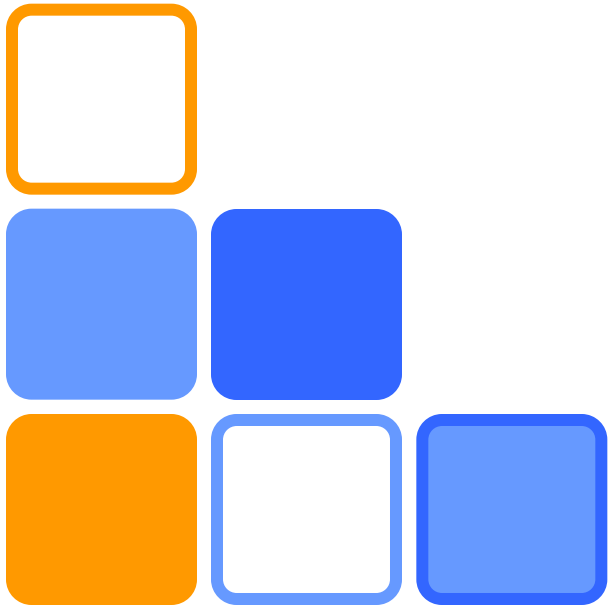


# In Search for the Necessary Components of Global Citizenship



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# Contents

**1. Background**

**2. Preliminary Research**

**3. The Present Research**

**4. Experiments**

**5. Conclusions and Suggestions**



# 1. Background

1. Japanese Ministry of Education's new initiative to produce “**future global human resources**” with grants (2013–)



- Universities are creating new programs with a stronger focus on English, critical thinking and problem-solving skills. + Increasing CLIL-type/EMI-type courses
- High school teachers are pushed/encouraged to teach English classes in English.



# 1. Background

2. There has been a pressure from the business/industrial sector which faces new challenges from globalization.



“**Englishnization**” at Rakuten  
(Harvard Business Review, 2011)



# 1. Background

Ministry of Education's definition of  
“global human resources”:

Human resources who can effectively function on the global stage by tackling problems willingly, so that they can form a future basis of workforce to increase Japan's industrial competitiveness and strengthen international relationships (my translation)

**Some educators worry about our tertiary education coming to serve industrial needs, plus a tendency toward linguistic or cultural imperialism.**

(+ English has become an obligatory subject from the elementary school level.)



# 1. Background

More and more companies in Japan have either adopted or been promoting an “English-only” policy in the workplace.

(global human resources → global elites or global citizens)



Sending a wrong message to students and parents, making them invest more money and effort only to raise English proficiency.



## 2. Preliminary Research (1)

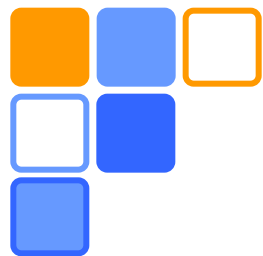
### 1. Purpose

To investigate how workers in the “English–emphasized” working environments feel and cope with the pressure, and tease out what they consider necessary skills as “global citizens”.

### 2. Subjects:

30 company workers (12 are in managerial positions) with ages from 25 to 58.

### 3. Questionnaire survey and interviews with 6 representative subjects



- In general, workers tended to agree to the emphasis on English as a country's policy at the general level, but didn't evaluate its enforcement in their own workplaces favorably.
- More importantly, the subjects' agreement to the emphasis on English (general/personal levels combined) has **slightly negative correlation** with their actual use of English in their jobs (especially, in the cases of people in managerial positions).





# <Reference>



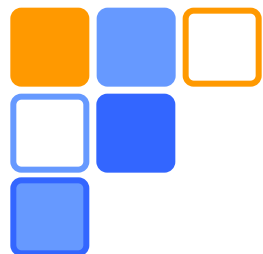
- Dr. Byram’s ICC Model (1997)
- ECML’s FREPA (Framework of Reference for Pluralistic Approaches to Languages and Cultures)
- +
- Existing Critical Thinking criteria in North America
- +
- OECD’s Generic Competencies and 21<sup>st</sup> Century Skills

\* Emphasis is placed on a lifelong growth of a “global citizen”, living in a diverse plurilingual/pluricultural environment.



## <Necessary Skills ① – from free writing part>

- Frequently mentioned factors in the subjects' definition of “global human resources”:
    1. human/people-related skills incl. cooperative attitude, negotiation/strategic skills, flexibility, & adaptability (27)
    2. communication skills incl. those in Japanese (15)
    3. English proficiency (10)
    4. problem-solving skills incl. critical/logical thinking (9)
    5. knowledge about various cultures (8)
- \* Only 3 people alluded to the knowledge of other languages.



After the detailed text analysis, the following components were found.

