

# Ryūgaku:

## Explorations in Study Abroad

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## **Internationalizing Campuses and Curricula: Some Current Innovations from the United States**

by Scott Johnston (Osaka Jogakuin University)

Internationalizing university campuses is a global phenomenon. Often the terms *global* and *international* are used synonymously to explain the expansion of many educational programs and activities. However, Olson, Green and Hill (2006, p. vi) make a distinction between these terms and suggest that, "... *global learning* encompasses international, global and intercultural learning; and *internationalization* describes processes that lead to enhancing the international, global or intercultural dimensions of an institution or system." In short, global learning is what students in many fields ideally learn and internationalization is how many universities are supposedly adapting to the world's increasingly borderless economy. Olson, Green and Hill (2006, p. v) define global learning as:

... the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.

At many schools, the international programs and global learning experiences are designed to help students acquire the knowledge and skills to become more global citizens. According to Green and Olson (2008), international programs should be integrated with learning experiences on campuses. However, tertiary institutions first need to become aware of innovative programs and activities before integration can proceed. There are several publications concerning innovations in internationalization, but often they reach a specialist area of international educators (NAFSA, 2012a; NAFSA, 2012b). In this paper, the author examines some innovations from those sources as well as other documents. This paper describes attempts by some American universities to internationalize their curricular and campus programs. This paper will not describe programs that send students overseas for study, internships, or research. Instead, it outlines some innovative *on-campus* programs among U.S. universities that in many cases may be adapted to Japanese universities.

### **On Campus Courses and Curriculum**

First, many universities in the US have a General Education requirement with a global component. Table 1 introduces some of them.



Table 1. *On Campus Global Courses at Some American Universities*

<b>Program</b>	<b>Details</b>	<b>School</b>
Five course series over four years	Courses to help students think and write globally so that they can participate in an interdisciplinary colloquium in their 4 <sup>th</sup> year	Carroll University (Waukesha, WI)
Global Liberal Studies Bachelor of Arts	A degree with four years of global liberal studies and in which students spend the 3 <sup>rd</sup> year overseas and in the 4 <sup>th</sup> year have several courses tying together the previous years	NYU Global Liberal Studies (New York, NY)
Languages across the curriculum	Regular classes with study groups in foreign languages	Binghamton University (Binghamton, NY)
Global virtual faculty	Email and have videoconference with experts overseas in a course a few times to obtain a different perspective on topics being discussed	Farleigh Dickinson University (Teaneck, NJ)
Service learning and courses	African history class and tutoring African refugees	Loyola University (Chicago, IL)

Carroll University, like some other universities, realizes that taking a few global courses may not be enough for students to successfully integrate the knowledge that they have gained. For that reason they have created a five-course series with a cross-cultural experience and a special colloquium in their fourth year to tie together the learning over four years (Carroll University, 2011). The courses are:

- Cultural Seminar (CCS 100) (4 credits)
- Writing Seminar (ENG170) (4 credits)
- Cross-Cultural Development (CCD) (4 credits)
- Cross-Cultural Experience (CCE) (2 credits)
- Global Perspectives Colloquium (CCS400) (2 credits)

The Cultural Seminar is taken in the first semester to stimulate students to better understand the dimensions of culture while the Writing Seminar, also taken in the first year, is designed to promote cultural learning through reading and writing. The Cross-Cultural Development course is studied after the first two courses and continues the process of learning about cross-cultural concepts. In the Cross-Cultural Experience, students go off campus, either domestically or abroad, to apply their



knowledge and skills. The Global Perspectives Colloquium in the fourth year provides opportunities for students from different majors to engage in continued cultural learning.

In addition to offering additional courses for undergraduates, some universities have created new majors with an international focus. New York University has a new major launched in 2009 known as Global Liberal Studies (NYU, n.d.). Students in this major have little flexibility in course choice in order that they develop a common core of concepts. They all spend the third year abroad in a select group of overseas NYU campuses where they study a foreign language and take courses related to that region of the world. In addition, students are required to participate in an experiential learning program. In the fourth year, students have three required courses: a senior thesis, a senior colloquium and the senior capstone seminars I and II. In the senior colloquium, students with similar topics or research methods focus on writing their research papers. In the capstone seminars, students can select a range of courses with global themes such as climate change, urbanization, and world media. For their senior theses, students carry out in-depth research on a topic connected to their overseas study and the courses they have been studying.

Besides creating new majors, there are ways to support global learning in individual courses. One example is Binghamton University's The Language across the Curriculum Program (Binghamton University, n.d.). It provides students with chances to discuss coursework in a foreign language outside their language departments. Some courses, such as business and religion have study groups that discuss the course content in a foreign language as part of the course work.

Connecting with groups overseas through video conferencing is another way to bring global perspectives into the classroom. West (2010) describes several cases in which U.S. university students communicate with foreign students. One program involves having a videoconference between Cascadia Community College in the U.S. with Osaka Jogakuin College in Japan and Madinat Zayed Ruwais Higher College of Technology in the United Arab Emirates (p. 32). Many of the cases in West's article are connected with global studies and intercultural communication courses. However, global views can also be introduced into other courses through communicating with experts overseas through email and videoconferences in classes. Farleigh Dickinson University (Steiner, 2009, p. 52) has a Global Virtual Faculty program in which "more than 70 professors and professionals" answer questions through e-mail and Blackboard, an online learning system. A pharmacy professor in South Africa communicated with health classes and a retired Scotland Yard homicide detective communicated with students in another course. This brings unique perspectives to courses that may not be focused on global issues.

Finally, courses can include service learning components. At Loyola (Steiner, 2010, p. 25) many classes have service learning components. In one course on Africa, students also tutor African refugee children in Baltimore.



### Global Programs and Certificates

Two other types of programs for motivated students exist at several American universities. These are global programs and certifications. Table 2 lists several of these.

