



Enhancing Japanese global identity through EFL

Margaret-Mary Lieb

Himeji Dokkyo University

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Increasingly, Japanese EFL students aspire to study abroad and enhance their linguistic and cultural awareness. Global education classes are therefore becoming prominent in study-abroad preparation programs. However, studies have shown that Japanese students lack confidence in their ability to become global citizens and that their concept of global citizenship is characterized by cognitive and experiential attributes, to the neglect of affective attributes. Furthermore, an apparent lack of critical thinking, deemed as central to effective global citizenship, can be an obstacle to establishing global citizenship. This paper contends that incorporating affective techniques into global citizenship education offers a way to overcome these obstacles. A small-scale study is described in which affective techniques were incorporated into the instructional design. Findings of the study, conducted at a small, private university in Western Japan, suggest that affective techniques may play a role in enhancing Japanese global identity, and stimulating critical thinking.

昨今、以前にも増して多くのEFL学習者が、海外での語学研修により文化への関心を持ち、英語力を高めようとしている。そのため海外語学研修の準備講座などでは、国際理解の授業が非常に重要になっている。しかしながら、先行研究によると、日本人学習者は地球市民になる自信を十分に持た合わせていないという。また彼らは、地球市民になるために必要なこととして、世界に対する知識や外国文化と触れ合う経験のみをあげており、地球規模のさまざまな問題に対する態度を重要視していないと報告されている。さらに、優秀な地球市民となるために最も重要と考えられている批判的思考の問題が、日本人学習者が地球市民になる上で障害となる可能性がある。本稿では、この問題の解決策の1つとして、国際理解教育に態度の啓蒙を取り入れた授業のケース・スタディについて報告する。西日本の一大学で実施されたこの研究の結果、態度の啓蒙は、地球市民としてのアイデンティティを向上させて、批判的思考を促進することがわかった。

Increasingly, Japanese students aspire to travel overseas to attend English-medium universities. The response by Japanese universities to this phenomenon has been to prioritize programs that prepare them for this experience both linguistically and culturally. EAP programs have become an integral part of this process and in order to be effective, must incorporate cultural as well as linguistic objectives. To this end,

global citizenship education has also become increasingly relevant, the goal of which reaches far beyond the short-term goal of preparing to study abroad. This paper contends that to be truly worthwhile, global citizenship education should enhance the global identity of Japanese students, and juxtapose English language competence with a sense of solidarity with the people of the world beyond the borders of Japan. Yet, many obstacles exist to the successful teaching of global citizenship in Japanese universities, and these must be examined and acknowledged before successful, authentic approaches can be devised.

This paper begins with an exploration of the meaning of global citizenship. This is followed by an examination of challenges to global citizenship education from a Japanese cultural perspective. It is argued that incorporating affective techniques into instruction has the potential to overcome these challenges, by enhancing perceptions of global citizenship, and stimulating critical thinking. Findings of a small-scale study are then described which appear to indicate that affective techniques do have the potential to enhance Japanese students' global identity.

Defining global citizenship

Before embarking on global issues education, it is important to achieve clarity as to the goals of the program. This author was assigned to teach a Global Issues class the stated goal of which was “to assist students to become effective global citizens who can think globally and act locally.” The apparent ambiguity in this statement necessitates further investigation into the exact meaning of global citizenship. Cates (1999) defined global citizenship as “the idea that

people should have a loyalty to the human family above and beyond their national citizenship” (p. 11). Global citizenship, he states, involves “helping students develop an understanding of world problems such as war, human rights, world hunger, and the environment” (p. 13). Strain (1999) defines a global citizen as “an individual who accepts global responsibilities or expands his or her social consciousness to include the people of other countries” (p. 25). For the purposes of this paper, the following definition of global citizenship was devised, and was used as the foundation for the global issues class taught by the author. A global citizen was defined as someone who is motivated not only to enhance their understanding of world issues, but also exhibits an attitude of social consciousness and concern for the world family, beyond the boundaries of Japan. Such a person values the importance of working for the betterment of humankind, and has developed the ability to critically reflect on the complexities of the world's most important issues. Central to this working definition of global citizenship are affective variables, the rationale for which will be discussed later.

Global identity in the Japanese context

The next logical step in the quest to enhance Japanese students' global identity is to examine the cultural context of global citizenship education. Education in global citizenship began in Japan after World War II and has continually evolved since then, both in definition and approach. However, as the field evolves, challenges still remain in the teaching of global citizenship in Japanese EFL classroom. Two of the main challenges that will be addressed here are

Japanese students' prior concept of global citizenship, and the whole issue of critical thinking.

