

Globalization versus Internationalization: Task-Based English in the Japanese Classroom

Dan LE

要旨

「グローバル」や「グローバルイゼーション」という言葉は、今や「英語」の同義語となり、日本における英語の授業では、当たり前のように使われている。しかしながら、英語の母国話者の数は、非母語話者に比べて少なく、授業がコミュニカティブにできるかどうかは、英語の母国話者がいるかどうか依存してしまう (Kosaka 2014)。英語の授業では、実生活の課題とはかけ離れた英語を母語話者が教える「グローバルイゼーション」の代わりに、生徒の英語コミュニケーション能力を効果的に高めるための「インターナショナルイゼーション」的的手法が用いられるべきである。インターナショナルイゼーションとは、非母語話者が多いことを前提とした、タスクに基づく活動ができる英語の授業のことであり、そこでは、この活動を行うことがコミュニケーションの成功の鍵となる。また、生徒の主体性や自信の有無も、英語学習への意欲を高める重要な役割を担っており、インターナショナルイゼーションの手法によって裏付けられる。本論文は、名古屋市の学校での実際に行われているタスクに基づく活動例を取り上げながら、そのアイデアや手法について、理論から実践につなげるための英語教員への手引きを提供する。

キーワード：タスクに基づく活動，インターナショナルイゼーション対グローバルイゼーション，名古屋市

Abstract

“Global” and “globalization” are words that have become synonymous for “English” and have become the norm in English-based classroom settings around Japan. Although the number of non-native speakers of English considerably dwarfs that of native English speakers, much of the focus of communicative English relies heavily on a native-English teacher presence in Japan (Kosaka 2014). Instead of “globalization”, which attempts to teach a native-based English, disconnected from real-life tasks, an “internationalization” approach must be harnessed in the English classroom to effectively increase student aptitude with regard to English communication. Accordingly, task-based activities will therefore be the key to communicative success for English language learners. Student agency and confidence also play essential roles in enhancing English propensity and are supported by an internationalization approach. This paper serves as a guide for teachers of English to put theory into practice by providing real-world examples of educators and students in Nagoya City who are practicing and modeling this method in addition to offering ideas for task-based activities that can be used in our own classrooms.

Keywords: task-based learning, globalization vs internationalization, Nagoya city, English as a lingua franca

English as a Lingua Franca

English, as a second language, foreign language, or lingua franca teaching could be greatly improved in Japan based on its current levels of efficacy. Traditional, and antiquated teaching methods are the norm in the English language learning classroom in Japan, “Newspaper headlines constantly speak of tweaks and reforms to English education, yet school lessons remain teacher-centered and grammar-heavy, with much of the instruction conducted in Japanese” (Kosaka 2014). While a focus on native-like proficiency is not necessary in our current society with the number of non-native

speakers (NNS) of English far outweighing the number of native speakers, English learning is not done in a conducive environment for improving the communicative abilities of the language learners, "... too often in our schools, a Japanese national is teaching English in Japanese, and English must be taught in English" (Kosaka 2014). This is not to say that NNS of English do not make highly qualified and capable English language teachers. NNS of the language maintain a level of empathy in the learning process that native speakers may not possess. Further, NNS of any language possess more explicit knowledge of how the language functions and why, while native speakers maintain more implicit knowledge about the target language (Christen 2010). Native speakers continue to hold prestige in language teaching too because they can add valuable cultural information and more up-to-date language knowledge than a second language learner (Christen 2010). In sum, both NNS and native speakers of English can be qualified to teach in the English language learning classroom, but the language that the classroom is conducted in should be the target language, English. It has long been the tradition of language learning classrooms to teach in the target language, especially in English language learning classrooms.

Globalization to Internationalization

A switch from the focus on globalization to internationalization in the English language learning classroom would greatly benefit its learners. The difference between globalization and internationalization is subtle, but from a learner-centered perspective it is the difference between being an observer in a connected world to playing an active role in this inter-connectedness. Instead of learning about other cultures, as one does in a globalization-centered classroom, students participate in other cultures, and gain greater cultural competence and understanding of their world because of it. Round Square explains the important role internationalization plays in our lives today, "It encompasses an appreciation for the increasing inter-connectedness of the world, our greater dependence on the global economy and interdependence as nations as a result of massively increased commerce and cultural exchange" (Round Square 2019). By focusing on internationalization in the language learning classroom, we are preparing students to live and actively participate in the international community in the future.

