

学生が求めるグローバル化を考える

— 学生の意識と英語教育の可能性 —

Ideal Form of Globalization for University Students
— Perception of Students and Possibilities of English —

酒井 奈菜子

神奈川歯科大学 総合教育部

N. Sakai

Department of Curriculum Development, Kanagawa Dental University

I. Introduction

Today, the word “global” or “globalization” has been heard throughout the world. Those words are now often heard in Japan also and the government and various organizations (such as companies and schools) are making some moves toward the realization of globalization to cope with foreign countries. There has been some movements among universities toward promoting global-minded education. A question arises here is that whether students and teachers involved actually know what exactly to be globalized or not. This research aims to seek the perspectives of students at KDU and consider some possibilities of school program and English education (inside and outside of the classroom).

I conducted a questionnaire to students at Kanagawa Dental University (hence force be called KDU) about globalization.

II. Methodology

A. Questionnaire for KDU students

In this research, I asked the students at KDU to answer a questionnaire on their perception on globalization. The questionnaire was filled out anonymously. The participants of the questionnaire were first year students (which summed up to 97 participants in total). At KDU, there are not only Japanese students but some study abroad students mainly from Korea and Taiwan. As for first year students, there are 68 Japanese students (43 male, and 25 female), 10 Korean students (7 male, and 3 female), 16 Taiwanese students (12 male, and 4 female), 2 students from other countries such as USA, (1 male, and 1 female). The questionnaire was done at the beginning of “Foreign Language I (外国語 I)” class in September, 2015. At KDU, Japanese students (and some study abroad students who wished to take English class) take English class and study abroad students take Japanese class as “Foreign Language” class. The questionnaire

consisted mainly of multiple choices and partly of some writing parts. The questions were asked in Japanese but allowed study abroad students to answer the writing parts in their mother language (Ms. Saiki, the Japanese teacher at KDU helped them understand each question).

III. Findings / Analysis

By focusing on the result mainly for question number 1, 5, 6, 7, and 22, as the title of this research implies, the perception of students on globalization and their suggestion on English education at KDU may be visible. Looking at the results in order, they were as follows:

When the students were asked how they would describe a global human resource (question 1 in the questionnaire), 64 students answered as “a person who succeeds around the world,” 2 students answered as “a person who have study abroad experience,” 13 answered “a person who can speak English,” and 6 answered “a person who works at foreign affiliate or does volunteer work abroad,” and 6 students chose “others” and added their own idea of a global human resource. The opinion of those 6 students who chose “others” had some broader image of global human resource. (S=student, S1 and S2 are different students.)

- S1 世界中の資材を積極的に摂取する人
- S2 広い視野の人
- S3 国際教養がある人
- S4 どの国の人でも仲良くなれること
- S5 世界に目を向け、動く意志のある人
- S6 神

While most students (S1 ~ S5) described a global human resource as someone who has worldwide views and communication skills, one student answered “a god.”

1. Japanese students' perception

As for question 5, where students were asked what they would request the university to have, 24 of the students answered “Make study partners of Japanese and study abroad students,” 27 of the students answered “Hold events regularly for Japanese and study abroad students to interact,” 26 answered “Study abroad program,” 36 answered “Satisfied as is,” and 5 answered “others” and added their own ideas.

S7 アジア以外の留学生の増加と、留学生の日本語能力の向上

S8 交換でなくていいので欧米圏に留学に行ける制度が欲しい

S9 たくさんの国から来てほしい

S10 もっと他国籍の留学生を

Students S7, S8, S9, and S10 show their positive attitude toward interacting with people from abroad, not only from Taiwan and Korea but also from other countries. Student S9 hopes the school to have a program for students to study abroad in Europe and America. One of the students pointed out about making boundaries which avoids them to interact with each other regardless of their nationalities.

S11 私は交流しているが、若い学生同士だとどうしても壁ができてるのが、はがゆい。

This students sees that especially young students tend to surround themselves with only those who feel comfortable being with and therefore hopes that they would have courage to take away that boundary.

When Japanese students were asked to give any idea on changing the current school curriculum, regarding globalization (question 6), a large number of students who answered to this question mentioned about language (English) classes. Some students pointed out, as the students' point of view, the insufficiency of

English education.

S12 英語の授業のやり方

S13 英語授業レベルの強化。

S14 英語の授業を増やす

S15 3年次以降にも英語の授業を取り入れてほしい

Not only they requested for more quantity (time) of English class periods but also the quality of it. At KDU, the English classes are mandatory (for Japanese students) only for 1st and 2nd year students. One student pointed out that English education would be needed for 3rd year and above year students as well. As for quality, they are hoping to take higher English education. One student suggested an idea on improving the quality of current English class.