Yoneoka (2000) conducted a study of Japanese university students in which she investigated their perceptions of *kokusaijin* (loosely translated as “cosmopolitan” or “internationalized person”). She also examined how they saw themselves in terms of *kokusaika* (internationalization). She classified characteristics of *kokusaijin* into cognitive, experiential, and affective-based attributes. Findings indicated that the Japanese conceptualization of *kokusaijin* placed greater emphasis on cognitive, and experiential attributes than on affective attributes. The Japanese connotation of *kokusaijin* implied someone with the ability to speak a foreign language, knowledge of foreign countries, and extensive travel experience. This was in sharp contrast to students in the U.S.A, Germany, and India who placed more emphasis on affective attributes such as tolerance, concern for world peace and the environment, and interest in foreign cultures.

Furthermore, Yoneoka (2000) discovered that Japanese students tended to maintain a low rating of their own ability to “internationalize,” perhaps indicating a lack of confidence in their own ability to gain the knowledge and experience they perceive as being intrinsic to the process. She expresses concern that the Japanese image of a *kokusaijin* is that of “a well-traveled, English-speaking socialite” (p. 13). She cites the importance of *kokusai ishiki* (international consciousness) and suggests three possible ways to inspire students to strive for it. These are: direct cross-cultural training which emphasizes empathy and respect for human rights; instruction in world issues and problems “from a

world point of view, rather than a national one” (p. 17); and reteaching the meaning of *kokusaijin* itself, thereby increasing students' confidence in their own ability to internationalize.

The second main challenge of concern to this author is the issue of critical thinking. Day (2003, p. 1) defines critical thinking as “the evaluation of the worth, accuracy, or authenticity” of information. Critical thinking is an integral part of global identity according to the definition in this paper as it is seen as necessary to achieve an attitude of social consciousness and concern for the betterment of mankind. Yet, Day (2003) points out that the teaching of critical thinking in Japan could be hampered by cultural constraints. Attempts to teach critical thinking are viewed by some as attempting to impose an individualistic, adversarial type of thinking on students from a culture which tends to be more group-oriented and non-adversarial. However, Day (2003) goes on to point out that contrary to popular belief, many Japanese students are not necessarily willing to accept information at face value, and often exhibit an openness to exploring and learning independently.

Enhancing global identity through the affective domain

This paper contends that both of the challenges outlined above can be addressed to some degree by incorporating the affective domain into global citizenship education. The lack of affective attributes may be compensated for through an approach that takes affective outcomes into consideration in the instructional design. Furthermore, the type of affective activities offered has the potential to stimulate and encourage

critical thinking. However, as with global citizenship, it is important to have a clear understanding of the affective domain before embarking on an approach that incorporates affective principles

Defining the affective domain

Many attempts have been made to define the affective domain, most of which underscore the role of human emotions, values, attitudes, and motivation in the learning process. Krathwohl, Bloom, and Masia (1964) referred to the stages of behavior in the affective domain as “degrees of internalization.” These include a continuum consisting of five levels of affective behaviors (see Figure 1):

Degrees of Internalization	Descriptors
Receiving	Becoming aware of or attending to an issue
Responding	Actively attending
Valuing	Committing to a belief
Organization	Integrating a new value into a system and determining its priority with respect to previously held values
Characterization	Exhibiting behavior consistent with the new value

Figure 1. Degrees of internalization in the affective domain (Huitt, 1999)

Therefore, internalization is “the process by which the... value successfully and persuasively becomes part of the individual” (Krathwohl, *et al.*, 1964, p. 28). Keller (1987)

offered the ARCS model (Attention, Relevance, Confidence, Satisfaction). Martin & Briggs (1986) claimed that any behaviors not classified as cognitive or psychomotor were automatically lumped together as affective. Finally, Brown (1994) refers to the affective domain as “the emotional side of human behavior” (p. 135). For the purposes of this paper, the affective domain is defined as the emotions, values, attitudes and motivations of learners, and the role they play in assimilating and utilizing new knowledge and skills.