Language learners' perceptions of the target language and the role it plays in today's

world has a powerful effect on their motivation to master the language. Chang (2015) completed a study of English Language Learners' perceptions on learning English in a globalized world. The research was based on the fear that globalization would cause negative views of the target language, and thus dissuade NNS of actively participating in the language learning classroom. While this was true for some students, it was found that agentic students were eager to learn English, "Despite these EFL college students' different and often conflicting perceptions of the globalized world and their roles in it, the findings have also showed that they were reflective individuals willing to participate in the world as a legitimate and competent members, if given enough guidance and opportunity" (Chang 95). In other words, students who focus on their own role in a globalized world instead of viewing the globalized world as an outsider, are more motivated to achieve in the English language classroom. That is to say, focusing on internationalization instead of globalization has positive effects on the English language learner.

Application in the Language Learning Classroom

Several practical steps can be taken in the English language learning classroom to promote internationalization in lieu of globalization. A first step for language learners and teachers alike would be to follow the practices of English as a Lingua Franca classes. As Kosaka (2014) states, "If Japan could become aware of different communication techniques, using English as a lingua franca for more functional purposes ... makes a lot of sense". The goal of English as a Lingua Franca is to focus on the communicative purposes of English, build pragmatic competence in the language, and negotiate meaning amongst speakers (Kosaka 2014). This is also known as using English as an instrument, powered by instrumental motivation. Instrumental motivation focuses on mastering the ability to complete goal-based tasks in the target language, unlike intrinsic motivation or extrinsic motivation which is speaker-focused.

A 2012 study of English language learners found that instrumental uses of language were key in motivating students, "Language learning experience, international orientation, ideal L2 self and instrumentality all work interconnected to motivate ESL learners" (Shabaz & Liu 115). A motivated language learner is one who is willing to communicate, despite mistakes in English, because their goal in speaking English is

not perfection or a native-like achievement level, but to convey a meaning or complete a task in the target language. The goal of communication over perfection in learning English is key to motivating students towards greater communicative ability, “Trying to communicate, trying to say what you think — not speaking perfect English — that is important” (Kosaka 2014). While native-like proficiency has been the goal of many English language classrooms since conception, a focus on internationalization over globalization would focus on the instrumental use of English to communicate not only with native speakers, but also other second language learners of English.

Second language learner motivation (SLLM) has been explored further by Shabaz & Liu (2012). They found that overall motivation to learn a second language can be increased by tangible steps taken by instructors, “Teachers can enhance SLLM by making learning process enjoyable; by using materials from different parts of the world and providing information about the world; by developing possible or future images for students- ideal or ought-to self images; and by focusing on short term as well long term material benefits of learning” (Shabaz & Liu 127). Helping language learners define and achieve their own goals in learning a second language greatly increases SLLM. It is important that learners have the ability to imagine themselves successfully using the target language in the future to maintain high levels of motivation in the classroom (Dörnyei & Ushioda 2009). According to Shabaz & Liu (2012) certain steps taken by the language teacher can help build and maintain SLLM. These include: focusing on increasing foreign language enjoyment, using authentic materials, acknowledging different student identities, and helping students to create goals. For example, an effective activity to help students participate in goal creation and achievement would be for all students to set individual SMART (Specific, Measurable, Achievable, Realistic, and Time-based) goals at the beginning of each semester and self-monitor their progress in weekly SMART goal check-ins. In these brief weekly check-ins, students would list the steps they took during the week, in class and at home, to achieve their semester goals and make a plan of tangible steps they will take in the coming week to keep working toward their goals. At the end of the semester, students can participate in a self-reflection activity that includes a list creation of most effective practices for each individual student. Participating in a weekly goal-oriented activity such as this helps maintain and protect language learner motivation over time by engaging students in learning strategies that promote self-regulation (Dörnyei 2003). Motivated language learners perform better in

the English language classroom and continue learning the language longer than their counterparts (Csizer & Dörnyei 2005).

Building Student Agency

Motivated students are often the most agentic students in the classroom. Williams, Mercer, & Ryan (2016) assert that agency, in the foreign language classroom, emerges in the individual when three important constructs are correctly aligned: self-confidence, positive language learning beliefs, and motivation (p. 121). Agentic students see the important role English has to play in our society today and see themselves as participating in this English speaking world. It is this focus on internationalization as an insider, and not globalization as an outsider, that promotes language learning success. Instructors of English can help build student agency by promoting this view of internationalization.

One way to promote agency and a view of the language learner as an insider through internationalization is task-based language learning. The focus of task-based language learning is completing different tasks in the target language, not specifically focusing on language form and perfection of the use of the target language. Students must negotiate meaning with other language learners in order to successfully communicate through the task in the target language.