1. Human-related capacities (cooperativeness, flexibility, positive attitude, adaptability, etc.)
2. Problem-solving skills (abilities of understanding, judgement, analysis, critical thinking, logical thinking, etc.)
3. Strategic skills (abilities of negotiation, leadership, strategic thinking, etc.).
4. English proficiency (that can be measured by tests)
5. Communicative skills of English
6. Communicative skills of Japanese (first language)
7. Knowledge about other countries and cultures
8. Knowledge of the languages other than English
9. Others



## 2. Preliminary Study (2)

### <Necessary Skills ② – ranking requested>

With 102 subjects (32 in managerial positions)

1. Problem-solving skills: 343 points
2. Communicative skills of English: 281 points
3. Human-related capacities: 260 points
4. Strategic skills: 193 points
5. Communicative skills of Japanese: 171 points
6. Knowledge about other countries and cultures  
168 points
7. English proficiency (that can be measured by tests)  
54 points
8. Knowledge of the languages other than English  
32 points
9. Others (perseverance, creativity, gutsy attitude, etc.)  
28 points

\* People in managerial positions chose 6 (55%) and 8 (37%) more.



## 3. Present Research

### 1. Purpose

- (1) To ascertain what people who work in the international arena actually consider necessary skills for “global citizens”
- (2) Verification of the items proposed as components of global citizenship for future Japanese workers

### 2. Subjects:

408 workers (132 are in managerial positions) with ages from 20s to 60s.

**\*This time, variance in age, gender, field of work and position was controlled.**

### 3. Method: Online questionnaire survey



## <4 Major Areas>

1. **Knowledge** of language and culture
  - Items 1–5 English–related
  - Items 6–10 Other foreign languages–related
  - Items 11–15 Culture–related
2. **Attitudes** toward intercultural communication
  - Items 16–17 Acceptance–related
  - Items 18–19 Motivation–related
  - Items 20–24 Action–related
3. **(Critical Thinking) Skills** for learning language and culture, and intercultural communication
  - Items 25–28 Acceptance–related
  - Items 29–30 Negotiation–related
  - Items 31–32 Learning–related
4. **Generic Competencies** typically included in the “21<sup>st</sup> Century Skills” (Items 33–40)



## <Results: Importance>

5. very necessary 4. rather/quite necessary  
3. cannot decide (it depends) 2. rather/quite unnecessary  
1. very unnecessary

Category	Average	SD
Knowledge (Items 1–15)	3.72	0.52
Attitude (Items 16 – 24)	4.27	0.47
Critical Thinking Skills (Items 25 – 32)	4.15	0.49
Generic Competencies (Items 33 – 40)	4.36	0.45

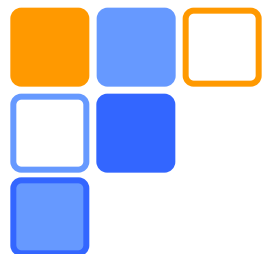
\*Sufficient agreement by ANOVA (seeking where differences are not significant) confirmed for approx. two-thirds of the items (27 items), and other 13 items showed not so strong variance of significance.



- Significant differences were found between **people in managerial positions and those who are not, and people who perform engineering and R&D functions and those who don't.**
  1. People who are in the managerial positions with rich overseas experience valued knowledge of other languages and cultures more while undervalued English proficiency itself, especially test scores and native-like performance.
  2. People who perform engineering and R&D functions exhibited the tendencies opposite to the above.

**\*Responses of people who can use one or more language(s) other than English showed tendencies similar to those who are in managerial positions.**





The average scores of only 2 items were lower than 3.

8. Can **carry out work by a foreign language other than English** to some extent. (2.78)
15. Knows that there is **no superiority or inferiority among cultures** though some may have more power and expansion. (2.62)

#### <Highest-score items>

4. Has **a high communicative competence** of English and can use it flexibly based on various situations and contexts. (4.69)
23. Can **try to solve problems encountered in intercultural communication with persistence and strong will** in order to explain one's opinion, while understanding different ways of thinking. (4.64)



## 4. Experiments

### <Rubric Creation>

1. North American Critical Thinking Tests:
  - Ennis–Weir Test
  - Insight Assessment Test
  - ETS’s i–skills Test
2. Use of situations of intercultural misunderstandings/conflicts (referred to FREPA and data from the previous grant–in–aid studies) and ask students to analyze them objectively and explain their proposed solutions.
  - we had to create the well–defined grading criteria.



# Sample 1

One Latin American student always comes late for club meetings. When the leader told him to be more responsible, he said, “I do all the work with more responsibility than my Japanese colleagues. On top of that, why do we have to have so many meetings? Once we create a clear plan with assignment of roles, I don’t see much meaning in these meetings.