Linking the affective domain and global citizenship

Research exists suggesting that incorporating the affective domain is appropriate to global citizenship education. Marti (1996) refers to the Linguapax objective to “situate language education within a wider framework of education for peace” (p. 33). She points out that Linguapax encourages the design of foreign language course materials that incorporate “tolerance, international understanding, and global solidarity” (p. 33). Such an approach to language education implies that EFL practitioners must consider the affective outcomes of all instruction, since these outcomes exist regardless of whether or not they are consciously incorporated. Yet, many of the challenges inherent in teaching global citizenship also exist in the incorporation of affective techniques. First, it is difficult to accurately define both global citizenship and the affective domain. Second, affective outcomes take long periods to achieve, as do the affective components of global citizenship. Third, neither has outcomes that are measurable in quantifiable terms. Finally, both are fraught with the fear of accusations of indoctrination, since they are both concerned with attitudinal

change. The result is that many educators avoid focusing on the affective domain altogether (and the affective components of global citizenship), leading to the self-fulfilling prophecy that since affective outcomes are “not teachable,” then why invest the time and energy to teach them? (Price, 1998).

Yet, it is possible, and necessary to overcome the above challenges in order to incorporate affective techniques into global citizenship education. Avoiding indoctrination is a primary concern of many, and to this end, Case (1993) cites the importance of encouraging students to reach their own conclusions through thoughtful reflection and critical enquiry. Small (2003) emphasizes the importance of not censuring students’ viewpoints. He also advises the avoidance of practices that could be interpreted as coercion or preaching. And Crick, (1998) recommends the consideration of different approaches and when each one is appropriate in global citizenship education: the balanced approach, the neutral approach, and the stated commitment approach.

The small scale study

Students selected for participation in this case study were enrolled in a special course at a four-year private university in Western Japan. The goal of this course is to prepare them to spend their junior year studying abroad at English-medium universities. One of the classes they were required to take was entitled: “Culture Studies/Global Issues.” This was a small class consisting of ten sophomore students, with TOEIC scores ranging from 480-700. Seven of the ten students in this class had been outside Japan, and six of them

had studied a third language. The time frame for this study was 6 weeks.

Research questions

For this case study, there were three research questions:

1. Can affective techniques help enhance students’ global identity to include affective attributes?
2. Will the use of affective techniques lead to more critical thinking on the part of students?
3. Will students become motivated to pursue an interest in global issues, and perceive themselves as capable of such?

Methodology and research design

Objectives

Six global topics were selected, one for each week of the case study. The topics were: Development, Human Rights, Poverty, Famine, War & Refugees, and HIV & AIDS. A series of affective objectives was devised for each topic according to Krathwohl et al. (1964) “degrees of internalization” (see Appendix 1). All outcomes at the valuing, organization, and characterization levels were understood to be voluntary since “an affective behavior should not be coerced or forced” (Martin, 1989, p. 8). However, this is not necessarily the case at the receiving and responding levels since acquiescence at these levels facilitates progression of affective responses (Martin, 1989).

The questionnaire

A questionnaire was developed and administered at the beginning and again at the end of the six-week period. Participation was voluntary, and students were told that their opinions on global issues were of great importance. They were encouraged to express their opinions freely, to complete the questionnaires independently, and were reassured that their answers would have no impact on their final course grade. The questionnaire included a short answer section and a 6-point Likert rating scale. Questions directly addressed each of the topic areas to be studied, and measured affective responses at the valuing, organizational, and characterization levels of internalization. Additionally, there were items that asked about students' perceptions of themselves as global citizens, items that investigated critical thinking, and attitudes towards global issues in general (see Appendix 2).

Selection of materials and activities

The theory of “Confluent Education” stresses the link between cognition and affect, and maintains that affective behaviors require cognitive prerequisites, and vice versa (Martin, 1989). The intent of the cognitive prerequisites is to provide students with reliable data so that their “empathy and understanding (or lack of it) is based on data and facts rather than on unsupported opinions” (Martin, 1989, p. 12). This is especially pertinent in the avoidance of indoctrination. Therefore, fact sheets were used from the Irish NGO GOAL. GOAL was selected because of its non-governmental, non-denominational, non-political status. Additionally, GOAL materials are presented in attractive formats, with language suited to the needs of English-speaking junior high/high

school students. Each unit provides basic information on the issue under discussion, as well as short- and long-term solutions, providing a sense of hope. Another reason for using GOAL materials was to expose students to the idea that the issues of justice, peace, and human rights are the same worldwide. Small (2003) recommends the selection of materials that evoke positive student responses, avoid sensationalism, and inspire students to think critically about meaningful topics. GOAL also provided poster photographs of real people in real situations, adding relevance and immediacy to the issues under discussion. Additional materials were also utilized to supplement the GOAL fact sheets. These included teacher created discussion sheets and homework assignments (Appendix 3), a simplified version of the Universal Declaration of Human Rights (1948), Amnesty International Human Rights activity sheet, Band Aid and Live Aid music, “Teaching About Landmines” simulation (Cates, 1997), photographs, and personal anecdotes.