Table 2. *Global and Certificate Programs at Several American Universities*

Program	Details	School
International Scholars Program	Global seminars, overseas experience, and transcript notation	Goucher College (Baltimore, MD)
Global Certification	A certification that students receive to demonstrate global knowledge and participation	Kennesaw State University (Kennesaw, GA) Connecticut College (New London, CT)

Goucher College has an International Scholars Program (Steiner, 2008), which extends global learning over four years. It includes, “special seminars exploring global issues during their first three semesters and requires them to take one language class beyond the intermediate level and to study abroad for at least a semester. The ISP students get \$3000 vouchers” (Steiner, 2008, p. 6). Any undergraduate can participate (Goucher College, 2012) and at graduation, each student’s transcript includes a notation indicating participation in the program.

Kennesaw State University (2009a) has a Global Engagement Certification for undergraduates and graduates. In order to acquire the certification at the undergraduate level, students must demonstrate that they have gained skills and knowledge in areas listed below (Kennesaw State University, 2009b):

1. Knowledgeable Global Perspectives
  - a. Take 12 semester hours of coursework from a list of courses with global content.
  - b. Study abroad for at least four weeks: accumulative or simultaneous.
2. Effective Intercultural Engagement Skills
  - a. Attain foreign language proficiency of at least two semesters at the university and write a descriptive essay on how the applicant has used the language.
  - b. Demonstrate cross-cultural teamwork through an essay about an experience in which one has successfully worked with persons from other cultures.
3. Demonstrated Global Citizenship
  - a. Show cross-cultural awareness through a reflective essay on what has been learned about one’s own culture compared to other cultures.



- b. Depict cross-cultural community service through an essay on how they benefited members of a different culture.

Connecticut College has a certification program available through the Center for International Studies and Liberal Arts. Upon completion, the students’ diplomas include a note about earning the certification (Steiner, 2009, p.16).

### **On-campus Activities**

In addition to global learning in classrooms and certificate programs, campus-wide programs can reach many students. On campus activities can even impact students not yet interested in going overseas. In most countries around the world, the majority of students do not study abroad. The Open Doors 2011 data (IIE, 2012) indicate that about 14% of US students seeking bachelor’s degrees study abroad. In Japan in 2009 about 2.1% of Japanese four-year university students studied abroad (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2012; National Institute for Educational Policy Research, 2011). In both the USA and Japan, since most undergraduates do not study abroad, on-campus encounters with global ideas and international students may spark an interest in pursuing international opportunities. Table 3 lists some campus-wide programs.

Table 3. *On-campus Global Themes at Several American Universities*

<b>Program</b>	<b>Details</b>	<b>School</b>
Year of Program: campus focuses on one given country each year	Lecture, cultural events, and forums about Ghana Lectures, performances and courses about Turkey	Kennesaw State (Kennesaw, GA) Queens College (New York City, NY)
School-wide thematic focus	Human rights theme(s)	North Central College (Naperville, IL)

Some universities have on campus “Year of” programs or yearly themes. For example, since the 1980s Kennesaw State has been focusing on different countries such as Korea, Turkey, Romania, Ghana, and “the Atlantic World” (Steiner, 2011, p. 24; Kennesaw State University, n.d.).

Queens College also has established the Year of Program with 2012-2013 the Year of India (Queens College, 2012). Last year was the Year of Turkey and events included: art exhibits, performances, a lecture, an interactive arts workshop, an academic short course held monthly called Window into Turkey, Nobel Prize Laureate Orhan Pamuk’s Conversation with Students, study abroad opportunities in Turkey for students in January and July, faculty and staff study tour in Turkey in May, and a Friends of Queens College Trip to Turkey. Queens College also hosted friends and professional



colleagues from Turkey on campus throughout the year. The Year of Programs are evaluated with surveys and written comments after events, and the full Year's activities are evaluated upon completion of the Year (Kassel, personal communication, September 24, 2012).

North Central College originally established a country-based Year of program, but it has changed to a theme-based program. Now it has a three-year program on human rights (North Central College, n.d.) during which concerts, art exhibitions and special events are offered. For example, in the fall of 2012 there were an Oxfam America Hunger Banquet and a showing of the film *Sicko*, produced by Michael Moore (2007). In addition, classes with global human rights components are offered in a variety of fields including psychology, biology and art. Furthermore, the college has a faculty development seminar in which faculty can receive a stipend of \$500 to attend a two-day workshop on how to draw the theme into their courses (John Shindler, personal communication, November 31, 2011).

### **Incoming Students: On and Off-campus**

One aspect of internationalization that is often neglected is the presence of international students on campus, who can be an invaluable source of learning for domestic students on campus as well as the community. Table 4 lists some programs in which foreign students interact with students at several American universities.

Table 4. *Ways that Some American Universities Utilize Incoming Foreign Students*

<b>Program</b>	<b>Details</b>	<b>School</b>
International interns to courses	Overseas interns as knowledge sources in a Physiology course	Northwestern College (Orange City, IA)
International students to public schools	Overseas students talk about their country to elementary students	Carroll University (Waukesha, WI)
Foreign Language Fellows	Int. students organize events such as finding pen pals for language learners	Connecticut College (New London, CT)

International students can be resources for classes wishing to add a global perspective. This can even occur in health courses. Japanese interns at Northwestern College have been invited to a kinesiology course in which students asked them questions about cultural differences in nutrition and



health (Kevin McMahan, personal communication, November 2, 2011). U.S. students gained a better understanding of how culture influences views of nutrition.

International students can also go out into the community to talk about their cultures, as they do at Carroll University. Students visit local elementary schools to talk about their countries and cultures. In this way, young students in the U.S. can gain an early encounter with students from abroad and some may become interested in going abroad.

The skills and experiences of international students can also be put to use to organize activities on campus. The Foreign Language Fellows is a program in which student peer counselors are paid \$1,200 a year to organize social and cultural events promoting nine languages at Connecticut College (Steiner, 2009, p. 19). Spanish karaoke night was one such event. This type of program could also be organized around volunteers or students who wish to maintain working in the international sphere.

