

# Global Literacy as a New Paradigm for EIL Education

— Integrating Global Issues into EIL Speech Communication Class —

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## Abstract

*This paper discusses the significance of a five-year empirical study of integrating global human issues into university-level EFL education in Japan, highlighting global literacy and English as an International Language (EIL). The study explores the need for raising students' global literacy which includes inter/cross-cultural competence with transcultural and transnational perspectives. It also sees communicative competence in EIL as necessary in order to have a global and peaceful dialogue with people of the world. An ultimate purpose of this program is to integrate global human issues into EIL education as a part of global education at Konan University in Kobe, Japan, involving 200 Japanese University students. These trial and error experiments provide evidence for the merits of the acquisition of cognitive, affective, social and linguistic skills in EIL and the knowledge leading to local and global action with global perspectives. Cultivating global literacy through EIL education is an invitation to be challenged and enlightened and all language instructors and students are invited.*

## 1. Introduction

With the strengthening mobility and interdependence of today's world, the new millennium has begun to witness people's identity shift from nations to ethnicities. Also there is a transitional flow from the development of increasingly sophisticated nation-states to the expansion of the growing global village concern with cultural diversity. As the process, for which Roland Robertson coined a new word, "globalization," has brought human beings closer to one another beyond cultural, national and linguistic boundaries, today's education faces the true challenge of developing global literacy. Confronted with today's confused world, an aim of education should be charted in cultivating transcultural skills for concerting a peaceful and equitable symphony which will help replace cultural homogenization and domination with the hybridizing process of cultural diversity.

Now that people involved in the process of globalization need to carefully consider the issue of culture and its symbiotic relationship to language, cultivating global

literacy for a peaceful world is one of the most urgent tasks for EFL educators and researchers in the age of globalization. For multicultural citizens of the world, in a more sustainable global village where borders play such a minor role, global awareness, respect for other cultures and communication skills, especially communicative competence in English as an International Language for global communication are increasingly vital.

## **2. Globalization**

Globalization is neither the convergence of Westernization nor Americanization. Globalization is neither Euro-centered homogenization nor American-centered assimilation. In terms of economy, globalization has brought about dramatic changes for haves and have-nots. The enormous speculation of capital with hedge funds by rich countries has created a widening gap between North and South, the rich and the poor and haves and have-nots. This gap is becoming more pronounced due to the growing digital divide and ecological havoc of this fragile earth.

In terms of culture, globalization is not one-way, but has many interactive and transcultural paths. It is true that we cannot look away from the fact that many countries have been influenced by American and European explicit cultures and their financial systems, but the implicit cultures of some countries seem to remain substantially unchanged and more defensive. We have seen fundamental movements in some cultural contexts along these lines. Increasing tension, fear, US skepticism and Euro-skepticism can be seen in former colonial regions. The process of globalization needs to carefully answer the issues of culture, although some cultures like Japan, Korea, Singapore and even China are becoming more interactive and dissolving, involved in neo-nationalistic reaction and cultural autonomy in the wake of a dynamic and interactive global cultural flow.

Globalization means global, transnational interactions of people, shared cultures, information and technology, education, ecological economy and management and value systems beyond the cultural divide of West and East, Orient and Occident. Willis (2001) emphasizes that globalization is a new narrative of transnational interactions, transnational contexts and transnational processes that are institutional, societal, and cultural.

In reality the world has already witnessed a dramatic increase in multicultural, bicultural, transcultural and transnational people who have several layers of personal, ethnic, national and global identifications as well as transnational and transcultural organizations. Our peaceful future in globalization depends on how we can develop global literacy in rich multilingual and multicultural experiences for our future

generations. And it also depends on whether we can view transcultural and transnational people as a social minority for the present or as a future human resource for regional, national and global cultures.

### **3. Issues of Cultures in Globalization**

The process of globalization needs to carefully respond to the issue of culture for the purpose of a multicultural and equitable symbiosis. In multinational companies, understanding culture is more important than understanding technology. Being ahead of their competitor in terms of cultural understanding is more important. Culture is the way people approach and resolve dilemmas. Culture is a dynamic process of solving human problems, and these problems come to us as dilemmas. "Dilemma" comes from the Greek word meaning "two propositions" (Trompenaars, 1998).

Then how should we cope with different cultures with an effective strategy for cultural confrontation and opposing values? The key answer is *awareness, respect, communication* and, as Trompenaars (1998) emphasizes, reconciliation from your cultural strength. We can summarize the necessary attitude toward the issues of cultures as follows.

#### **Awareness**

1. Understanding explicit cultures and implicit cultures of one's home culture and that of other cultures is a lifetime commitment.
2. Stereotypes and prejudice come from lack of information and direct contact. We can avoid negative stereotypes and prejudice with cultural relativism and transcultural perspectives.
3. Cultural borders are not where civilizations clash but where civilizations flourish.

#### **Respect**

1. To be respected we must respect others. Even if we don't understand other cultures we can respect each other. Respect is a good start for inter/cross-cultural communication. To be accepted we must accept others.

#### **Communication**

1. Effective verbal and nonverbal communication has a dramatic power.
2. Communication overcomes ignorance, indifference and intolerance.

#### **Reconciliation**

1. We can reconcile from our cultural strength in order to integrate seemingly opposing values on a higher level.
2. We can reconcile our views to others by integrating the dogma of particularism and universalism, individualism and communitarianism.

#### 4. EIL for Global Communication

We have already seen the end of linguistic imperialism symbolizing American English and British English since the arrival of our post-modern orientation and globalization. Harumi (2000) states the benefit of leaning English as a second language instead of English language intellectual imperialism and language enslavement, emphasizing that non-native English speakers can relativize their own language and appreciate each language on its own terms. Also, Goethe said that one who does not know a foreign language does not know her/his own language. People can respect one's own language by learning other foreign languages and vice versa. If English is the only language left to be learned for future generations, it will have been the greatest intellectual disaster that the planet has ever known (Crystal, 2001). As long as a rich multilingual and multicultural context is guaranteed, English will serve the world community as a tool for global communication.