Classroom approach

Martin (1989) stresses the importance of creating external conditions of learning that are conducive to affective domain instruction. She recommends providing “cognitive information that is new to learners, or is presented in a new way” (p. 12). This was accomplished by breaking away from the textbook and working completely from supplementary materials. At the start of each class, students were asked about their prior knowledge of each topic, as a form of needs assessment. A teacher created worksheet based on the levels of internalization (Krathwohl et al., 1964) was presented to accompany the GOAL fact sheet and to stimulate plenary

and pair discussions. Students were asked to give their opinions on each aspect of the topic (valuing); to rank issues in order of importance (organization); and to come up with their own solutions (characterization). Topics were listed in random order on the teacher created discussion sheets to eliminate teacher bias. Homework assignments asked students for their reflections and insights into what was discussed in class. Students completed final papers entitled “What it Means to be a Global Citizen.”

Supplementary activities were chosen according to the topic under discussion. For example, students were given a simplified version of the Universal Declaration of Human Rights, and a list of hypothetical human rights incidents. Their task was to relate the incident with the UDHR article being violated or upheld. In the discussion on poverty, students were introduced to the music of Band Aid (from 1984 Ethiopia famine relief), and then offered the opportunity to research the Live8 movement (2005) as a homework assignment. The discussion on War involved the use of a landmine press conference simulation (Cates, 1997). At all times, it was stressed to students that they would only be evaluated on the basis of their effort, participation, and language ability. They were never to be evaluated on the basis of their opinions.

Keller’s ARCS model (Attention, Relevance, Confidence, Satisfaction) (1983) was utilized to enhance student motivation. Attention was gained by using attractive materials originating in a foreign context. Relevance was gained by eliciting personal opinions, referring to current, topical news stories, relating each issue to Japan, and telling personal anecdotes. Confidence was built by providing

challenging materials with plenty of support and positive reinforcement. Satisfaction was enabled by emphasizing personal responses and allowing freedom of choice and opinion. At the end of the 6-week period, the questionnaire was readministered and results were recorded.

Results

A total of 10 students completed both questionnaires. Students’ responses to the short answer section are shown in Table 1 below. Some responses are summarized. Others are direct quotations from students. Students were allowed to use their dictionaries for assistance.

Table 1. Student Responses to Short Answer Section

Question	Student Responses to 1st Questionnaire	Student Responses to 2nd Questionnaire
1. What is your reason for learning English?	For work (7) To communicate with foreigners (3) To live/study abroad (2) Enjoyment of English (2) To learn about foreign culture, especially entertainment	For work (8) To learn about foreign language and culture (2) To learn about foreign entertainment (1) To survive in society (1)
2. Why are you taking a global issues class?	To learn about global issues (8) To learn about different cultures (1) This is a compulsory class (1) I’m not sure (2)	I’m interested in global issues & what is happening in the world (9) Because it’s a serious problem (1) This is a compulsory class (1)

Question	Student Responses to 1st Questionnaire	Student Responses to 2nd Questionnaire
3. What do you hope to learn from this class?	To learn about world cultures (6) To improve my English skills (2) To learn about environmental problems (1) Don't know (1)	To learn about social issues and world problems (9) To learn how to help solve world problems (2)
4. Do you feel fortunate to live in Japan? Why? Why not?	Yes (8), because of: family it's safe we don't worry about food love of Japan proud of traditions/culture (4) developed, rich country good education No (2), because of: pressure of work Japan is self effacing	Yes (10), because of: developed country (5) peaceful, no terrorism(2) proud of traditions/culture (2) family(1) friends & this university (1)
5. Is there anything you would like to change about Japan?	Yes (8) Japanese government (4) Reduce the number of young people not at school or work (1) Japanese education (1) Express our opinions more (1) I don't like to use "keigo". I don't know (2)	Yes (10) Japanese government (4) More peaceful (1) Take care of foreigners more (1) Slow business(1) Young people should work hard(1) Stereotypes (1) Attitudes of politeness(1)