### **From Programs to Comprehensive Internationalization**

This article has described a variety of programs and activities that are being implemented to provide global perspectives to students in the U.S. The programs range in how they are integrated. Skyping with a former UN peacekeeper in a class a few times could provide students with a unique and personal view of UN Peacekeeping, while the instructor weaves this into her semester of study. In this case the Skype may take up a very small part of the semester. On the other hand, Carroll University's series of five courses provides students with coursework and experiential learning, but integrating activities into coherent learning across four years is more difficult.

While awareness of a variety of activities and programs is a key step, just choosing and picking activities may not lead to a comprehensive program. As Green and Olson (2008) point out:

Although many institutions offer a diverse mix of international learning opportunities, few do so with much intentionality. The result becomes a hodgepodge of programs and activities that are not sufficiently integrated to create maximum institutional impact or to advance learning. (p. vii)

Comprehensive integration of global learning on the campus will involve detailed planning and cooperation among faculty and staff at each institution. While comprehensive integration would create most effective opportunities for global learning, each institution needs to consider the bigger question of "Why internationalize"? (Green & Olson, 2008). Indeed, the goal may not be to create comprehensive internationalization. Some goals are to improve the national competitiveness of the university, to increase income for the university, and to prepare students for international careers. While tertiary institutions may have multiple goals, these need to be made clear, so that staff and faculty involved in developing and implementing programs know both the potential and limits of global



program development.

### Conclusion

The examples presented in this report are not inclusive. There are many other innovative programs to promote student global learning on campus. However, this paper does present some interesting possibilities that might be applicable to Japanese tertiary institutions. On the campus, courses can link four years of learning to provide students with opportunities to reflect on their learning longer. Global citizenship certificates and global programs can help motivated students to become more global in their thinking and actions. If international students and their knowledge and experiences of growing up become part of discussions in classes, this has the potential to help all students gain more global perspectives.

While this article has provided the readers with some possibilities for internationalizing their campuses through U.S. examples, it does not address the difficult question of how to incorporate such innovations in Japanese tertiary institutions. Case studies of institutions implementing international programs for global learning in Japan while not overburdening the staff would be very helpful to learn about the benefits to the students as well as the obstacles that might need to be overcome. In the end, each institution needs to consider how best to approach internationalization and global learning.

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Book Review

**The First Time Effect:**

**The Impact of Study Abroad on College Student Intellectual Development**

by Joshua S. McKeown, (2009).

Albany, NY: The University of New York Press.

ISBN-13: 978-0791493601



This book attempts to describe the relationship between study abroad and intellectual development among American undergraduates. This 160-page volume is based on two assumptions, both of which raise some problematic issues. One is that "study abroad" is a unitary construct rather than a diverse range of programs lasting from a two weeks to over two years that are only loosely connected. Another problematic assumption is whether "intellectual development" is a singular construct that can be measured by a unitary scale. The author relies on Perry's theory (1968, 1970) of intellectual development in which students are thought to move from simple dualistic "right vs. wrong" mindsets towards more pluralistic and contextual ways of thinking. In recent decades Perry's paradigm has been challenged by more variegated models of intellectual development such as those of Belenky, Clinchy, Goldberger, and Tarule (1986), Baxter Magolda (1992), as well as King and Kitchener (1994). This book acknowledges some of those models. However, the universalist claims inherent in the Perry model (which was developed by interviewing Harvard undergraduates in the 1950s and 1960s) will likely strike today's readers as simplistic and retrograde.

McKeown's book is actually a revision of his 2006 Ph.D. philosophy thesis. It employs a classic pre-test/treatment/post-test design that aptly underscores the difficulties of obtaining meaningful large-scale social science data. Let us start with sampling. The researcher asked an unspecified number of administrators at eight university international centers in the USA to solicit student volunteers for a 10-15 minute web survey. From a pool of 1,868 students planning to study abroad at those institutions, only 12.1% ( $n=226$ ) responded to this study's pre- or post- test. From this modest sample, a mere 98 completed both instruments, indicating a panel attrition rate of 62%. This illustrates the problem of providing adequate incentives for large-scale social science research. To McKeown's credit, he compared his sample with larger population estimates through chi square tests and estimated  $p$ -values. Based on that information, his sample appeared to be congruent with national norms in terms of gender, extent of previous international experience among respondents, and language used in the host countries.

The instrument upon which this research hinges consists of a single essay prompt and 14 multiple-choice questions. The pre-departure essay prompt asked respondents to describe their "ideal learning environment" and the post-return essay prompt was to "reflect on your discoveries about yourself as a learner." One possible artifact of this approach is that respondents may have felt compelled to write about some sort of "discovery" to fulfill the tacit subtext of the prompt. Quite likely, a better design would have been to include several Likert scale opinion/response statements such as "My learning preferences did not change as a result of my recent study abroad experience." This would provide an additional layer of information.

The essay prompts were rated by two trained raters according to a 9-point scale based on criteria espoused by Perry. A good feature of this study is that the ratings were done by an outside agency, eliminating any possible coding bias by the author. Regrettably, the inter-rater agreement ratio (usually expressed through Cohen's  $\kappa$ ) was not indicated for this study. Still, other studies using similar instruments have expressed high levels of inter-rater consistency, so this issue may not be important (McKeown, p. 60, citing Moore, 1990).

Let us now examine the results. The pre-departure essay mean score was 3.09 ( $SD=.35$ ) and post-return score was identical ( $SD=.29$ ). In other words, there was no significant change in the level of "intellectual development" among the respondents as envisioned by Perry: most informants had already developed pluralistic ways of conceptualizing the world. The only statistically significant change was a tendency for those with no previous international experience ( $n=50$ ) to exhibit greater pluralism after their study abroad experiences. However, this slight gain might be accounted for by the tendency of data to regress towards the mean (Newfields, 2011, p. 21-22) rather than a fundamental shift in attitude among the informants.

Despite the lack of substantive results, McKeown suggests that a sort of "first time effect" exists, claiming that, "Students who, prior to study abroad, had traveled abroad previously, for two weeks or longer . . . had significantly higher pre-test scores than their less-traveled peers" (p. 91). McKeown contends that this effect applies to intellectual development rather than linguistic or cultural knowledge. Whereas most study abroad research tends to focus on linguistic or cultural changes reputed to take place overseas, one merit of this book is that it focuses on intellectual development.