Influenced by globalization we have seen a variety of *englishes* in today's world. It can be said that we have entered the age of *englishes* within the framework of English as an international language or global/world language. One of the most well-known models is that of the concentric circles found in David Crystal's *Encyclopedia of the English Languages*. In this model, the inner circle is occupied by speakers of English as a native language, the outer circle by speakers of English as a second language and, beyond that, the expanding circle by speakers/learners of English as a foreign language (Crystal, 1997; Watkins & Hughes, 2001). We can add the global circle by speakers/learners of English as an international language or global language among and between inner, outer and expanding circle countries. We can mainly classify how *englishes* have been used as a means of communication as illustrated in Table 1.

**Table 1. Classification of Englishes<sup>1)</sup>**

<b>ENL</b>	<b>Inner circle countries</b> where English is spoken as a native language 320-380 million native speakers of English (North America, UK, Australia, NZ...)
<b>ESL</b>	<b>Outer circle countries</b> where English is spoken as a second language 150-300 million second language speakers of English (India, Singapore, Philippine.... English as an official language)
<b>EFL</b>	<b>Expanding-circle countries</b> where English is spoken and learned as a foreign language 1000 million learners of English (China, Korea, Japan, ...)
<b>EIL</b>	<b>Global circle countries</b> and societies where English is spoken as an international language, or world language for global communication

(ENL/ESL/EFL)

1500 million people user of English as an international language or global language

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Observing the variety of *englishes* in today's world, the significance of English as an international language (EIL) is becoming more vital as a means of global communication. Smith (1976) defines EIL as a language which is used by people of different nations to communicate with one another. He predicted the future of English as an international common language as follows:

English is a means to communicate to the rest of the world their identity, culture, politics, and way of life.

One doesn't need to become more Western or change one's morals to use English well in international situations. English can and should be international. (Smith, 1981)

The essential point to be discussed today is that English Language Teaching (ELT) has already gone beyond language within the framework of global education. Consequently EFL teachers involved in EIL can be multicultural citizenship educators for global symbiosis in this cross-cultural century. Ultimately, English as an International Language belongs to no single culture, but, rather, provides the basis for promoting cross-cultural understanding in an increasingly global village (McKay, 2001). The very fact that English is an international language means that no nation can have custody over it (Widdowson, 1994). Also, as McKay (2001) notes, learners of an international language do not need to internalize the cultural norms of native speakers of that language, and the ownership of an international language becomes de-nationalized.

## **5. Global Literacy: A New Paradigm for EIL Education**

Multicultural and transcultural perspectives, respecting each cultural identity should be primarily cultivated as a kernel of global literacy through language and culture education. Cultivating global literacy is becoming more vital for the purpose of peaceful coexistence in today's globalization. There must be several basic attitudes to be cultivated as a new paradigm of EIL education.

First of all, EIL educators should be very aware of the historical background of how English has become a lingua franca in many parts of the world. Secondly, we should clarify the true meaning of globalization in intercultural and multicultural context beyond Orientalism and Occidentalism. Thirdly we should plant the seeds of global literacy deep in students' habits of hearts and behaviors.

Global literacy includes cross-cultural competence/sensitivity with multicultural,

transcultural and transnational perspectives. It also develops cognitive, affective, social skills to reconcile from your own strength and integrate seemingly opposing values on a higher level for the purpose of equitable coexistence on this fragile earth. Also, it requires communicative competence in EIL for global and peaceful dialogue in order to share and solve human problems with people of the world. Willis (2000) reemphasizes that an ultimate aim of education should be, as Jonas Salk has said, to learn how to reconcile differences among groups in ways that prove to be mutually advantageous.

Global literacy in this context addresses literacy as reconceptualized citizenship, called multicultural citizenship which will enable students to acquire a delicate balance of cultural, national and global identification (Banks, 1998). This multicultural citizenship is not the assimilationist ideology of a mythical Anglo Saxon Protestant conception of the “global citizen,” but a multicultural ideology that enables people to work together as multicultural citizens of the world in order to participate in a process of solving global human problems. Fisher (1985) states that global education promotes the knowledge, attitudes and skills relevant to living responsibly in a multi-cultural and interdependent world. We can classify the component of global literacy as follows.

**Table 2. *The Components of Global Literacy***

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**Cultural Literacy**

(basic cultural competence and skills to live in one’s home culture)

**Cross-cultural Literacy**

(competence and skills to adjust oneself between one’s home culture and a target culture)

**Multi-cultural Literacy**

(competence and skills to live responsibly, reconciling one’s view to others and integrating opposing values in an interdependent world)

**Delicate balance of one’s personal, cultural, national and global identifications and roles**

(competence to balance pluralistic and multiple identities)

**Communicative competence in EIL for global communication**

(EIL communication skills to have a global dialogue with the rest of the world)

**Awareness as a global citizen to participate in solving global and human problems**

(awareness of global village concern for equitable participation)

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As a new paradigm for EIL education in globalization, educators should foster global literacy in the heart of new generation which willingly respects and share individual cultural values and religious faith as a valuable human culture as a writ large. We should respect democratic freedom, common interest in a sustainable global

society, intergenerational equity, faith, hope and love in Christianity, the Confucian work ethic and benevolence, and the strength and harmony of the Japanese work ethic. As Gore (1993) emphasizes to respect the central concepts of Islamic faith in the Qu'ran — tawheed (unity), chalifa (trusteeship), and akhrah (accountability) which serve as the pillar of the Islamic environmental ethic; the ancient Hindu dictum: “The earth is our mother, and we are all her children”; and the spiritual significance of Sikhism, we should respect the heart of these and other world religions as a global legacy and asset of all humanity beyond the limits of individual cultures and religions.<sup>2)</sup> With this global literacy in mind we will be able to transform the jangling discords of today's confused world into a beautiful symphony of global solidarity in a magnificent ethnoscape.