S16 英語の授業体型をもっと実践型に変える・ヒアリング、スピーキング、ライティングを分類せずに同じ言語としての「英語教育」をする

The student requested to learn English more practically, integrating listening, speaking, and writing skills. Other students suggested the school to have classes taught in English (not clarified if this refers to English class or dentistry class).

S17 英語の学習方法を変える・英語を母国語として話す留学生を入れる

S18 英語での授業

S19 英語のみで行う授業を作るべき

S20 校内の張り紙を英語にする

S21 積極的に、国外に目を向けている人に、大学側から支援をしてほしい

Moreover, they hope their learning environment to be a place where they can be immersed in English and hope school to encourage students who have positive attitude toward foreign countries.

There were some opinions on improving English classes especially in reading and speaking skills.

S22 海外論文を読むための、英語読解力の向上。現状、ほとんどの歯科医師にビジネス英語は不要。

S23 英語の論文を読む

Since the students at KDU major in dentistry and they know that almost all the research they will be doing later will be in English, they are hoping to improve their English reading skill. However, much more than reading skill, there was a need for improvement in speaking skill.

S24 特にありませんが会話

S25 英語しか話してはいけない授業を取り入れる

S26 英会話の授業

S27 スピーキングを増やす・実際に英語で会話をする

S28 英語を話す力を身につける

S29 留学できるように、外国語の授業・英会話を増やした授業をとり入れる

They looked for an opportunity where they can speak in English. One student mentioned that they should have a class which students are forced to speak only in English. Another pointed out that providing more English class hours and opportunities to have conversation in English may allow students to be able to consider studying abroad. There were some detailed suggestions related to the improvement of English education considering speaking skills.

S30 ネイティブの人とのコミュニケーションの授業を増やす

S31 外国人の先生とのコミュニケーションの授業を導入

Some students believe that implementing native speaking instructors and guest speakers can become a key to improve current English education at KDU.

S32 ネイティブの先生に英語を教えてほしい

S33 英語でネイティブの先生と日本人の先生

二人体制にする、など。

S34 海外の先生を導入する

S35 外人の先生

S36 外国人教授をもっと受け入れる

Along with the need for native speaking instructors, the students pointed out that they would want to take second foreign language classes.

S37 英語以外の言語を学ぶ機会がほしい (フランス語、ドイツ語など)

S38 第2外国語の導入

S39 第二ヶ国語が必要

S40 第二外国語の選択科目の導入・英語による会話学習の導入

S41 語学を増やす

S42 韓国語や中国語を習う

The students pointed out that English education would not be enough for raising global-minded person. They suggested other foreign languages like French, German, Korean, and Chinese. The reason why one student suggested Korean and Chinese may be because approximately 20% of the students at KDU are study abroad students from Korea and Taiwan.

There were a number of students who would go study abroad and would welcome study abroad students.

S43 海外留学制度 (欧米諸国) の活性化

S44 留学生を呼びやすい仕組みを作ること

S45 海外研修へ行きたい

S46 2, 3年生の時に1カ月の留学

S47 もっと英語対策をする・留学生や日本人お互いに語学勉強する

The reason for this vary; one student wants to study abroad to deepen dentistry knowledge. Another wants to have more study abroad students at KDU because they would be able to help each other to improve their English skills.

Related to going abroad, the students are

interested in studying about world issues and hoping to learn more in English classes.

S48 英語の授業をしても意味がないと思う・外国、海外の事情を知ることが授業に取り入れた方がいい

One student mentioned that just learning English itself would not help them. Having them being aware of what is going on in the world would make English class more meaningful. Some students suggested some ideas in detail as follows.

S49 実際にネイティブの先生と話す機会をふやす

S50 世界の医療の現状を知る機会があっても良いと思う

S51 世界の状況について考えたり学ぶ授業をする・先進国などの勉強方法を取り入れる

They suggested that having students more opportunities to talk with some native speaking instructors (as was already mentioned before) and also to learn more about medical and general issues around the world would make English class meaningful for them.

Some students have mentioned about learning in groups.

S52 グループ学習

S53 グループワークを増やす・たくさんの語学を身につけられるような授業

S54 英語の授業をグループワークでやれば良い

S55 もっといろいろな人と話せるようにしてほしい・グループ化をするときに留学生を一人になるようにしたほうがいい

By having more group works in English class, students believe that they would help them improve learning English. One student hopes the school to encourage students to work more in groups so that study abroad students can interact with Japanese students.

A number of students care for study

abroad students and hopes to have more interaction with them.