Question	Student Responses to 1st Questionnaire	Student Responses to 2nd Questionnaire
6. What does "global citizenship" mean to you?	I don't know (7) People can live anywhere they want (1) People around the world(1) We are all citizens of the earth (1)	Being connected with people all over the world(2) Being a member of the world(2) Sharing the world and being equal with all people(2) Understanding foreign language and culture(2) Being concerned about world problems(1) Knowledge about world problems(1)
7. What would you most like to change about the world?	Eliminate war (4) Equal distribution of wealth/eliminate poverty(4) Unify the languages(1) No nuclear bombs(1) Eliminate Discrimination(1)	Eliminate war (4) Equal distribution of wealth/eliminate poverty (4) Eradicate terrorism(1) Eliminate discrimination(1)
8. Is there anything you can do to help solve global problems?	I don't know(4) Help the environment(5) Save water(1) Recycling(4) Raise funds(2)	Make donations(8) Money(5) Volunteer (2) Contribute things I don't need(1) Help charity(1) Recycling(1) I don't know(2)

Question	Student Responses to 1st Questionnaire	Student Responses to 2nd Questionnaire
9. What do you think is the most important job of government?	To ensure peace in the world(2)	Make a safe/peaceful/better country(2)
	Eliminate discrimination and war(1)	To help those in poverty(1)
	To protect a nation(1)	Improve the economy(1)
	To help the weak(1)	To make everyone happy(1)
	Saying Japanese opinion to foreign countries(1)	Trials/judging people(1)
	To help people and animals, and to make a better world(1)	Protect the nation(1)
	Justice(1)	Deciding opinions of their country(1)
	Help citizens live comfortably and safely(1)	
	Protect the environment(1)	

Table 2. Student responses to rating scale

For each of the following statements, students were asked to using the following rating scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Somewhat Agree; 5 = Agree; 6 = Strongly Agree. The first row of numbers following each statement indicates the number of students who chose that response in the first questionnaire. The second row indicates the number of students who chose the response in the second questionnaire.

Statements	1	2	3	4	5	6	Avg.
1. Learning English is important.				1	4	5	5.4
					1	9	5.9
2. Learning English will help me to become a better global citizen.				3	5	2	4.9
				2	4	4	5.2
3. Japan should allow anyone to move here from any country in the world.		1		5	2	2	4.4
			1	3	4	2	4.7

Statements	1	2	3	4	5	6	Avg.
4. Japan should allow asylum seekers and refugees to enter the country.			2	6	1	1	4.1
			1	4	3	2	4.6
5. I know some ways that I can improve the lives of people living in poverty.	1	4	1	3	1		2.5
			4	5	1		3.7
6. I know how to ensure that all people have basic human rights.	1		5	3	1		3.3
		1	3	2	4		3.9
7. I feel that I can help with famine relief.		4	2	3	1		3.1
		1	2	7			3.6
8. AIDS is a serious problem worldwide.		1			2	7	5.4
			1	1	4	4	5.1
9. I understand the AIDS crisis and how it can be addressed.			2	1	4	3	4.8
			2	4	2	2	4.4
10. I feel that I can be a global citizen in addition to being a Japanese citizen.			3	6	1		3.8
			1	3	5		4
11. The quality of life in Japan is better than that of many countries in the world.		1	1		5	3	4.8
		1		3	5	1	4.5
12. There are things about Japan that I would like to change.		1	4	1	4		3.8
				3	4	3	5
13. I am interested in global issues in general.			3	4	2	1	4.9
				3	4	3	5
14. I read about global issues in my free time.	1	7		2			2.3
	1	2	5	2			2.8
15. I hope to travel abroad in the future.						10	6
					3	7	5.7
16. I hope to travel to a developing country in the future.	1		3	1	2	3	4.2
		1		3	2	4	3.4
17. It is fun to learn about other cultures.			1		4	5	5.3
					4	6	5.6
18. It is important to learn about world problems.				1	3	6	5.5
				2	2	6	5.4
19. Global issues discussions are boring.	2	4	1	3			2.5
	3	2	4	1			2.3