## **6. Rationales: why we should integrate global issues into EFL/EIL Education.**

Sharing or not sharing, this human tragedy of haves and have-nots will surely be the main focus of twenty-first century conflicts (Willis, 2000). Kofi Anan, the UN Secretary General states: “Ours is a world in which no individual, and no country, exists in isolation. All of us live simultaneously in our communities and in the world at large” (*Newsweek*, Dec. 1999-Feb. 2000 issue). However, we have seen the large scale of violation of human rights around the world such as wars (direct violence) and poverty (structural violence). The United Nations Development Program (UNDP) in its Human Development Report in 1997 noted that 1.3 billion people in developing countries make ends meet with less than one dollar per day. Women comprise 70 percent of the world's poor. Also, some 160 million children are moderately or severely malnourished. Some 110 million are out of school and more than 120 million children are forced to work in poverty in today's world. What makes the matter worse, the new century has already seen a large scale influx and efflux of refugees (22 million in 2001), immigrants and marginalized people that are now struggling and settling in nations throughout the world. Consequently, we have witnessed the continuing existence of institutional racism, racial animosity and xenophobia, which widens the structural gap between haves and have-nots all over the world.

The lesson that we have learned from history is that the most serious problem that all humanity is facing today comes back to the issues of cross-cultural and racial confrontation, such as ethnocentrism, racial animosity and discrimination, racial and religious prejudice, xenophobia, ethnic cleansing, Orientalism, Occidentalism and Eurocentrism. What is really vital for global symbiosis is understanding how we can transform the attitude of ethnocentrism into multi-cultural citizenship fostering

transcultural and transnational perspectives in order to be able to transcend the limits of individual cultures.

McKay (2001) emphasizes that the teaching of culture should not involve a mere presentation of facts but, rather, a critical and social process of trying to understand other cultures in relation to one's own. This is the point of departure for multicultural citizenship for human symbiosis. As Mother Teresa bridged the divides of culture, class, race, ethnicity, and religion in fighting for the dignity of the destitute in a foreign land, future generations should be encouraged, empowered and enlightened to be transcultural and transnational for the purpose of peaceful human symbiosis with equitable participation in both local and global communities.

Then, how can we develop global literacy as a multi-cultural citizen of the world through EIL education? An assumption is that the integration of global issues into EFL speech communication and EFL process writing, using English as an International Language, can be a process of developing global awareness of human symbiosis with a clear cultural, national and global identification. The point is that EIL students can learn their own culture and global village concern in relation to other cultures. And by expressing and exchanging their own ideas on global issues using EIL, students can sharpen their cross-cultural literacy and a needed intercultural spirit. By orally presenting their perspectives on global human rights issues before the class as the outcome of the problem-solving strategies for conflict resolution, students become aware of the significance of self-expression and transcultural perspectives as a global citizen.

There are five rationales why EIL instructors should include global education in the syllabus. First, world problems, especially global issues affect every member of the human family on this planet. Second, globalization has created a more interdependent context on the earth, namely what happens in one place affects others in different parts of the world. Third, the attitude of many young people in the "North" is one that they need little knowledge about other cultures. Fourth, in the "South" young people tend to copy their peers in the North without giving a critical thought of the effects such a life style have on their families, communities and the earth (Renner, 2001).<sup>3)</sup> Fifth, teaching of intercultural tolerance towards diversity and respect of nature and human rights must start as early as possible at school. These five rationales clearly explain that EIL instructors should be encouraged to play key roles in integrating global issues into EIL class as a part of global education. We have this duty to develop global literacy in the hearts of future generations, citizens of a global community where borders are less and less visible.

## 7. Integrated Communicative Approaches to Global Literacy

Current communicative approaches, an academic approach and a problem-solving approach should be integrated in order to cultivate students' global literacy. Influenced by the increasing interdependence of European countries and the necessity of communication, a communicative view of language and language learning has become the mainstream of ELT. Richards and Rogers (2001) summarize the principles of Communicative Language Teaching (CLT) as follows:

Learners learn a language through using it to communicate.

Authentic and meaningful communication should be the goal of classroom activities.

Fluency is an important dimension of communication.

Communication involves the integration of different language skills.

Learning is a process of creative construction and involves trial and error.

In today's English language classroom, CLT seems to have gone beyond a narrow interpretation of communicative approach. Recent EFL/ESL education is exploring the integration of current communicative approaches. Today many EFL/ESL instructors in lower/secondary and even university levels are applying these effective current communicative approaches to several layers of learners depending on students' own proficiency level, ability, needs, motivations and potential.

Going through these integrated communicative approaches, naturally we can create a learner-centered classroom based on the philosophy of humanistic tradition, which argues "Learners first, learning second." As Richards and Rogers (2001) emphasize, "Learner engagement is a priority. The following are the integrated communicative approaches.

**Table 3. *Integrated Communicative Approaches***

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Communicative Language Teaching (CLT)
The Natural Approach (NA)
Cooperative Language Learning (communication in pairs or small groups)
Content-Based Instruction
Communicative Task-Based Language Teaching
Process Approach
Academic Approach
Problem-solving Approach

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The point is how EFL instructors can cultivate students' global literacy and communicative competence in EIL in a highly motivated and academically content-

based context. An assumption is that global issue-oriented EIL education in integrated communicative approaches raises students' motivation to develop global literacy. A traditional "*language classroom*" is then transformed into a "*language home for global dialogue*" with a lower affective filter. The idea is to develop content-based instruction in English as an international language. Naturally, this idea needs to create a learner-centered communicative and interactive classroom so that students can express themselves in EIL. Students will then have a desire to use the target language and to be understood by others, especially other people of the world.