S56 もっと留学生との会話を中心としたカリキュラムをとり入れてほしい

S57 中国語、ハングル語を留学生に教えてもらう、日本人は日本語を教える

S58 香港とコリアの学生ではグローバルとは言えないのでは。色んな国からの留学生を。

S59 留学生との交流の場をもっと多くしてほしい

S60 英語を母国語として話す留学生を入れる

Some students pointed out that the school should invite students not only from Korea and Taiwan but also other countries such as countries which sets English as an official language.

As for curriculum, some students suggested a change in such ways.

S61 4月スタートを変える。・飛び級。

S62 パソコンの授業の増加

S63 5学期制などのシステムそのもの・個人評価の基準

One mentioned about the starting time of academic year. Another mentioned about having more classes which requires students to use computer.

S64 今のままでいいと思います

S65 現状で十分

On the other hand, some, yet small number of students say that they are satisfied as is and have nothing that they wish the school to change.

2. Study abroad students' perception

The same question was asked to study abroad students as well. However the answers seemed to be remarkably different from that of Japanese students.

First, a few students pointed out that the school should support them with Japanese

education.

S66 授業に関する言葉のプリントがあればよかった

S67 長い文を書くとき プレゼンをするとき
Especially when they were asked to write an essay for give a presentation, they feel they need more improvement in the Japanese skills.

On the other hand, some hoped to take English classes in addition to Japanese classes.

S68 日本語もちろん重要ですが英語で学ぶ必要があると思う テキスト本が英語ほしい

S69 英語用語に慣れる必要があると思う。(留学生も英語授業を受けたい)

S70 英語の授業も受けたいです

S71 専門用語、英語つけてほしい

One student mentioned that they want some English translation for technical words of dentistry.

Just as Japanese students pointed out, the study abroad students hopes the school to have study abroad program (in their case, they meant it by exchange program).

S72 交換留学を導入してほしいです

S73 もし交換留学制度があれば、国際視野はもっと広がります。それは今よりよいと思います。

Students believe that having an exchange program will let students to broaden their views of the world issues and will improve the quality of education at KDU.

As for group work, opposite from Japanese students, there was no request for having more group works and rather a study abroad student hoped to have *less* group works.

S74 グループ活動を減らしてほしい

No student mentioned about having more opportunity to interact with Japanese students.

Not much were mentioned related to

language acquisition and education program, but the study abroad students had a lot to ask the school to change in terms of curriculum and school management. This was significantly different from Japanese students' response.

- S75 クリシンをやめてほしい
- S76 歯科医にとって意味ない授業はいらぬ
- S77 1年生のときに、少しでも歯や医学に関する用語や知識を授業に入れてほしい
- S78 大学の雰囲気は保守すぎ。
- S79 出席についての学校の法則は厳しすぎ。
- S80 1限目で90分は長すぎ。
- S81 休み日が短い
- S82 授業後、すぐに試験をやること
- S83 2, 3年生スポーツ授業も要ります
- S84 学食が高いです

3. All students' perception on "internationalization"

In question number 22, both Japanese and study abroad students were asked to write any opinions on internationalization, if they had any. Some students pointed out about a change of perception of internationalization itself.

- S85 「国際化」するなら言語以外の面でも国際化すべき
- S86 もっといろいろな国から入れた方がもっと広くなれると思う
- S87 グローバル化と言われるものは、アメリカナイズである場合が多い。英語を話せる人は多いが、国によってその比率は異なる。(例、中国や中東の英語話者は少ない) よって、アメリカナイズという意味のグローバル化ではなく、英語という言語的意味でもなく、広い国際教養が求められる。

Some mentioned that internationalization is not just being able to speak a foreign language. Moreover, another said that globalization does not necessarily mean Americanization but is usually

the image that people generally have.

As for English education, the students, both Japanese and study abroad students wish to have more chance to learn English.

- S88 日本語のみならず、英語で学ぶ必要があると思う
- S89 時々英語での授業も受けたいです。
- S90 英語に触れる機会を増やす
- S91 英語を話せる人材を増やそう

Some (supposedly study abroad students) believes that not only their mother language but also they feel the need for learning Japanese and English as well and therefore hope that the school would provide more chance of speaking and learning English by having more instructors who can speak English.

- S92 アメリカ、ヨーロッパの交換留学プログラム、導入すれば嬉しいです。(日本より先進の国の方がいいです)

Moreover, one hopes the school to have exchange program with schools in the US or in Europe.

However, one (this also supposedly study abroad students) thinks that study abroad students need to be fluent in Japanese and must focus on it first of all.

Also, one pointed about the danger of random globalization (internationalization).