Although evidence of a "first time effect" is not convincingly demonstrated by this study in my view, the book stills raises some questions worth exploring. For example, how do programs placing individuals as solitary members into multiple host countries tend to differ from those in which unified student cohorts go overseas to travel/study/live together? The former type of study abroad program is reputed to be more challenging and result in more cross-cultural interaction (McKeown, p. 26, citing Citron, 1996; Thoth, 1998). However, this study indicated that such programs offered no gains in terms of intellectual development.

Another interesting question considered briefly in this study is whether study abroad experiences vary with gender. Some research suggests intellectual development patterns are in fact gender-related (McKeown, p. 23-24, citing Baxter Magolda, 1992; Martin & Rohlich, 1991). However, this study does not support such conclusions. Quite likely, the single-prompt essay was not sensitive enough to detect gender-based changes.

### *The Bottom Line*

My recommendation for this book is somewhat lukewarm. It is very much a work in progress and McKeown acknowledges some of its limitations. My hope is that in several years a more robust scale that is sensitive to a broader range of theories of intellectual development will be developed. I would also encourage a more diverse sampling to include students from outside of the United States. Indeed, readers outside of the USA might wonder how relevant the some of data from this study is to their students. Japanese students, for instance, almost invariably need to use a foreign language when studying abroad. Moreover, as Kinginger (2009, p. 12, 17) mentions, western European students are likely to have significantly more cross-cultural contact prior to formal study abroad and also higher levels of language proficiency than their North American counterparts.

If you have access to the ProQuest database, the entire Ph.D. thesis upon which this book is based is downloadable. The fact that the results of this study (along with two other research projects) are downloadable via Chieffo, McKeown, and Keh (2010) and the first chapter (which provides a theoretical overview of this study) is also available at <http://www.sunypress.edu/pdf/61760.pdf> is an additional reason to think twice about making this particular purchase.

- Reviewed by Tim Newfields  
Toyo University, Tokyo

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## 教育におけるグローバリゼーション

### 河原俊昭氏とスティーブ・マッカーティ氏によるパネルインタビュー

インタビュアー: ニューフィールズ ティモシ

あらゆる分野でグローバル化が進む中、教育のグローバル化も避けて通れない。そこで教育に携わる我々にとり、最も身近でグローバルなテーマである海外留学と言語教育について、河原俊昭氏とスティーブ・マッカーティ氏の二人にインタビューを試みた。

河原俊昭氏は、京都光華女子大学文学科教授であり、大学英語教育学会(JACET)の海外の外国語教育研究会の代表を務めた。言語政策、多文化主義、語学教育の分野で多くの著書や論文を発表されている。また「日本アジア英語学会」紀要の共同編集者でもあった。現在は日本言語政策学会の学会誌の編集長を努めている。

スティーブ・マッカーティ氏は、大阪女学院大学教授の傍ら1998年～2007年まで、「世界オンライン教育学会(WAOE)」の会長を務めてきた。また2012年8月から再びその職にある。さらに、「個人の学習環境とバーチャル・国際ジャーナル」、「Web 2.0と第二言語学習に関する研究ハンドブック」「外国語教育電子ジャーナル」の査読者も務めている。

このインタビューは2011年から2012年にかけて、電子メールを使って日本語と英語で行われた。

**Newfields:** まず、グローバル化の中での英語教育について、お考えをお聞かせください。

**Kawahara:** 私が大学で教えるはじめた頃は、学生の英語力を伸ばすことばかりに力を入れてきました。しかし、今は、英語が使われる背景について、つまり、英語が世界の中心的な地位を占める構造、英語が経済的な繁栄と結びつく現実なども教えています。さらに、英語がどの国の社会にも大きな影響を与えていることも教えるべきだと考えます。残念なことに日本の英語教育は今まで、アメリカやイギリスの価値観だけを重視してきました。しかし、重要な事は、それ以外の国々のこと、たとえば、アジア諸国の文化や価値についても学ぶことだと思っています。

**McCarty:** 1980年代半ばから私の活動は、バイリンガリズム（二言語併用・使用）、コミュニティーサービス、英語母語教師と日本語母語教師と教師での協力などを通して、異文化間の調和を進めることでした。そして、日本の英語教育の目標は、バイリンガルになることだという結論に達しました。これは、達成できる可能性があり、よって目標とすべきであると考えています。

**Newfields:** すると、グローバル化が進む中、日本の言語教育は、多くの言語に焦点を当てるマルチリンガリズムではなく、バイリンガリズム（二言語併用・使用）を進めるべきであるというお考えですか。

**McCarty:** 社会の大半がモノリンガル（単一言語使用）である場合、バイリンガルが目標とされることになるでしょう。正確に言うと、バイリンガルはマルチリンガリズム（多言語使用）を含み、



ブルリンガリズム (複言語主義) も意味しています。つまり、個人が状況に応じて2つないし、それ以上の言語を使い分けることのできる状況のことです。

バイリンガリズムについては、過度に理想的なものであるというような面倒な思い込みがあります。そのため、日本ではマルチリンガリズムについてというと、かなりの飛躍であり、あるいは、その目標はずっと遠いものであると考えられがちです。わたしは英語以外の外国語教育にもまったくもって賛成ですが、今の日本の現状を考えると、まずは出発点として、英語から始めるべきだと考えています。

**Kawahara:** 外国語教育に関する限り、日本では、これまで英語教育が中心でした。これからは、マルチリンガリズムが積極的に推進されるべきだと私は考えます。特に中国語、韓国朝鮮語、ポルトガル語、スペイン語、タガログ語などがもっと教えられるべきです。これらの言語は、近隣諸国で使用される言語であるだけでなく、日本に住む外国人の多くが話す言語でもあります。