An experimental assumption here is that this integrated approach, in which students organize a coherent speech on global human issues by gathering information and discussing and debating with classmates, enables them to sharpen their transcultural/transnational views for global awareness and speech communication skills. As a result, they can transform their global knowledge into democratic and civic actions in regard to several controversial human rights issues on their own free will.

Reading skills (skimming, scanning and inference) rather than translation skills should be developed for the purpose of academic process writing. Process writing which respects the process of, outlining, first drafting, sharing, peer editing, revising, supervising and final drafting should be focused, in addition to the use of transition devices and rhetorical tools. Based on this process approach and an academic approach, EIL communicative competence and oral presentation skills should be encouraged within a framework of global education for global literacy.

It can be safely said that integrating global issues into the EIL speech communication class, focusing on the problem-solving process as a core concern of the education process, will develop students' global awareness and skills for selfrepresentation. The process of thinking, sharing and discussing global issues related to global human rights, and consequently the process of organizing, drafting and revising one's own ideas for oral presentation is the process of academic approach and problem-solving based on John Dewey's five steps of reflective thinking. The prerequisite of EIL speech communication as a part of global education includes a basic academic approach to problem-solving. We can summarize the basic academic approach and problem-solving approach to global literacy as illustrated in Table 4, 5.

**Table 4. *The Process of Academic Approach to Global Literacy***

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- 1 **gathering** information on global human issues.
  - 2 **sharing** relevant information, facts and evidence. (Sharing)
  - 3 **processing** the necessary information for outlining and drafting one's own speech.
  - 4 **organizing** and constructing one's own opinion in written and oral forms.
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**Table 5. *The Process of Problem-solving Approach to Global Literacy***

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- 1 **narrowing** down one relevant issue from relevant global human issues.
  - 2 **defining** the problem in the relevant global issue.
  - 3 **analyzing** the causes and effects of the problem.
  - 4 **exploring** possible workable solutions as a brainstorming. (Sharing)
  - 5 **suggesting** possible workable solutions with each other. (Sharing)
  - 6 **selecting** the best solution or integrated solutions.
  - 7 **implementing** ways of carrying out the best solution.
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The merit of using both an academic approach and a problem-solving approach in an interactive EIL classroom is that of integrating global human issues through public speaking and process writing. Students can cultivate a spontaneous urge to express themselves orally with greater inter/cross-cultural literacy and global awareness.

Classroom procedures include a brief lecture and introduction of several global issues such as the environment, sustainable societies for intergenerational equity, war and peace, today's significance of Hiroshima and Nagasaki, child labor and the plight of world children, hunger in Africa, gender issues, global citizens and NGO and NPO activities, human love and human solidarity, the turmoil of education, Japan and the Japanese. Provocative news shows and documentaries (BBC World, CNN International, CBS News, NHK Special, etc.) are utilized to visualize certain realities. Students then gather and read relevant materials to conceptualize the problem, followed by interviews and analysis sessions with classmates. Students organize their own speech, developing it with logical reasoning and valid evidence to persuade the audience. Finally public speeches and a follow-up democratic discussion are held.

By presenting one's perspectives on global human rights issues as the outcome of content-based instruction involved in this academic approach for problem solving, students are able to develop speech communication skills for articulating global concerns and active participation in their community with global perspectives. The results of this study reveal that the majority of the students involved in this EIL global education demonstrate a positive response to this program and many students developed confidence in EIL speech communication and process writing. Such skills will aid students in coping with global/social issues, as well as giving them greater freedom and confidence in public self-expression in the target language.

## 8. Practice in Program (1997-2001)

Persuasive public speaking and problem-solving discussion on global issues should be integrated and sequenced based on learner-centered principles for the purpose of problem-solving skills and self-representation. Nunan (1989) defines the communicative tasks as “a piece of meaning-focused classroom work involving learners in comprehending, manipulating, producing or interacting in the target language.” Communicative tasks must be the centerpiece of interactive classroom work, designed to immerse students in comprehension, production and interaction in the target language. The following is a practice in Speech Communication class for advanced students implemented by the writer from 1997 to 2001 at Konan University, Kobe, Japan.

### 8-1. Objectives

- (1) To develop students' confidence and communicative competence in EIL when orally presenting their ideas and opinions on global issues in a coherent and organized fashion.
- (2) To cultivate students' global literacy by integrating global human issues into EFL speech communication class in integrated communicative approaches.
- (3) To develop logical reasoning and the basic skills of public speech, democratic discussion and rational debate for problem-solving.

### 8-2. Classroom Procedure

#### (1) Clear explanation of the objectives of the class:

A clear explanation of the objectives of integrating global human issues into speech communication class for advanced students in integrated communicative approaches is given while visually showing examples of impressive oral presentations by senior students. **(Controlled)**

#### (2) Active composition/Oral composition:

Orally expressing meaningful active expressions and technical terms on global and human rights issues among students and between a teacher and students. Students are spontaneously encouraged to orally express several active expressions and essential technical terms regarding global human issues.