Discussion and analysis

In relation to the first research question, regarding the effectiveness of affective techniques in enhancing global identity, students' concept of *kokusaijin* appears to be shifting beyond the notion of world knowledge and experience, to more affective attributes such as concern for the world. This is evident in their responses to questions 2 and 3 on the short answer section (SA) of the questionnaire. Reasons for taking a global issues class in the first questionnaire seemed mechanical and cliché e.g. "I want to know about global issues." However, responses to the second questionnaire indicated a more affective response, "I'm interested in global issues and what is happening in the world." This shift in emphasis was even more evident in student answers to the question: "What do you hope to learn from this class?" In the first questionnaire, student responses centered on developing awareness of other cultures. But in the second questionnaire, students had broadened their responses to include learning about world issues in general, and how to come up with solutions to world problems. Student responses to question 6 (SA) suggest that they were beginning to equate global citizenship with a sense of connectedness and solidarity with people around the world. Concern for the world family beyond the boundaries of Japan is evidenced by their responses to questions 3 and 4 (RS), in which they expressed an increased desire to allow asylum seekers and refugees to enter Japan.

The second research question asks if use of affective techniques can encourage more critical thinking on the part of students. Based on their responses to questions 5 (SA) and 12 (RS), they appear to be more aware of things they

would like to change about Japan. There was a significant jump in the number of students who wanted to change things about Japan, the average response rising from 3.8 to 5.0. This suggests more critical thinking on the part of students. That said, however, there was little change in what students would most like to change about the world, as indicated by their responses to question 7 (SA). However, it is important to point out that their suggestions were affective in nature even on the first questionnaire. Furthermore, student responses to questions 4 (SA) and 11 (RS) suggest an increase in appreciation of living in Japan when viewed in a global context. Student responses to questions 8 (SA) and questions 5-7 (RS) suggest that they were more aware of ways they can remedy world problems while their responses to questions 15 & 16 (RS) suggest that they are more reticent than before about traveling to foreign countries. Both of these could be indicators of more critical thinking on the part of students.

In relation to the third research question, there was some inconsistency in the responses. Questions 13 and 18 (RS) seemed to indicate that students were interested in global issues in general, even at the start of the course. However, the fact that most of the students disagreed with the statement "I read about global issues in my free time" seems, on the surface, to contradict this. However, it could be argued that not reading about global issues does not necessarily imply lack of interest. It could simply mean that students access global information through other means such as TV or internet sources. However, motivation was evident in the interest students showed in researching global issues that were not covered in class. For their term papers, "What it

means to be a Global Citizen,” students researched topics such as AIDS, environmental problems, marine pollution, and acid rain. Additionally, students’ perception of themselves as global citizens improved, as indicated by their responses to question 10 (RS), “I feel that I can be a global citizen in addition to being a Japanese citizen.” When asked on the first questionnaire if they could personally help solve some of the world’s problems, students’ responses were focused on environmental issues. While they felt empowered to contribute to environmental solutions, they were unsure as to how to deal with other issues. In the second questionnaire, however, they had expanded their responses to include donations to charity, and helping the poor, which indicates an eagerness to work for a more equitable world (questions 8, SA, and 5, 6, 7 RS). Some of their ideas to help solve world problems included “make donations,” “volunteer,” “contribute things I don’t need,” “help charity,” and “recycling.”

Conclusions

Incorporating affective techniques seems to have the potential to help students expand their global identity to include affective attributes such as solidarity and connectedness with people in other countries. Affective techniques also seem to have the potential to stimulate critical thinking, as students were challenged to think deeply about serious world issues. Finally, increased motivation to pursue an interest in global issues could indicate expanded global identity. Confidence in their own ability to become global citizens also appeared to have improved. The hope is that this will translate into continued interest in global issues outside the classroom, and a desire to continue on the journey towards global citizenship.

The original goal of this global issues class was to enable students to become effective global citizens who can “think globally.” This requires the ability to think and reflect critically. It could be argued that the greatest danger the world faces in modern times is the phenomenon of blind adherence to externally enforced principles or ideals. Critical thinking is the best antidote to indoctrination, and the affective domain can play a role in stimulating critical thinking. Finally, in order to produce global citizens who can “act locally” individuals must act on the basis of their value systems, values that have been internalized at the highest level of the affective domain - characterization (Brown, 1994). The hope is that these values will guide them to work for a better world.

Future directions

There were limitations in this study that can be addressed through further research. First, since learning goals in the affective domain take long periods to achieve (Price, 1998) there is a need for longitudinal studies into affective outcomes. This study was limited by the time constraint of only six weeks. The sample size was also very small (a total of 10 students). Investigation needs to be done into the affective outcomes of a larger, more representative group of students. A more representative group would include students of varying levels of motivation and ability, as well as students who do not have the goal of studying abroad. The samples in this case study involved students who plan on studying abroad and presumably have a heightened interest in global issues and internationalization in general.