**McCarty:** バイリンガル教育は、確かに全体的な言語政策に関する問題を含んでいます。日本の言語政策に関しては、私は日本にいる外国籍の子供たちの言語的人権 (Skutnabb-Kangas と Phillipson, 1995) が緊急性を持って尊重されるべきだと信じています Burgess (2006)によると、日本にいる多くの外国籍の子供は、未就学です。さらに、Vaipae (2001, p. 228)の表向き日本の義務教育へ通っているとされる移民の子供たちについての調査によると、彼らの中には同年代の日本の子供に遅れずについていけるような者が全くいなかったそうです。これがスウェーデンならば、100の言語による教育的支援 (Yukawa, 2000, p. 47) の提供ができます。それでは何故、日本ではできないのでしょうか。これは富の問題ではなく、同化政策と多文化政策のどちらを選ぶかの問題 (Grosjean, 1982, p. 207) です。

さらに海外帰国子女同様、朝鮮語学校や中国語学校におけるマイノリティーが習得した日本語以外の言語を尊重し、使い続けられるようにし、さらに向上されるべきだと考えます。日本に住む外国人居住者の言語的な差異は問題として見なされるべきではなく、人権として認められるべきであるとともに、国際取引や国際交流のための資産 (Riuz, 1984) として評価されるべきです。バイリンガリズムの原理原則 (Baker, 2006) と日本におけるバイリンガリズム教育の実施 (Bostwick, 2001) により多く注意を払えば、外国語教育の有効性も生じるでしょう。

**Newfields:** ここで再び、日本における外国語教育の問題に戻るとしましょう。英語を高校・大学で選択科目にすべきだとお考えですか。

**Kawahara:** はい、英語は選択科目でよいと思います。学校では、いくつかの外国語の科目を提示して、その中から1つか2つを選択するようになればよいかと思います。外国語の勉強自体は必修にすべきですが、だからと言って英語を必修化すべきだとは思いません。

**McCarty:** これは、将来的に良い考えだと思います。

**Newfields:** 多くの大学がグローバル化を推し進める方法に海外留学があります。お二人の大学の海



外留学プログラムについてお教えてください。また、特に重点を置く点は何でしょうか。

**Kawahara:** 京都光華女子大学は、“アングロサクソン領域”の国々に姉妹校があります。英国、アメリカ合衆国、オーストラリア、ニュージーランドです。毎年およそ 20 人以上の学生が 6 週間から、半年、さらには 1 年満期コースで出かけます。理想を言えば、さらにこのような留学プログラムを私たちの大学と姉妹校制度を結んで、シンガポール、インド、フィリピンの大学とも設けたいと思います。

**McCarty:** 大阪女学院大学（以下に OJU）と 2 年制の大阪女学院短大（以下に OJC）は、女性のための内容重視の(content-based)英語教育を専門とする大学です。留学ハンドブックでは、全ての学生に対し、幅広く変化に富むプログラムの中から選択するよう、勧めています。しかし、全ての人に留学が向いているわけではないのも承知しています。そこで当校では、教授会と教務と二名の留学専従スタッフを置く国際事務センターを設置しています。

特に重点を置いているのが OJU の 3、4 学年次にする学期制の留学プログラムです。それは、アメリカ、オーストラリア、ニュージーランド、マレーシア、韓国、香港などの提携大学で留学生の専門に即した通常クラスに入学するというものです。これらの選び抜かれたすべての大学で、ESL 環境であれ、近隣アジア諸国であることからより経済的であれ、英語でのみの授業を受けることができます。

留学した学生の OJU の学業成績証明書には、修めたコースにつき、3 単位が付与されます。この他、台湾の元智大学との学期交換プログラムもあります。現在、OJU に元智大学から 4 名の学生が留学しています。

また、専攻に関連した場合や興味がある場合は、学生は海外の教育機関や NPO、あるいは興味ある団体に出掛けて行うインターシッププログラムもあります。学生には少なくとも 640 点の TOEIC スコアが求められます。提携先は、インド、香港、アメリカ、オーストラリアにあります。インターシップを 4 週間続けると学生は英語 3 単位を得ることができます。

さらに加えて貧困や国内紛争、あるいは環境問題と向き合う発展途上国でのフィールドスタディープログラムも提供しています。1 週間から 10 日間続けると学生は 2 単位を得ることができます。現時点での訪問先は、マーシャル諸島、インド、台湾、そして環境問題を抱える岐阜県です。これらは OJU、OJC のプログラムのほんの一例です。

**Newfields:** 両先生方は、多文化教育について、多くのご著書があります。多文化教育は、大学生にどのように教えられるべきだとお考えですか？

**Kawahara:** 大学では、本来ならば、様々な言語圏の文化を紹介すべきだと思います。Kachru (1985) が定義する「inner circle」だけではない地域も取り上げるべきです。もちろん、これは理想論で、現実には予算や教える教員の数などから英語圏を扱うことが多いかと思います。それならば、アジア・アフリカの文化などを紹介したり、学生と一緒に研究することで、英語を使っても多文化教育が可能だと思います。



大学でおこなわれている留学プログラムは英語圏への留学がほとんどです。それもアメリカ、イギリス、オーストラリアなどです。今後は留学先を広げて、英語を学ぶために、フィリピン、マレーシア、シンガポール、インド、香港へ行くようになれば、素晴らしいと思います。

**McCarty:** 日本の大学は、保守的で閉鎖的になっている文化的と言えるような要因を克服する必要があります。そのためには積極的にグローバルコミュニティに参加することです。日本は、異文化間のコミュニケーションに耐えうる、明確で長年の歴史がある文化を持っています。私は、第二言語や外国語を学ぶことで、その人の文化を変えることなく、コミュニケーションを広げることができると信じています。私の考えでは、多文化的な理解を進める最善の方法は、ある程度自分自身が二つの文化あるいは多文化的な考えや行動様式になることです。バイリンガリズムの豊かさを理解するためには、日本の大学は、他の文化圏との人や学生の交換を促進し、外国語を使用することが必要で価値があるという学習環境をつくることです。