**(Semi-Controlled and Controlled)**

#### (3) Review of effective strategies for persuasive public speech:

Orally reviewing basic principles and technical terms of persuasive public speaking among students and between a teacher and students. Basic principles and technical terms of persuasive public speaking include logical reasoning with

valid evidence, emotional appeal (dynamism, energy, enthusiasm, excitement, empowerment), credibility and good will, deductive approach and inductive approach, attention-getting introduction, clarity of speaker's thesis statement, sufficient support and clear examples, provocative discussion and pro-con discussion, and graceful conclusion and clincher and so on. **(Semi-Controlled)**

**(4) Introduction of the new topic with a brief lecture:**

Giving students a brief lecture on the new global human issue to raise students' global awareness and motivation to study the relevant topic. **(Controlled)**

**(5) Conceptualization and visualization of the topic:**

Students are given opportunities to watch relevant documentaries from the BBC World, CNN International, CBS, NHK and other visual materials on the topics selected to foster their understanding and visualization of the topic. Provocative and shocking news and documents on human rights issues can wake up students' conscience and human solidarity. Middle East crisis: Palestine problem, nuclear bombing: Hiroshima and Nagasaki, hunger in Africa, child labor, gender discrimination, education and Japan and The Japanese are selected to give students an understanding and visualization of the "real world."

**(Semi-Controlled)**

**(6) Gathering information and developing students' relevant background knowledge:**

Students are encouraged to gather necessary information and facts from internet and resource centers to organize their own opinion. Also giving students relevant reading materials concerning global issues as a form of immersion strategy to increase their relevant background knowledge on global issues. **(Free)**

**(7) Constructing students' opinion and sharing their ideas with each other:**

Selecting necessary information and constructing his or her own opinion on each selective issues. Students are encouraged to share their critical views on the issues. **(Free)**

**(8) Writing first and second drafts for persuasive speeches on the issue:**

Facilitating students' ability to structure and integrate information and their own perspectives into cohesive and coherent connected English paragraphs which can be used for public speech and discussion in class. **(Semi-Controlled)**

**(9) Oral Presentation practice for self-representation:**

Encouraging students to express their own opinion on the issue through persuasive speech and problem-solving discussion and logical debate with valid evidence. Students are encouraged to make critical questions to each presentation.

**(Semi-Controlled)**

**(10) Inviting guest speakers:**

Broadening students' awareness of issues through guest speakers' perspectives and criticism on the subject matter. Guest speakers and exchange students from Konan affiliated universities who have bicultural or multicultural experiences usually stimulate students' motivation to study relevant issues.

**(Semi-Controlled)**

**8-3. Teachers' Roles**

Teachers' roles have a key to success of the program. Teacher should play flexible roles as a **lecturer, cultural informant, facilitator, co-communicator, diagnostician, supervisor, action researcher, participant, observer, needs analyzer, material developer, syllabus designer**, and most of all, **learner** according to each topic to create a learner-centered environment. Throughout this communicative and interactive program students are encouraged to use English as an international Language (ELI) as well as to share their inter-language at a level acceptable for communication. Teaching materials for advanced students are as follows:

**8-4. Teaching Materials****Text book:**

Brooks, Elaine and L., Fox. (2000). *Making Peace*, Cambridge University Press.

Dale, Paulette and J., Wolf. (1988). *Speech Communication for International Students*, Prentice Hall.

Handouts: *Speech Communication for Advanced Students* by Koji Nakamura (Konan Coop.)

**Other reading materials:**

Brown, Lester and Christopher Flavin (2000). *State of the World 2000*. New York: The World Watch Institute.

*Education Now: Break the cycle of poverty* (2000). Oxford: Oxfam International.

[WWW.oxfam.org/educationnow](http://WWW.oxfam.org/educationnow)

Brown, Lester. ed. (1998). *The World Watch Reader on Global Environment Issues*. New York: World Watch Institute. Time Magazine, Articles from web research.

**Audiovisual materials:**

Great Speeches by Dr. Martin Luther King, Jr., John F. Kennedy and others, 1995 Toastmasters International Speech Contest, BBC World News, CBS 60 minutes, NHK Special, "UNICEF The First Forty Years", "I Dream of Peace", "White Paper on Children" compiled by UNICEF, NIPPON THE LAND AND ITS PEOPLE Video Series and other video materials on global issues, human rights issues and gender issues.

### **8-5. Syllabus Design**

The following is the syllabus for Speech Communication class for advanced students in the full semester project implemented by the writer from 1997 to 2001 at Konan University, Kobe Japan. It should be noted that the topics vary within the framework of global issues and human rights.

#### **Week 1, 2, 3: Environment: Sustainable Society with Intergenerational Equity**

Students are encouraged to know that the urgent task for the 21<sup>st</sup> century is to achieve sustainable and environmentally friendly societies and a healthy global community with intergenerational equity. Sustainable society is one that satisfies its needs without hurting future generation. Intergenerational equity is based on the responsibility of each generation to ensure that the next one can get equal natural and economic resources. Students are encouraged to analyze the status-quo and gather information on how to defend the fragile earth. The main discussion lies in how to balance sustainable society with the automobile-centered, and fossil-driven economy in the midst of deforestation, desertification and global warming. Students are requested to make an academic research involved in related issues in order to make oral presentation and problem-solving discussion. As 2030 will be a deadline for our sustainable society, including population explosion, we should become less interested in acquiring material goods and speculation in order to close the yawning distance between haves and have-nots in the North-South context. Through this study students are expected to act locally and globally with global perspectives.

#### **Week 4, 5, 6: War and Peace**

While studying what is going on in this fragile earth today, students are encouraged to analyze causes and effects of wars and racial confrontations in today's world. As many civilians and refugees are suffering from civil wars and racial confrontation, Japanese students have to study the blessing of peace and participate in world peace as citizens of the world. Students are encouraged to speak up and participate in world peace as a citizen of the world and a peace-loving Japanese so that they will never repeat the same mistake during World War II.

