: The British Council.
- Iino, M. and K. Murata. 2016. Dynamics of ELF communication in an English-medium academic context in Japan: From EFL learners to ELF users. In K. Murata (ed.) *Exploring ELF in Japanese Academic and Business Contexts: Conceptualization, Research and Pedagogic Implications*. Abingdon: Routledge. pp. 111-131.
- Jenkins, J. 2015. Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice* 2/3: 49-85.
- 文部科学省 2014 「今後の英語教育の改善・充実方策について 報告（概要）～グローバル化に対応した英語教育改革の五つの提言～」
http://www.mext.go.jp/b_menu/shingi/chousa/shotou/102/houkoku/attach/1352463.htm (accessed 19 July 2018)

Is Japan Ready or Willing to Become 'Global'?

KITZMAN, Alison
(KINDAI UNIVERSITY)

Globalism, as it has come to mean, can be defined as integrating smaller markets into larger, regional ones. Both globalism, as a business and economic philosophy, and English, as a second language, gained dominance and flourished at the turn of the 21st century with the rise of the computer-based information and networking age. This has affected not only local business, but also local culture – but is it always for the best?

In Japanese, *globalism* is used in its foreign-indicating katakana form, グローバリズム having a similar meaning to the original English. However, in a proof-of-life example of globalism dominating the native, the adjectival form of the word, グローバル, has taken over the Japanese word, 国際的, or *international*.

Though universities throughout Japan have increased their educational exchanges and boast new International Studies departments, Japan itself has not demonstrated a very global outlook. Japan ranked *2017 IMD World Talent Ranking* 51st out of 63 countries on its scale of attracting foreign management, researchers, and skilled workers. While the IMD reports that foreign talent in Japan feel safe with a high standard of living, its rankings show Japan's failure at exactly that which makes a place truly international:

- senior management international experience – 63rd
- language skills and ability to communicate – 59th
- an environment with and for highly skilled foreign workers established – 51st
- inbound foreign exchange students – 45th
- female participation in the labor force – 45th

A further indicator of the lack of globalism is the lack of cultural and educational exchanges. In 2016, 19% of Japanese took trips abroad (JTB 2018). During that same period, rates in neighboring South Korea were 43% (KTO 2018). Similarly, the number of student exchanges out of Japan has dropped significantly. According to the Institute of International Education, from 1994 to 1998, Japan had the highest number of students going abroad to study in the world, peaking at 47,000 students. Various economic factors may account for Japan's steady decline to eighth with only .00015% of its student-population studying abroad in 2016/2017. Again, to compare our neighbors, South Korea had four times as many equaling .0012% of its population. Further, the Japanese ranked 41st out of 49 countries for TOEIC scores even though English is often

required for university or job entry. If societal support for globalism, international exchange, and English really existed, then each of these indicators should be higher.

Ikeda (2016) compiled a list of reasons why Japan may not be as global or feel the need for English proficiency as other countries might. Each of these conflict with the intent of グローバリズム and English language learning.

- Japan was never a colony.
- Japan is economically independent.
- Japan is inward-looking and culturally homogenous.
- Japanese is not related to English. linguistically
- Japan is an island with no English-speaking countries nearby.
- English is not required nor is it considered useful within the society.
- English education focuses inward and uses outdated methodologies.

There are several issues with the concept of and English in Japanese education. First, English for university and job entry is unrelated to the actual life or job skills Japanese society requires. Second, English is pushed to the detriment of other useful foreign languages, including important Asian languages such as Chinese or Korean. Asia is not seen as valuable. This calls into questions cultural identity. Japanese already has replaced a large number of native words with English-katakana. That Japan or Japanese may lose or shift its cultural identity scares some, which may cause a cultural and or economic contraction – the opposite of globalism. Further, the system of English education is reliant on external motivation going so far as to push students away from this skill.

As there is no clear benefit to becoming proficient in English, why not allow internally motivated students to become truly proficient in English, or another language? This then can propel the economy toward true globalism without the hegemony of English and with the respect for native Japanese. As it is, we have settled on English mediocrity that holds the country as a whole back. We educators need to reflect on the meaning of グローバル and how English can better suit Japanese society and its needs. There is undeniable value in having a country and an economy that is global, and that will continue for the foreseeable future. However, there needs to be a focusing of resources if Japan is to navigate the global society of the future.

References and Further Reading

- 2017 IMD World Talent Ranking*, Lausanne, Switzerland: Institute for Management Development, November 2017.
- Ikeda, Makoto, *A Third Revolution in ELT?: CLIL As a Methodology for Competency-Based Language Education*, 2016 JALT College and University Educators National Conference, Higashiosaka; September 24, 2016

Japanese Outbound Tourism Statistics, JTB Tourism and Research Consulting, Retrieved May 1, 2018, <https://www.tourism.jp/en/tourism-database/stats/outbound/>
Korea, Monthly Statistics of Tourism, Korea Tourism Organization, Retrieved May 1, 2018, <https://kto.visitkorea.or.kr/eng/tourismStatics/keyFacts/KoreaMonthlyStatistics/eng/inout/inout.kto>