**Newfields:** この 20-30 年の日本における海外留学プログラムの傾向について、お気づきになることはありますか。特に気になる傾向はありますか。

**Kawahara:** 最近、海外に留学する若い日本人の数が減っているとよく言われます。その理由として、現在の経済的な不況があるでしょう。日本の若い人が内向きになってきたとも言われます。また、インターネットなどで、海外について簡単に知ることができるようになってきましたので、わざわざ外国に行く必要はないと考えるのかもしれませんが、しかし、これは非常に残念な事です。若い人はやはり積極的に海外に出かけ、自分の目と耳で外国を見て聞いて、実際に外国の人とコミュニケーションをしてほしいと思います。

**McCarty:** この数十年の間に海外留学プログラムの市場が成長し、よくなったと、神戸市立外国語大学・インターナショナル事務所の屋久和夫氏は報告しています。また、余裕のある家なら、学生が海外留学することは簡単になりました。氏の大学は、「海外留学プログラムへのあくなき挑戦」(2012年5月11日の私信)を続けることよって、学生に最大の利益が還元されると信じています。このように、もしも、外国語あるいは国際研究を専門とする大学が極めて重要な役目を外注化するならば、責任が問われるでしょう。

しかし、例えば子供を海外に送る時、大学が提供するものに加え、授業開講期間の合間を過ごすために民間の会社が提供する柔軟性に富むプログラムを利用できれば、便利だと思います。私の妻は息子のために比較的安価なマレーシアやフィリピンでの英語のプログラムを神戸で見つけました。そうでなかったら息子はその期間無為に過ごしていたでしょう。また、NPOを通じて、年長の息子はネパールのカトマンズで1ヵ月のトレーニングを受けると同時に、英語教授法インターナショナル(2010)の証明書を得ることさえできました。

**Newfields:** 短期海外留学プログラムは、単なる旅行気分の遠足として批判されることもあります。



この批判については、どんな意見をお持ちですか？また、語学研修のない短期留学プログラムについてどのようにお考えですか？

**Kawahara:** それはそれで、価値があります。学生が自分自身で物事を見るために外国に行くことは、とても役に立ちます。結果として一部の学生でも、外国に目を向けようとする学生が出て来るかもしれません。短期海外留学を正規留学の一部として捉えるのではなく、むしろ外国の文化や言語についてより多くを学ばなくては、という「覚醒の機会」として捉えると良いと私は思います。

**McCarty:** 物差しで測定するとしたら、短期海外留学に期待することは非現実的かもしれません。しかし、短期海外留学で得られる環境の変化は、受け身であった言語を活性化させ、モチベーションを変化させることはできます。

**Newfields:** 最近、多文化教育や留学について面白い研究論文はありましたか。また、将来この分野においてどのような研究を望んでいらっしゃいますか。

**McCarty:** オンラインに掲載される論文の一つは、日本の多文化社会の程度にニュアンス含みの見解を示しています(Burgess, 2012)。また、Study Australia Informationと名付けられた、フェイスブックのコミュニティサイトは、オーストラリアへの留学についてありのままの情報を提供しようとしています (The Truth, 2011)。

多文化教育を専門とする私の同僚、馬淵仁・大阪女学院大学教授は、留学生と国際交流を考えるための論文として、Banks (2009)、馬淵 (2011)、横田・白土(2004)や日本の文部科学省の文書 (2010)を推薦しています。

また、将来的な研究の方向性として、日本においてよく見られるバイリンガルと認められていないタイプの人々（理解はするけれども英語で多くを表現できない受容的なバイリンガル）を最初に定義し、記述し、調査することが重要だと考えていますそういった人々が海外留学で能動的なバイリンガルへ変わるにはどのくらいの期間を要したのかを調査すれば、プログラムの有効性の検証とともに、今後の方向性が示せるのではと考えます。

**Kawahara:** ここでは二つの本を挙げたいと思います。一つは大阪大学の名誉教授の大谷泰照先生の書かれた『日本の異言語教育』(英宝社)という本です。もう一つは、塩澤・吉川・石川先生たちの編集された『英語教育と文化』(大修館書店)という本です。ともに、英語教育を語っていながら、言語と文化の結びつきや多文化教育についていろいろと示唆に富む本です。まず、このような本をじっくりと読んでみることをお勧めしたいと思います。

**Newfields:** 最後に、先生が現在、手がけておられるご研究の展望をお聞かせください。

**Kawahara:** 私は政治的、経済的権力と言語や文化との相互関係をもっと研究したいと考えています。今、英語がとてつもなく強大になり、世界の至るところで共通語になりそうな勢いです。200年後には、世界中の人々が英語だけを話しているかもしれません。でもそれは、驚愕のシナリオです。



あまりにも多くの文化的なヘゲモニーを助長させることなく英語を進めることが可能かどうか、研究を続けたいと思います。言語が決して「中立でない」ことを思い起こすことはよいことです。なぜなら我々が特定の言語を話すことに決めるとき、我々の忠誠もまた、完全に言語グループに誓うことになるからです。

**McCarty:** 今後もバイリンガルと言語教育について発表していく一方、学究生活の基盤についての出版をはじめたところです。世界全体の学者コミュニティにおいて、学術の水準と倫理は普遍的だという仮説をテストしたいと考えています。

過去30年にわたる日本語使用を含むわたしの多くの経験からわたしは外国語を話すことが必ずしもアイデンティティや文化を変化させることにつながらないと確信しました。幸いにも言語的にも、文化的にもギアをシフトするように英語を使うことができる国際的なアジア人は存在し、私はそのような人たちと共にさらに働きたいと望んでいます。わたしはバイリンガルまたはマルチリンガルになることが幅広い選択肢、つまりより大きな自由をもたらすのだと学生に教えています。

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## Study Abroad Perspectives and Educational Globalization: A Panel interview with Toshiaki Kawahara & Steve McCarty

by Tim Newfields

Globalization is taking place in many disparate fields, and it is worth considering the impact of globalization on education. To assess how globalization is influencing foreign language education and study abroad in particular, Profs. Toshiaki Kawahara and Steve McCarty were interviewed.