A real-life example of this is currently being practiced and modeled at the high school level at two Nagoya City Public Schools. For the past three years at Meito and Kikuzato High School, students have been stepping outside of the classroom to offer free English-based guidance to tourists. With the support of their teacher, Ms. Arata Zushi, students wait patiently in front of Nagoya Castle for a chance to hook in tourists from all parts of the world. Once they've baited in and "caught" (a word used by Ms. Zushi) the travelers, students employ their language skills by not only teaching about Nagoya Castle, but also by fielding questions in these real-time, real-life, task-based communication scenarios (Zushi). The high school-aged tour guides answer questions that range from date of initiation/construction of a particular building to practical questions like, "what can I eat in Nagoya?" or "what is there to do for fun around here?". Through these interactions with non-Japanese speakers of English, the students have guided guests from over 25 countries including Singapore, France, The United States, China and more, revealing a true example of internationalization and task-based communication.

A simple in-class example of this would be an information gap activity in which students must coordinate schedules to meet for coffee or lunch. They would both need to exchange information in the target language about their schedules in order to find a time in which they are both available to meet, and then coordinate their availability with that of a café's hours of operation. The goal in a task such as this is to use the target language in a meaningful way that goes beyond the traditional role play. Once again, the focus here is that of classrooms of English as a Lingua Franca in which the goal is communicating a message and not native-like proficiency or perfection. By integrating and using real-life tasks in the classroom, students will be immersed in other cultures instead of learning about them as an outsider.

Building Student Confidence

As mentioned earlier, the main goal of Japanese speakers of English today needs to be improved communicative abilities in and out of the language learning classroom. Kosaka (2014) explains what may be one of the main reasons communicative abilities of English in Japan are so low, "... many Japanese lack confidence when it comes to speaking English despite spending years learning the language" (Kosaka 2014). To this effect, it can be assumed that Foreign Language Anxiety while learning and speaking English in Japan needs to be addressed. It is due to Foreign Language Anxiety that Japanese learners of English may not feel confident speaking even if this is described as a "lack of confidence". Speakers may suffer from general communication apprehension in the second language, or a fear of negative evaluation by others (native and non-native speakers alike) when speaking English (Horwitz, Horwitz & Cope 1986). Foreign Language Anxiety has extremely negative effects on the second language learner's experience and has been found to be one of the highest predictors of language learner success (Gardner & MacIntyre, 1993; MacIntyre & Gardner, 1991). In the current Second Language Acquisition literature, there are two methods considered effective to reducing Foreign Language Anxiety: increasing Foreign Language Enjoyment and building student agency. Both of these interventions would also encourage students to continue their language learning journey and aid in their knowledge of internationalization.

The script on Foreign Language Anxiety was switched by the study completed by Dewaele & MacIntyre (2014) that brought positive emotions to the forefront of

language learning research. It is suggested by the researchers that Foreign Language Enjoyment and its positive emotions and experiences could combat the negative emotions and experiences in Foreign Language Anxiety. Foreign Language Enjoyment includes aspects of “dealing with Foreign Language (FL) mistakes made in public, identity, improvement in using the FL, pride in one’s own performance, group membership, the social environment and cohesiveness, attitudes towards the learning of the FL, the presence of laughter, and judgments about peers and teachers” (Dewaele & MacIntyre 243). Thus, positive experiences alone and in a classroom promote Foreign Language Enjoyment. It is suggested by the authors that teachers play an active role in the classroom promoting Foreign Language Enjoyment to increase the effectiveness of the language learning experience, “Participants’ views on episodes of enjoyment in the FL class revealed the importance of teachers’ professional and emotional skills and of a supportive peer group” (Dewaele & MacIntyre 237). If teachers and students work together, the language learning classroom can be a fun and informative environment.

English: An International Standard

In today’s ever-shrinking world, we each seek to be part of the in-group despite fears of globalization. One of the easiest ways to do this is to learn English instrumentally and focus on internationalization. Through agency building, promoting instrumental motivation, rejecting the standard of the native speaker, and focusing on Foreign Language Enjoyment, the English language learning classroom can be greatly improved upon in Japan. English will continue to grow to become the communicative standard throughout the world in the years to come. It is key that all countries have a plan in place to improve communicative abilities with other native and, especially, non-native speakers of English.