Another area of research would be to investigate the difference (if any) in affective outcomes between students who discuss global issues exclusively in English versus those who conduct some of their discussions in Japanese. Such a study could also raise the question of student perceptions of English as a global, unifying language. The discussions as to what constitutes indoctrination, and whose values should be used as a benchmark for defining instructional content need to be continued. Research could examine the role of the teacher in this context - the Balanced approach, the Neutral Chairman approach, and the Stated Commitment approach (Crick, 1998), and the possible outcomes of each.

Finally, it would be worthwhile to study other affective outcomes of language education especially the notion of “linguistic imperialism and the marginalization of weaker languages” (Marti, 1996, p. 33), students’ reasons for studying English, and what messages we are sending through our teaching of English. As stated by Cummins (2003), “We can no longer conceptualize language as some kind of neutral code that can be taught in classrooms in splendid isolation from its intersection with issues of power, identity, and spirituality” (p. 1).

Margaret-Mary Lieb teaches and conducts research at Himeji Dokkyo University. Her research interests include the Affective Domain, global issues, multiple intelligences, and English for Academic Purposes.

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Appendix 1

Affective objectives for global issues class

Development

- * **Receiving:** Students become aware of global developmental issues including overpopulation, environmental destruction, gender matters, democratization, and discrimination.
- * **Responding:** Students discuss developmental issues and explore their complexity.
- * **Valuing:** Students form opinions on each of the developmental issues, and justify their reasons.
- * **Organization:** Students rank the developmental issues in order of importance.
- * **Characterization:** Students resolve to explore the issues further and look for ways to be of assistance.

Human Rights

- * **Receiving:** Students are able to define what is meant by human rights.
- * **Responding:** Students answer questions based on what they know about human rights.
- * **Valuing:** Students justify the attention given to human rights on a global basis.
- * **Organization:** Students categorize human rights issues according to their severity.
- * **Characterization:** Students resolve to uphold the right of all people to basic human rights.

Poverty

- * **Receiving:** Students understand what is meant by poverty, and listen to statistics outlining world poverty.
- * **Responding:** Students discuss the problem of world poverty in pairs.
- * **Valuing:** Students explain why there should be concern about world poverty and appreciate how fortunate they are to live in Japan.
- * **Organization:** Students juxtapose world poverty issues and measures being taken to address them.
- * **Characterization:** Students resolve to look for ways in which they can help solve the problem of world poverty. Students also resolve not to take for granted the quality of life they enjoy.

Famine

- * **Receiving:** Students become aware of the distinction between famine and long-term malnourishment and hunger, and acknowledge that famine is a problem in many countries.
- * **Responding:** Students participate in discussions about the problem of famine, and measures that are being taken to counteract it.
- * **Valuing:** Students express the desire to see the earth's resources shared equitably.
- * **Organization:** Students categorize possible solutions to the problem of famine worldwide.
- * **Characterization:** Students resolve to learn more about the problem of famine, and how they can be a part of the solution.

HIV & AIDS

- * **Receiving:** Students become aware of the problem of HIV / AIDS on a global scale.
- * **Responding:** Students answer questions based on the AIDS epidemic, and measures being taken to address it.
- * **Valuing:** Students justify measures being taken to combat the AIDS epidemic.
- * **Organization:** Students compare the measures being taken to combat AIDS and rank them according to their effectiveness.
- * **Characterization:** Students resolve to keep themselves AIDS-free and to be sympathetic and non-judgmental towards those affected by HIV or AIDS.

Appendix 2*Student questionnaire**Short answer section:*

- 1) What is your reason for learning English?
- 2) Why are you taking a global issues class?
- 3) What do you hope to learn from this class?
- 4) Do you feel fortunate to live in Japan? Why or why not?
- 5) Is there anything you would like to change about Japan?
- 6) What does “global citizenship” mean to you?
- 7) What would you most like to change about the world?
- 8) Is there anything you can do to help solve global problems?

9) What do you think is the most important job of government?

Rating Scale Section. Please use the following key: 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Agree; 6 = Strongly agree

1) Learning English is important.

1 2 3 4 5 6

2) Learning English will help me to become a global citizen.