Toshiaki Kawahara is chair of the Literature department at Kyoto Koka Women's University as well as an officer of JACET's Research on Foreign Language Education Abroad SIG. He has published many papers on language policy, multiculturalism, and language teaching, and co-edited *Asian English Studies*, the journal of the Japanese Association for Asian Englishes from 2010 to 2012. He has also edited *Language Policy*, the journal of the Japan Association for Language Policy since 2011.

Steve McCarty is a professor at Osaka Jogakuin College and University in Osaka. From 1998-2007 and again from August 2012 he has served as president of the World Association for Online Education (WAOE). He has also been a reviewer for the *International Journal of Virtual and Personal Learning Environments*, the *Handbook of Research on Web 2.0 and Second Language Learning*, and the *Electronic Journal of Foreign Language Teaching (e-FLT)*.

This interview was conducted by email in Japanese and English in 2011-2012. The Japanese version of this interview precedes this article.

**Newfields:** *First of all, please tell us your thoughts about English education in the midst of globalization.*

**Kawahara:** When I first started teaching at university level, I focused just on raising students' linguistic skills. However, I also teach background information as to why English is so used widely in the world and the central role of English in the world's economy. I've come to believe that more socio-cultural and economic themes should be included in foreign language classes. The degree that a society adopts English as a medium for communication has a significant impact on that society as a whole. Unfortunately, much so-called "English education" focuses almost solely on Anglo-American values. However, it is also important to learn more about other languages and cultures, particularly those in Asia.

**McCarty:** From the mid-1980s I have focused on promoting intercultural reconciliation through bilingualism, community service, and collaboration between English and Japanese native speaking teachers. . . . I believe the goal of English language education in Japan should be to become bilingual. This is an attainable goal to some degree and thus worth aiming for.

**Newfields:** *So in your view Japanese education should focus on bilingualism rather than multilingualism?*



**McCarty:** Bilingualism is a goal that can come into view if a society is generally monolingual. . . . Technically, the field of bilingualism includes multilingualism and it entails plurilingualism – a condition in which individuals can shift between two or more languages . . . There are some troublesome misconceptions about bilingualism such as overly idealizing it. So for Japan it might be a leap or make the goal recede even further to speak of multilingualism. I'm all in favor of foreign languages besides English, but I'm trying to speak to practical people and start from where Japan is at.

**Kawahara:** So far foreign language instruction in Japan has centered on English. However, I believe that multilingualism should be more actively promoted. In particular, I think Chinese, Korean, Portuguese, Spanish, and Tagalog should be taught more. These are languages used in neighboring countries and/or ones that many foreign residents of Japan speak.

**McCarty:** Bilingual education certainly involves issues related to macro-language policy. With respect to Japan's language policies, I believe the linguistic human rights (Skutnabb-Kangas & Phillipson, 1995) of children of immigrants urgently need to be respected. According to Burgess (2006), many young immigrants in Japan are not even in school. Moreover a survey by Vaipae (2001, p. 228) of those in Japan's ostensibly compulsory education did not find any who could keep up with their Japanese peers. If Sweden can offer educational support in 100 languages (Yukawa, 2000, p. 47), then why can't Japan? This is not a matter of wealth, but a choice between assimilation and multicultural policies (Grosjean, 1982, p. 207).

Furthermore, the non-Japanese languages acquired by minorities in Korean and Chinese schools as well as by Japanese returnees from abroad should be valued, maintained or developed. Linguistic diversity in residents of Japan should not be regarded as a problem but officially recognized as a human right, and valued as a resource (Ruiz, 1984) for international trade and exchanges. More attention to the principles of bilingualism (Baker, 2006) and the practice of bilingual education in Japan (Bostwick, 2001) would also accrue to the effectiveness of foreign language education.

**Newfields:** *Returning to the issue of EFL education in Japan, do you feel English should become an elective subject in high schools and universities?*

**Kawahara:** Actually, I think students should study one or two foreign languages. I do not think English should be required, but do believe that students should be mandated to select one or two foreign languages. English as well as the other languages I have just mentioned should be among the choices.

**McCarty:** This is a good idea to aim for in the future.

**Newfields:** *One way that many universities are promoting globalization is through study abroad. Could you tell us about your university's study abroad program? What do you feel are its strong points?*

**Kawahara:** Kyoto Koka Women's University has sister-school affiliations with some schools in several "Anglo-sphere" countries such as Great Britain, the United States, Australia, and New Zealand. Each year



about 20 students from our school study in these countries in courses ranging from six weeks, to half a year or a full academic year. Ideally, I would like to see study abroad programs to other countries such as Singapore, India, and the Philippines established at our school.

**McCarty:** Osaka Jogakuin University (hereinafter OJU) and the two-year Osaka Jogakuin College (OJC) specialize in content-based EFL education for women. A study abroad handbook encourages all students to choose from a wide variety of programs, while admitting that studying abroad may not be suited to everyone. There is a faculty committee and Center for International Affairs along with administrators and two full-time staff focusing mainly on the study abroad programs. They feel that a strong point is the semester abroad program whereby third or fourth year OJU students can go to partner universities and enroll in regular classes according to their specialization. OJU students can go to universities in the U.S., Australia, New Zealand, Malaysia, South Korea, and Hong Kong. Moreover, at all of the selected universities they study wholly in English, whether in ESL environments or more economically in the nearby Asian countries. Three upper division English credits for each course they pass accrue to their OJU transcript. There is also a semester exchange program with Yuan Ze University in Taiwan, and four of their students are currently at OJU for a semester.

There is also an Internship Program whereby students go to educational institutions abroad and also NPOs, as some students have related specializations and are interested in such organizations. Students need a TOEIC score of at least 640 to qualify. Partners are in India, Hong Kong, the U.S., and Australia. Internships last four weeks and students earn three credits in English.

Moreover, we also offer a Field Study Program in developing countries facing poverty, civil strife, or environmental problems. It lasts for seven to ten days and students receive two credits. Current destinations include the Marshall Islands, India, Taiwan, as well as Gifu Prefecture for environmental issues.