#### **Week 7, 8, 9: Hiroshima and Nagasaki; A Point of Departure for World Peace**

Hiroshima and Nagasaki should be a living witness and a point of departure for world peace. Students are encouraged to study the historical and political backgrounds of the tragedies in Hiroshima and Nagasaki. After watching realistic documents of Hiroshima through BBC World and reading living evidence of the victims of Hiroshima and Nagasaki, students are encouraged to organize his or her own message

for the renunciation of war and peaceful coexistence. It is self-evident that Japanese people have to carry a full responsibility to declare world peace and non-proliferation of nuclear tests and weapons.

### **Week 10, 11, 12: Child Labor**

ILO estimates that more than 250 million children under the age of 14 are forced to work in developing countries. Of these, about 120 million are estimated to be working full-time, and some of them are forced to work for 12 to 16 hours a day in conditions approaching almost slavery. Also more than 20 million children are living on the street and some of them are obliged to become prostitutes in poverty, which is structural violence. Students are encouraged to study the essence of human rights, which emphasizes, “life, liberty and the pursuit of happiness.” Also the General Principles of The Convention on the Rights of the Child are introduced. These principles can be a kind of yardstick for students when they analyze the infringements of human rights involved in child labor. Watching documentary videos related to child labor will stimulate the students’ motivation to organize their own ideas on the issues. John Dewey’s Reflective Thinking is encouraged to solve these problems.

### **Week 13, 14, 15: Poverty, Hunger and Famine in Africa**

Students are encouraged to define and analyze the central problems of hunger and starvation. Extensive reading and research are required to analyze the causes and effects of the hunger problems in developing countries, especially in Africa. John Dewey’s reflective thinking for problem-solving is introduced to the students so that they can learn the process of defining the problem, analyzing the problem, suggesting workable solutions, selecting the best solutions, and finally implementing the best practical solution. This process can dramatically develop students’ problem solving competence and can be applied to different issues, too. The latest reports from CNN International and BBC World are very effective in motivating students’ awareness while encouraging them to make a specific humanitarian commitment to this issue.

### **Week 16, 17, 18: Global Citizenship and NGO/NPO Activities**

Despite the sensational theory of Clash of Civilization which predicts more cultural and racial confrontations and fault lines between the West and the East or among civilizations, innovating transcultural and transnational global civil movements through NGOs and NPOs will be more vital for the cross-cultural century. The energizing partnership between NGOs North and NGOs South, and the partnership among international organizations, central and local governments, private sectors and global citizens will be discussed through impressive videos. Students are encouraged to raise

their global perspectives and human solidarity as a citizen of the world by watching how NGOs and NPOs are contributing to the most impoverished people and refugees through BBC World News and NHK Special Documentaries.

### **Week 19, 20, 21: Gender Issues (Feminist Studies and Gender Discrimination)**

These sessions encourage students to study the history of discrimination against women and also consider such issues as how homemakers can balance their careers and household roles with the help of an understanding husband/wife. Students are encouraged to study the history of women's liberation and the importance of feminist theory. The theory supports women's human rights and equal opportunities in social life, overcoming problems of sexual, racial, class, and power-based conflicts. Gathering debatable and controversial opinions and essays on gender discrimination in Japanese society from the Internet and discussing many problems with exchange students motivate Japanese EIL students to express their own ideas before the class. Based on the relevant background knowledge from the previous class and reading materials, students are encouraged to have a problem-solving discussion on gender discrimination and sexual harassment in Japanese working places to create a more egalitarian society. Students can learn that feminist studies are an interdisciplinary and multi-disciplinary *life education* for the rest of their lives.

### **Week 22, 23, 24: Human Love and Human Solidarity**

Students are encouraged to study human love, romantic love and humanism through various reading materials and VTRs. By reading articles on Mother Teresa from The Times, and other essays on human love such as "Simplicity of Love" by J. Krishnamurti, students are encouraged to discuss and express their own perspectives on human love. In fighting for the dignity of the destitute in a foreign land, Mother Teresa gave the world a moral example that bridged the divides of culture, class and religion (Mukherjee: 1999). Her transnational and transcultural activities for human dignity give us a sense of human solidarity.

### **Week 25, 26: Education**

Students are encouraged to analyze some educational problems which are controversial today. Students narrow down the subject into their specific topic, such as "bullying," "school refusal," "examination hell," "diploma disease," and "juvenile delinquency." These topics are good for using rhetorical tools of cause-effect paragraphs, and definition/clarification paragraphs when discussing the meaning of education. The process of defining the educational problem, analyzing the problems, suggesting workable solutions, selecting the best solution and implementing the best

solution is itself a process of education.

### **Week 27, 28, 29: What is Japan? What are Japanese People?**

The representations of Japan and the Japanese by Westerners in terms of Orientalism are main topics. This session help students study the problem of a faceless economic giant as well as the question of “What has made Japan become what she is today?” Potential topics include the Japanese hierarchical system, the conformist national character, the Japanese work ethic conditioned by Japanese culture, and the “diploma disease.” Also as the internationalization of Japan has brought about Japan’s identity crisis, students are encouraged to study Japan’s role in Asia and how Japan can truly contribute to an international community and Asia. Finally we explores the possibility of English as the second official language in Japan as a proposition for democratic discussion and logical debate.

### **8-6. Evaluation and Grading**

EIL instructors should be highly relevant to language testing and proper assessment in communicability in the real world context. As Skehan (1995) states, since the conditions of language elicitation have a major role in what language is actually acquired, communicative language testing should be related to real world situations and assess the test-taker’s overall written and oral proficiency.