- S93 国際化が進むことはいいことだと思うが、その分テロや政治的問題で日本の治安が悪くなることは怖いと感じる。

Japan being more internationalized country should be welcomed but this student concerned that this country may become more dangerous in terms of terrorism and political issues.

- S94 日本の友達に自分の文化を教えたい

On the other hand, there was some number of opinions (including some already given above) that they want to interact with students with foreign cultural backgrounds and share the difference.

IV . Discussion

A. The image of global human resource

1. KDU students' image of a global human resource

Looking at the result for question 1, the majority of the students at KDU consider a global human resource to be “a person who succeeds around the world.” Second popular response was “a person who can speak English.” Almost all students who chose “others” mentioned about having global minded view and having ability to make friends with people around the world. Overall, the students consider a global human resource as a person who can not only be able to speak English but also have the positive attitude toward getting out of their mother country, learn about global issues, and getting along with people around the world.

2. “Global human resource is a ‘god’.”

One student who chose “others” answered that a global human resource is a “god.” It is not certain if the student answered it seriously or jokingly, however, it seems that a lot of (especially Japanese) people feel that becoming a global human resource is as becoming a superman or even “god” ; they do not consider it as something they may become even if they try. They give up from the beginning, feeling that only a few “chosen” people can become a global human resource so they do not even consider trying. The reason for this may come from lack of confidence in their English skills. At least in Japan, the improvement of English education has been a great issue since Meiji era. The majority of Japanese people have negative attitude toward

English in general. They do not like being asked to listen, read, write, and speak in English because they cannot, although they have learned English for at least 6 years. I will not go too much in detail on this but during those 6 years of learning English in school, where English are mainly taught in grammar-translation method, Japanese people have the negative feeling toward English language and they unconsciously run away from it. This may be why some (13 out of 97) students said that becoming a global human resource is being able to speak English.

B. Perception of Japanese and Study Abroad Students toward making better environment at KDU

There were significant differences and a few similarities between the response of Japanese and study abroad students when they were asked what they would request the school to improve. Japanese students mainly mentioned about having more study abroad students from many more various countries, better English classes (communication and reading based, with native speaking instructors), opportunity to learn second foreign language, and more group works. Not much was requested about changing school system. On the other hand, the study abroad students focused on suggesting school to have more language (both Japanese and English) support and improving school system (ex. more recess time and cheaper school cafeteria meals). This may be because Japanese students answered the questionnaire, focusing on globalization, while study abroad students answered it in broader point of view about the school. Interestingly, while some Japanese students believed that school should have more group work so that it would not only be better for themselves but also for

study abroad students, one study abroad students requested to have less group work. No other study abroad student mentioned about group work. Overall, both Japanese and study abroad students believe that the school should improve language (both Japanese and English) instruction and study abroad (exchange) program.

C. The students' view on internationalization

When both Japanese and study abroad students were asked to give any opinions or ideas on internationalization or 「国際化」 in Japanese (it is true that there is a difference in definition between “internationalization” and “globalization” but in this research, it will not be discussed and the difference was not made clear to the students when taking questionnaire as well), most opinions were based on having global mind and English education. As was mentioned above, not only practical language instruction but also opportunities for students to be more aware of global issues is what students are seeking for. Even at KDU, since they are studying to become a dentist, they believe that stepping out of their major studies is important for their future and they are hoping the school to support their beliefs.

V. Conclusion and Further Research

A large number of students (at least first year students in 2015 academic year), both Japanese and study abroad students at KDU were aware of globalization and hope that school to enforce education and school program toward it. However, the school needs to be careful of how to enforce it. Making a new move without much research and planning for global education may become unnecessary risk for students in the

future.

Some students suggested the school to provide them with more opportunities of English conversation and study abroad. These are the opinions of students who already have positive attitude toward learning English and have global mind. On the other hand, majority of students, especially Japanese students, have negative attitude toward learning English which is keeping them from having global mind. It is important for Japanese education system to change for globalization. At KDU also, the change may be necessary for globalization as students suggested. Since there are many students from abroad (even most are from Korea and Taiwan), there may be a great chance of enforcing globalization, unique to a dental school.

Lastly, as an acknowledgement, I would like to thank Professor Kubota, the head of language department at KDU, for suggesting and offering me an opportunity to conduct the questionnaire, Professor Goto and Ms. Saiki for helping me to actually conduct the questionnaire during English and Japanese class period, and all the 1st year KDU students who cooperated in answering the questionnaire.

As I have picked up the result of only a part of the questionnaire, by more investigation on the result including other questions, I am looking forward to find a lot more hints for improving education at KDU toward globalization.

(総合教育部 助教)