These are but some of the programs at OJU and OJC.

**Newfields:** *Both of you have written extensively about multicultural education. In your view, how should multicultural education be taught to university students?*

**Kawahara:** In college I think we should expose students to a wide range of linguistic and cultural norms - not merely those in the "inner circle" described by Kachru (1985). This, of course, is somewhat idealistic. In reality, many staff funding issues need to be addressed. Teaching about cultures of Asia and Africa and doing joint research with students while using English is perhaps one of the most effective ways to promote language learning. Many university study abroad destinations are to countries where English is the dominant language such as the USA, Britain, and Australia. However, I hope more students will study in places such as the Philippines, Malaysia, Singapore, India, and Hong Kong to learn English.

**McCarty:** Japanese universities need to overcome the ostensible cultural factors that are holding the whole nation back, and wholeheartedly join the global community. Japan has a distinct and well-preserved culture



that is not too delicate to withstand intercultural communication. While I believe that a second or foreign language (L2) can be used solely as a tool for communication without changing one's culture at all, in my view the best way to promote multicultural understanding is to become bicultural or multicultural to an extent oneself. Understanding bilingualism as wholly enriching, Japanese universities would promote the utmost student exchanges with people from other cultures, and create learning environments where it is necessary and rewarding to use foreign languages.

**Newfields:** *What trends have you noticed among study abroad programs in Japan over the last 20-30 years? Do any of those trends in particular concern you?*

**Kawahara:** Recently, much discussion has been generated about how the number of young Japanese studying overseas has decreased. Although one likely reason is Japan's prolonged economic recession, it also seems likely that many young Japanese have become inward-looking. Moreover, many students today in Japan feel less need to venture overseas due to advances in communication technology via the Internet. Personally, I find such trends disappointing. I think young people need to go abroad and experience the world with their own eyes and ears and communicate directly with persons from abroad.

**McCarty:** Mr. Yahisa Kazuo of the International Office at Kobe City University of Foreign Studies reports that commercial study abroad programs have grown and improved over past decades, making it easier for students to study abroad if their families can afford it. Yet his university believes that students' best interests are served by continuing their "very challenging study abroad programs" (personal communication, 2012, May 11). Thus it would be of concern in terms of accountability if universities specializing in foreign languages or international studies were to outsource such a vital function.

However, it can be beneficial when families send students abroad in addition to what their universities offer, with the flexibility private firms offer to fill periods such as between semesters. My wife found one in Kobe that introduced relatively inexpensive English programs in Malaysia and the Philippines that our sons could enjoy during otherwise unproductive periods. Through an NPO our older son could even earn a TEFL International (2010) certificate in a month of training in Kathmandu, Nepal.

**Newfields:** *Some short-term study abroad programs have been criticized as mere tourist excursions. What's your opinion regarding these? Also what do you think of short-term study abroad programs without any language training components?*

**Kawahara:** They also have value. It is useful to go to foreign countries to see things with your own eyes. As a consequence, it is my belief that some students may feel more inclined to a foreign language when returning home. Rather than conceiving of short-term study abroad in terms of formal studies, I think they are "eye openers" that can cultivate a desire to learn more about foreign cultures and languages.



**McCarty:** I fully agree. If measured by the yardstick of L2 acquisition or improvement in proficiency, it might be unrealistic to expect significant changes in linguistic proficiency from short-term study abroad, but the complete change in environment can activate passive language and transform motivation.

**Newfields:** *Have there been any interesting studies about multicultural education and study abroad that you have read recently? Also, what sort of research studies are you hoping to see in this area in the future?*

**McCarty:** One article available online takes a nuanced view on the extent to which Japan is a multicultural society (Burgess, 2012). There is a Website, which also has a Facebook community named *Study Australia Information*, which aims to provide unvarnished facts about studying abroad in Australia (*The Truth*, 2011).

Prof. Mabuchi Hitoshi, a colleague who specializes in multicultural education, recommends Banks (2009) and Mabuchi (2011), while for concerns of foreign students and international exchanges he recommends Yokota and Shiratsuchi (2004) and a Japanese MEXT Ministry document (2010).

For further research, in my view it would be important to first define, describe, and measure the largely unrecognized types of bilinguals common in Japan, particularly those who are bilingual to some extent such as receptive bilinguals who understand but do not express much in English. Then survey how long it takes for them to turn into active bilinguals by studying abroad, which would provide guidance to those programs along with evidence of their effectiveness.

**Kawahara:** I would like to mention two books that address this issue. One is *Nihon no I-Gengo Kyouiku* [Learning about Different Languages in Japan] by Yasushi Otani, a professor emeritus at Osaka University. Another text worth reading is *Eigo Kyouiku to Bunka* [English Education and Culture], edited jointly by Profs. Shiozawa, Ishikawa, and Yoshikawa. Both books offer useful insights about how English language education is linked with multicultural issues, and books these are worth perusing.

**Newfields:** *Finally, what research projects are on your horizon now?*

**Kawahara:** I'm interested in exploring the relation between political/economic power and cultural-linguistic diffusion. At this point in history, English has become extraordinarily powerful and it is a lingua franca in many parts of the globe. 200 years from now I'm almost tempted to speculate that people all over the world may be speaking only English. However, such a scenario I regard with consternation. Whether it's possible to promote English without fostering too much cultural hegemony is something I'd like to continue to explore. It is good to remember that language is never "neutral" and when we decide to speak a specific language, we are also demonstrating allegiance to a whole group.

**McCarty:** While publishing more about bilingualism and language teaching (McCarty, 2012a), I have started a series on the essentials of academic life (McCarty, 2012b), and I hope to test the hypothesis that the academic standards and ethics among the worldwide community of scholars are universal.



My experiences including using Japanese over the past 30 years have convinced me that speaking another language does not imply changing one's cultural allegiance. Fortunately, there are cosmopolitan Asians who can use English and shift gears linguistically and culturally and I hope to work with those individuals more. I teach students that becoming bilingual or multilingual brings greater choices, hence greater freedom.

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