The objectives of this integrated program, aiming at persuasive public speaking and global awareness, which should be closely relevant to the criteria of each assessment, should be clearly presented at the beginning of the course. Thus the learners can visualize and conceptualize the significance of the assessment to the real target language world. Consequently, such assessment should foster the learners’ potential motivation to acquire the target language rather than simply gaining the knowledge and learning the rules of a foreign language. Teachers must integrate the rational assessment of students’ development in oral presentation on a certain meaningful topic and the relevant assessment of the contents and knowledge of global issues. Organizing coherent paragraphs and giving an oral presentation based on one’s first draft clearly cover both written and oral forms of communication. Proper communicative tasks for self-expression in oral form and its proper assessment should go hand in hand in a real world context of the communicative classroom. Thus, the proper assessment of students’ development in productive competence will be arrived at. Language educators are responsible partners in the tasks of helping the future generation become capable of expressing themselves better and solving problems when communicating with people of the world.

## 9. Findings

Questionnaires on this EIL program were given to junior and senior students taking the advanced speech communication class at Konan University, Kobe, Japan at the end of each semester (1997-2001).<sup>4)</sup> The number of participants in this class over these five years comprised 200 students, who came from the Departments of English and American Literature, Japanese Literature, Sociology, Psychology, Economics, Law, Business Administration/Management, Engineering and Science, including auditors (adult students and exchange students).

The majority of students generally have a positive outlook regarding the integration of global human issues with the EIL speech communication class. The results from the student responses reveal that a considerable number of students felt the significance of learning global human issues in EIL education (Q14: 96%). All students felt they became more aware of social and global issues (Q6: 100%) and most students enhanced their global village concern (Q7: 86 %). One of the significant results of this class is that more than 84 percent of students want to participate in NGO/NPO activities to serve for hungry children and the most impoverished people in the future (Q10: 84.5%).

Some of the students taking this program have already started to study development study and conflict resolution in developing countries in the graduate programs of universities in the United Kingdom, and they have already been involved in NGO activities in their own ways. Also, one of the students in this course has gone to Jordan to participate in a Japan Youth Overseas Cooperation program sponsored by the Japan International Cooperation Agency (JICA) for two years. Another student finished in the graduate program in Leeds University, UK, and is now working full time for JOICFP (Japanese Organization for International Cooperation in Family Planning) after working at UNDP regional office in Nairobi, Kenya through the internship program. Also, some junior and senior students are planning to study these problems in their own exchange programs in their affiliated universities. As a result of this integrated program many students felt the keen need for awareness of global issues and confidence in expressing their own ideas in public as being important in their future life (Q13: 95.5%).

The first reason that many students support such an integrated program is that they can enjoy expressing their own ideas freely while acquiring basic problem-solving strategies and skills for organizing and constructing logical and persuasive speeches. The second reason is that the students' motivation to speak up about their own opinions is significantly raised by the selection of human rights topics involved with global issues, and the inclusion of teacher's encouraging comments. The third reason is the

dramatic impact of a learner-centered integrated communicative approaches with the philosophy of sharing information and ideas with classmates in a trusting classroom atmosphere.

## 10. Conclusion

In this study we have empirically examined the validity of the integration of global issues into an EIL speech communication class for Japanese university students, discussing the necessity of global literacy as a new paradigm of EIL education.

The results from the students' responses to the questionnaires and their speeches on global issues reveal considerable satisfaction with the integration of global human issues with process-based oral presentation in a learner-centered classroom. The remarkable development of student's skills in making persuasive public speeches with valid evidence and sharing their ideas with each other gave students enjoyment and confidence in self-expression and self-representation in the target language, especially English as an international language. Also, students have developed and sharpened their own academic approaches and problem-solving expertise through the process of web research and sharing necessary information and resources with their classmates. Consequently, as a result of this integrated EIL speech communication class, students could cultivate their global literacy, creating a warm classroom atmosphere, closer in atmosphere to a target language *home* rather than a traditional teacher-directed language classroom in Japan.

We have reviewed a practical college-based experiment conducted to enhance the awareness of global literacy for equitable symbiosis. We have also argued that self-expression with global perspectives and cultural sensitivity in EIL is a goal that should not be overlooked by EFL language educators.

This study, however, undoubtedly has much room for improvement in terms of theoretical support and pedagogy. Questions that have been raised constitute whether this program can be applied at all levels in EFL classrooms, whether it is equally suited to ESL and EFL context, and finally, whether this program can explore the possibility of becoming an interdisciplinary study with more non-ESL/EFL literature. These questions will doubtlessly require attention if global literacy in cultural diversity continues to gain momentum in the future EFL/EIL education.

Although this study is limited in scope and therefore does not provide definitive evidence, it raises important questions about the necessity of global literacy for peaceful and sustainable world through EIL/EFL education. The integration of global and cultural issues into EIL speech communication is an invitation to be challenged and enlightened and all EFL instructors and students are invited.

### Notes

- 1) The figure is based on D. Crystal, *English as a Global Language*, (Cambridge University Press, 1997) and Y. Funabashi, *Aete Eigo Kouyougo Ron* (Discussion on English as an official language, Bungei Shunju 2000).
- 2) Al Gore, the former vice president of the United States has been a leading American defender of the global environment for the past 20 years. He emphasizes the common respect for nature in each religion in "Environmentalism of the Spirit" in his book *Earth in the Balance* (1993).
- 3) C.E. Renner, *Building Bridges to Understanding: Using Global Education as a Drive Force in Language Learning*. TESOL 2001 Invited Session, Thursday 1 March 2001, St. Louis, Missouri, USA.
- 4) See Appendix 1 (Questionnaire, Students' Survey)

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## Appendix 1 Students' Survey