1 2 3 4 5 6

3) Japan should allow anyone to move here.

1 2 3 4 5 6

4) Japan should allow asylum seekers and refugees to enter.

1 2 3 4 5 6

5) I know how to improve the lives of people living in poverty.

1 2 3 4 5 6

6) I know how to ensure all people have basic human rights.

1 2 3 4 5 6

7) I feel that I can help with famine relief.

1 2 3 4 5 6

8) AIDS is a serious problem worldwide.

1 2 3 4 5 6

9) I understand the AIDS crisis and how it can be addressed.

1 2 3 4 5 6

10) I can be Japanese and a global citizen.

1 2 3 4 5 6

11) The quality of life in Japan is among the best in the world.

1 2 3 4 5 6

12) There are things about Japan that I would like to change.

1 2 3 4 5 6

13) I am interested in global issues in general.

1 2 3 4 5 6

14) I read about global issues in my free time.

1 2 3 4 5 6

15) I hope to travel abroad in the future.

1 2 3 4 5 6

16) I hope to travel to a developing country in the future.

1 2 3 4 5 6

17) It is fun to learn about other cultures.

1 2 3 4 5 6

18) It is important to learn about world problems.

1 2 3 4 5 6

19) Global issues discussions are boring.

1 2 3 4 5 6

How would you rate your knowledge of each of the following? (1=very low, 5=very high)

- | | | | | | | |
|----|---------------------------|---|---|---|---|---|
| 1) | Famine | 1 | 2 | 3 | 4 | 5 |
| 2) | Environmental Destruction | 1 | 2 | 3 | 4 | 5 |
| 3) | Democratization | 1 | 2 | 3 | 4 | 5 |
| 4) | Discrimination | 1 | 2 | 3 | 4 | 5 |
| 5) | Human Rights | 1 | 2 | 3 | 4 | 5 |
| 6) | World Poverty | 1 | 2 | 3 | 4 | 5 |
| 7) | HIV & AIDS | 1 | 2 | 3 | 4 | 5 |
| 8) | War & Refugees | 1 | 2 | 3 | 4 | 5 |
| 9) | Overpopulation | 1 | 2 | 3 | 4 | 5 |

Appendix 3

Sample student discussion sheet and homework assignment

Global Issues – Human Rights

Pair work: Take turns discussing each of the following issues.

Death Penalty:

A. Do you agree with the death penalty? Why? /Why not?

B. Yes, I do. /No, I don't. / It depends because _____

Freedom of Speech:

A. How much freedom of speech do you think people should have?

B. Complete freedom/ Almost complete freedom/ Limited freedom/ No freedom because _____

Prisoners of Conscience:

A. Do you think people should go to prison because their beliefs go against the government in their country?

B. Yes, I do. / No, I don't. / I'm not sure because _____

Right to Vote:

A. Do you think every citizen in every country should have the right to vote, including those in prison?

B. Yes, I do. / No, I don't. / I'm not sure because _____

Religious Freedom:

A. Do you think people should be free to practice their religion freely, even if it includes strange rituals?

B. Yes, I do. / No, I don't. / It depends because _____

Torture:

A. Is it ever acceptable to use torture on people in prison?

B. Yes, it is. / No, it isn't. / It depends because _____

Which of these issues do you think should receive the most attention? Which should receive the least? Rank the issues from most important (1) to least important (6).

- _____ Torture
- _____ Religious Freedom
- _____ Right to Vote
- _____ Prisoners of Conscience
- _____ Freedom of Speech
- _____ The Death Penalty
- _____ Slavery

Pair work: What have the following groups done to help ensure human rights for everyone?

- United Nations General Assembly _____
- Amnesty International _____
- GOAL _____

Pair work: What action would you take to deal with each of the following issues?

- * Death Penalty _____
- * Prisoners of Conscience _____
- * Freedom of Speech _____

- * Torture _____
- * Religious Freedom _____
- * The Right to Vote _____
- * Slavery _____

Key vocabulary:

- slavery
- conscience
- extrajudicial executions
- campaigns
- detention
- death penalty
- fundamental needs
- human rights abuses

Human Rights Homework

Think about the human rights we talked about today. Choose one that had an effect on you, and write a paragraph about it. The following questions may help you.

- Why did you choose this particular issue?
- Did you learn anything about this issue that surprised or shocked you?
- Has anything been done to address the issue?
- What would you like to see done to address the issue?
- Is this a problem in Japan?