- \* State with your own words where the sources of misunderstanding or conflict are. (#21, 22, 25)
- \* What would you do if you were the leader? (#23, 24, 29)
- \* Propose a solution, explaining why it is an appropriate way to handle this problem? (#20, 28, 30)



## Sample 2

<After a lesson about the different stereotypes of Japan and its people>

- \* Find one media representation of Japan you consider either wrong or too stereotypical, and explain why you think so, with concrete reasons. (#12, 17, 22, 25)
- \* Explain one case when a certain image can be positive for some people but negative for others, and explain both situations with your own words. (#26, 27, 28, 31)



# Evaluation Criteria

## 1. Comprehension

Understanding of the situation

Knowledge of the culture(s) or socio-pragmatic factors involved

## 2. Attitude

impartiality/objectivity

acceptance/tolerance of difference

willingness to communicate/cooperate

patience and flexibility in finding a solution

## 3. Thinking Skill

categorization/factoring

objective comparison

quality of analysis

integration and synthesis



# Tentative Results

1. **Essay test (covering 19 elements):** 4 sets of the essay test with 5 items (full score: 50) were developed and piloted with 5 English classes (141 subjects) and 3 raters. The Cronbach reliability was over 0.7, partly because the simplicity of the rubric, so, we are in the process of creating an item bank as well as making the rubric more sophisticated.
2. **Checklist (25 items):**  
Students' evaluation and teacher evaluation showed higher correlations (around 0.6) than those of 28 workers and their superiors (around 0.3). In general, students' evaluation was generally lower than that of teachers, while those of workers and supervisors had more haphazard patterns.



# <Results: Student Self-evaluation and Teacher Evaluation>

4. can do so most of the time      3. can do so often  
2. can do so sometimes            1. cannot do so most of the time

Category	Correlation
Knowledge (Items 1–5)	0.62
Intercultural Understanding (Items 7–15)	0.49
Intercultural Attitude (Items 16 – 24)	0.55
Critical Thinking Skills (Items 25 – 32)	0.57
Generic Competencies (Items 33 – 40)	0.68



## <Results: Checklist Evaluation and Test Scores>

Category	Correlation
Knowledge (Items 1–5)	0.58
Intercultural Understanding (Items 7–15)	0.33
Intercultural Attitude (Items 16 – 24)	0.62
Critical Thinking Skills (Items 25 – 32)	0.63
Generic Competencies (Items 33 – 40)	0.71





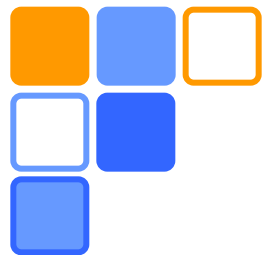
## 5. Conclusions and Suggestions

1. The increased emphasis on English is not favorably accepted by workers because it does not reflect or represent their realistic needs. Actually, most workers who work in the international arena place more importance on positive attitudes in intercultural communication and generic competencies including critical thinking skills.
2. People who have had many intercultural encounters recognize the necessity of intercultural competence, though they have the tendency of generalizing it in the umbrella category of “human-related skills (人間力)” (a loosely-used buzz word, a cliché).



## 5. Conclusions and Suggestions

3. The skills and attitudes required for global citizenship are hard to elucidate or ascertain, but the 40 items so far established by a series of 3 studies were considerably representative of them. → There is still some overlapping in-between these items, which we'll keep adjusting and modifying by further study.
4. The test items and a checklist for global citizenship using the validated 40 components seem to be quite usable in measuring such sub-abilities, at least the readiness to become a global citizen. → We will prepare an online battery from which users can pick and choose, as well as add their own modifications according to their needs.



# Thank you so much for listening!

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## <An Interview Sample>

<Summary of one example>

A 56-year-old director in the international section of a manufacturer who has stationed in 3 countries.

He accepts the present emphasis on English as unavoidable, but clearly said that problem-solving and human-related skills are more important in becoming an international-minded person.

His major was Portuguese and he instinctively knows that **intercultural skills he acquired by learning a foreign language (Portuguese) is transferrable to the use of another (English).**

He also said that Japanese workers are too much focused on the functional use of language limited to their work contents, but not much on after-work relationship-forming communication.



# Appendix: 40 statements of characteristics verified in this study

## <Knowledge>

### ● English-related

1. (A person) knows **the basic rules** of English being studied incl. prosodic, lexical, syntactic aspects.
2. Has **high scores of proficiency tests** (such as TOEIC® and STEP)
3. Has sufficient **background knowledge** (=historical, social and cultural background) of English.
4. Has **a high communicative competence** of English and can use it flexibly based on various situations and contexts.
5. Has the awareness of the fact that there are **a variety of Englishes used** in the world, and knows their characteristics.

### ● Other foreign languages-related

6. Learns a foreign language from **a native-speaker teacher**.
7. Has **some knowledge of a foreign language other than English and can do basic communication** by it.
8. Can **carry out work by a foreign language other than English** to some extent.