### Questionnaire (n=number of students)

- (1) Do you think you have become more confident in public speech in English through this class?  
Very much (10%) (n=20) Yes (73%) (n=146) Don't know (17%) (n=34) No (0%) (n=0)
- (2) Do you think you have improved your communicative competence in this class?  
Very much (17.5%) (n=35) Yes (72.5%) (n=145) Don't know (10%) (n=20) No (0%) (n=0)
- (3) Do you think you have overcome stage fright in this class?  
Very much (25.5%) (n=51) Yes (64%) (n=128) Don't know (10.5%) (n=21) No (0%) (n=0)
- (4) Do you think there is a close relationship between writing coherent paragraphs and making a good public speech?  
Very much (22.5%) (n=45) Yes (72.5%) (n=145) Don't know (5%) (n=10) No (0%) (n=0)
- (5) Do you think a good writer can become a good speaker?  
Very much (70%) (n=140) Yes (30%) (n=60) Don't know (0%) (n=0) No (0%) (n=0)
- (6) Do you think you have become more aware of social and global issues?  
Very much (49.5%) (n=99) Yes (50.5%) (n=101) Don't know (0%) (n=0) No (0%) (n=0)  
Reason (Because this class gave us many chances to study global issues which we seldom study and discuss in Japan.)
- (7) Do you think you have become more aware of a global village concern?  
Very much (26%) (n=52) Yes (60%) (n=120) Don't know (14%) (n=28) No (0%) (n=0)
- (8) Are you interested in NGOs and NPOs?  
Very much (39.5%) (n=79) Yes (60.5%) (n=121) Don't know (0%) (n=0) No (0%) (n=0)
- (9) Do you think NGO/NPO will play a key role in promoting peaceful coexistence of the world for the next century?  
Very much (69.5%) (n=139) Yes (25.5%) (n=51) Don't know (5%) (n=10) No (0%) (n=0)
- (10) Do you want to participate in NGO or NPO to serve for hungry children and people in impoverished situations?  
Very much (24.5%) (n=49) Yes (60%) (n=120) Don't know (15.5%) (n=31) No (0%) (n=0)  
Reason (Because I would like to participate in them and do something for them as the same human beings on this earth.)
- (11) Do you think your urge to express your own ideas and opinion on global issues has become stronger than before through this class?  
Very much (39.5%) (n=79) Yes (49.5%) (n=99) Don't know (11%) (n=22) No (0%) (n=0)  
Reason (Because I feel excited when my classmates listen to my opinion and discuss global topic in

international English.)

(12) Do you think you have developed critical and analytical thinking through this program?

Very much (35%) (n=70) Yes (43%) (n=86) Don't know (22%) (n=44) No (0%) (n=0)

(13) Do you think social/global awareness and confidence in expressing your own opinion in public will be helpful in your future life?

Very much (28%) (n=56) Yes (67.5%) (n=135) Don't know (4.5%) (n=9) No (0%) (n=0)

Reason (Because I would like to work for a multinational company or organization in the future. Because I would like to work for an environmental organization in the world. Because I have to exchange these problems with many international people.)

(14) Do you think it is significant to learn human rights issues in EIL Class?

Very much (69%) (n=138) Yes (27%) (n=54) Don't know (4%) (n=8) No (0%) (n=0)

Reason (Because we have few opportunities to express our own opinions in English in many Japanese universities. Because it is very important to learn these serious human rights issues directly from BBC and CNN News in English.)

## Appendix 2 Students' Comments

The following are some of the comments on the integration of global issues with speech communication class written by junior and senior students in the form in which they were submitted at the end of the semester.

*I have become more interested in global and social issues since I started to participate in this class. Also I have learned more about persuasive speeches. I have come to look into the same articles about the global issues and I have become more familiar with these issues. What I have learned in this class will be very helpful in my future challenge studying at University of Victoria and my future life in Japan. (Shigeaki)*

*I learned the importance of awareness of the global issues. I noticed the ignorance and indifference are our enemy of global citizenship through this class. We have to be aware of the problems in the world all the time. I am amazed and surprised that this class is so lively and active. The content of this class can satisfy and stimulate our intellectual curiosities. This is the university-level class. (Tomoko)*

*I got to know many useful expressions and basic principles of persuasive speech in this class. The teacher and all the students are very enthusiastic and positive in studying English and global issues. This power really affects me a lot. This is very meaningful English class. I have to concentrate my mind all the time not only in English but also in thinking global problems and human rights issues in English. (Aya)*

*To make a persuasive speech we need to define the problem, to analyze the problem, to suggest workable solutions, to select the best solution and to carry out the best solution. This process of approaching various problems will be helpful in my future life. I have come to develop self-confidence and knowledge in public speaking. (Atsuyuki)*

*I got confidence in speaking in front of many people. I learned that it is important to know about social problems and think over them through a good persuasive speech. I also learned the strategies of a successful speech such as logical reasoning, emotional appeal and audience credibility. (Yuka)*

*I am always trying to think logically and critically in this class. I learned how to organize my opinion and*

*how to express my idea in English before the class. I learned to listen critically what other students are speaking in public.* (Kyoko)

*I learned that even if we cannot speak English like a native speaker of English, English is a means of communication. The point is how to communicate our own ideas with each other. This class gave me a confidence to communicate with people in an international English.* (Mika)

*I learned not only English expressions and vocabularies but also how to communicate with classmates in English. I also learned how to speak to the audience. There is a kind of common idea that English classes in Japanese University are boring and most English classes are one way street with a teacher's monologue. However, because of the nature of Speech Communication, this class is very active and democratic. Students are given equal opportunities to express their own opinions. I hope this kind of class will be more provided.* (Asahi)

*I was given many chances to speak English in this class. I think it was great that we had some Japanese and international guest speakers in this class.* (Asako)

*I really enjoyed being a member of this class. It was pretty different from other classes because of the way you carried out the class. I would love to come back here whenever I get a day off. Also I learned the importance of sharing our ideas with classmates in English. What I learned in this class will be good in the future.* (Noriko)

*Thank you for your class. Your class was one of my favorite classes and I was given many chances to consider a lot of global problems logically and express our own opinion persuasively. I learned the importance of the world-wide issues. I try to act locally with global perspectives.* (Makiko)