References

- Chang, Yu-Jung. “Being a Part of the Globalized World? Globalization, English, and World Membership From Students.” 英語教學期刊 39.1 (2015): 69–97.
- Christen, Svenja. Native or Non-native speakers. Who are the better English teachers?. GRIN Verlag, 2010.
- Croese, Brian. “Internationalization of the higher education classroom: Strategies to facilitate inter-

- cultural learning and academic success.” *International Journal of Teaching and Learning in Higher Education* 23.3 (2011): 388–395.
- Csizér, Kata, and Zoltán Dörnyei. “The internal structure of language learning motivation and its relationship with language choice and learning effort.” *The modern language journal* 89.1 (2005): 19–36.
- Dewaele, Jean-Marc. “Multi-competence and personality.” (2016): 403–419.
- Dewaele, Jean-Marc, and Peter D. MacIntyre. “The two faces of Janus? Anxiety and enjoyment in the foreign language classroom.” *Studies in second language learning and teaching* 4.2 (2014).
- Dewaele, Jean-Marc, et al. “Foreign language enjoyment and anxiety: The effect of teacher and learner variables.” *Language teaching research* 22.6 (2018): 676–697.
- Donahue, Christiane. ““Internationalization” and Composition Studies: Reorienting the Discourse.” *College Composition and Communication* 61.2 (2009): 212.
- Dörnyei, Zoltán, and Ema Ushioda, eds. *Motivation, language identity and the L2 self*. Vol. 36. *Multilingual Matters*, 2009.
- Dörnyei, Zoltán. “Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications.” *Language learning* 53.S1 (2003): 3–32.
- Fabricius, Anne H., Janus Mortensen, and Hartmut Haberland. “The lure of internationalization: Paradoxical discourses of transnational student mobility, linguistic diversity and cross-cultural exchange.” *Higher Education* 73.4 (2017): 577–595.
- Gao, Xuesong. “Reflexive and reflective thinking: a crucial link between agency and autonomy.” *Innovation in Language Learning and Teaching* 7.3 (2013): 226–237.
- Gardner, Robert C., and Peter D. MacIntyre. “On the measurement of affective variables in second language learning.” *Language learning* 43.2 (1993): 157–194.
- Hashimoto, Yuki. “Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context.” *Second language studies* 20.2 (2002): 29–70.
- Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. “Foreign language classroom anxiety.” *The Modern language journal* 70.2 (1986): 125–132.
- Jones, Elspeth. “Internationalization and employability: The role of intercultural experiences in the development of transferable skills.” *Public Money & Management* 33.2 (2013): 95–104.
- Kosaka, K. “Could the lingua franca approach to learning break Japan’s English curse?” *The Japan Times*, 2014, www.japantimes.co.jp/community/2014/08/17/issues/could-the-lingua-franca-approach-to-learning-break-japans-english-curse/#.XTB6ZuhKjIW.
- Kramsch, Claire. “Teaching foreign languages in an era of globalization: Introduction.” *The modern language journal* 98.1 (2014): 296–311.
- Kubota, Ryuko. “Learning a foreign language as leisure and consumption: Enjoyment, desire, and the business of eikaiwa.” *International Journal of Bilingual Education and Bilingualism* 14.4 (2011): 473–488.
- Kubota, Ryuko. “Internationalization of universities: Paradoxes and responsibilities.” *The Modern Language Journal* 93.4 (2009): 612–616.
- Lawlor, K. Blaine. “Smart goals: How the application of smart goals can contribute to achievement of

- student learning outcomes.” Developments in Business Simulation and Experiential Learning: Proceedings of the Annual ABSEL conference. Vol. 39. 2012.
- MacIntyre, Peter D., and Robert C. Gardner. “Language anxiety: Its relationship to other anxieties and to processing in native and second languages.” *Language learning* 41.4 (1991): 513–534.
- Mizuta, Ai. “The unchanged images of English in changing Japan: From modernization to globalization.” *Intercultural Communication Studies* 18.2 (2009): 38.
- Nguyen, Minh Thi Thuy. “Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence?.” *RELC Journal* 42.1 (2011): 17–30.
- Nunan, David. *Teaching English to speakers of other languages: An introduction*. Routledge, 2015.
- Round Square. *Internationalism*, 2019, www.roundsquare.org/being-round-square/what/ideals/internationalism/.
- Shahbaz, Muhammad, and Yongbing Liu. “Complexity of L2 motivation in an asian ESL setting.” (2012).
- Xu, Hanqiong. “FROM EFL TO ESL: THE INFLUENCE OF CONTEXT ON LEARNERS’ MOTIVATIONAL PROFILES.” *The Arizona Working Papers in Second Language Acquisition and Teaching* 17 (2010): 123–142.
- Williams, Marion, Sarah Mercer, and Stephen Ryan. *Exploring psychology in language learning and teaching*. Oxford University Press, 2016.
- Yang, Rui. “An obstacle or a useful tool? The role of the English language in internationalizing Chinese universities.” *Journal of studies in International Education* 5.4 (2001): 341–358.
- Zushi, Arata. Personal Interview. 6 Aug. 2019.