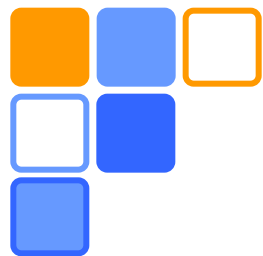
## <Knowledge–continued>

9. Knows **that each language has its own rules and systems** with complex relationships among them, thus literal translation doesn't always yield the same meaning.
10. Knows **that language deeply relates to culture and one's identity**, so being communicative doesn't only consist of linguistic skills.
- **Culture–related**
11. Knows **that many cultures as well as languages co–exist** in the world, which often causes tension and conflicts.
12. Knows that **each culture has complex values and norms**, which influence and reflect on people's world view and ways of thinking.
13. Knows that misunderstandings may happen in intercultural communication because **the interpretations of an action or phenomenon can vary** between people with different cultural backgrounds.



## <Knowledge–continued>

14. Knows that **culture is not static and is constantly changing** by frequent contacts, especially under the present globalization.
15. Knows that there is **no superiority or inferiority among cultures** though some may have more power and expansion.



## <Attitudes>

### ● Acceptance-related

16. (A person) can try to understand different languages and cultures, **accepting the differences naturally as they are.**
17. Can **accepts different values and ways of thinking without resistance and prejudice**, including ambiguities and intermediacies deriving from different languages and cultures.

### ● Motivation-related

18. Can **willingly get involved in the situations with intercultural communication**, even outside one's work, having keen interests in other languages and cultures.
19. Can **find value and significance in contacts** with various languages and cultures, even outside one's work, giving equal respects to all of them.

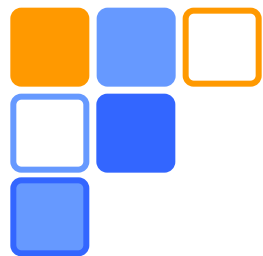




## <Attitudes – continued>

### ● Action-related

20. Can **build a close relationship with people having different cultures**, embracing their identities as equal to one's own.
21. Can **make objective and fair judgments** on the issues related to both one's own and other cultures, knowing the relativistic quality of cultural values.
22. Can **view and discuss both one's own and other cultures critically**, avoiding preconceptions and overgeneralizations.
23. Can **try to solve problems encountered in intercultural communication with persistence and strong will** in order to explain one's opinion while understanding different ways of thinking.
24. Can **deal with new and unfamiliar intercultural situations with confidence and flexibility**, having learned from the sufficient "trial and error" experience in the past.



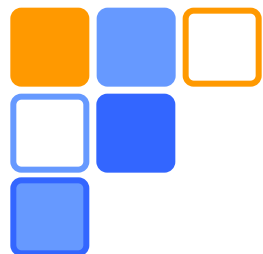
## <Critical Thinking Skills>

### ● Acceptance-related

25. Can observe, understand and analyze the components of different languages and cultures objectively.
26. Can systematically classify the components of different languages and cultures based on categories and genres.
27. Can compare the similarities and differences of various languages and cultures by consistent, objective procedures.
28. Can explain one's own language and culture fully and objectively, and also express opinions and views on other cultures appropriately and objectively.

### ● Negotiation-related

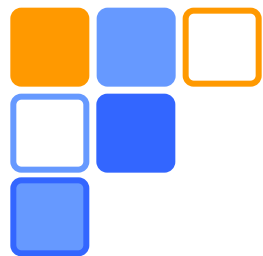
29. Can build constructive intercultural communication by constantly tuning into and considering the possible linguistic and cultural differences.
30. Can choose the ways of communication most appropriate to the given situation, making use of one's accumulated knowledge and experience with learning a new language and culture.



## <Thinking Skills – continued>

### ● Learning-related

31. Can learn effective ways of communication by creating hypotheses based on either the first language or other languages acquired, and comparing and verifying the rules and characteristics in light of them.
32. Can continue to improve one's ways of learning about different languages and cultures throughout lifetime by constantly reflecting upon their effectiveness in real-life practice.



## <Generic Competencies>

33. Can understand complicated problems objectively by grasping the relationships between the overall picture and discrete points/elements.
34. Can analyze complicated problems logically by identifying discrete points/elements involved in them.
35. Can make a proper judgement based on the objective understanding and analysis of the problem.
36. Can propose the best possible solution based on logical grounds, after evaluating different people's opinions critically.
37. Can derive a persuasive conclusion after drawing different opinions from one's peers democratically.
38. Can try out various ways based on one's past experience and resources without fear of failure, when facing complicated problem-solving situations.



## <Thinking Skills – continued>

39. Can achieve a common objective by involving and persuading people with opposite opinions in a situation where collective efforts towards a shared goal are required.
40. Can lead discussion and take an action strategically in order to consider various ways to accomplish a goal.