

Education Outside of TESOL for the Language Teacher

語学教師のための TESOL 外での教育

Frank Cheang

Abstract: The education of Japanese college or university students through qualified English as Foreign Language (EFL) instructors utilizes a methodological approach of instructor and student collaboration as a successful method to teach a specific content-based study to non-native English speakers with English as the instructional language. For the application of useful language in society, this methodological approach integrates student values and experiences to challenge an instructor's EFL background towards effective student contributions in a lecture.

Keywords: collaborative dialogue, globalisation, sociolinguistics

要旨

日本の大学における EFL 教員による英語教育は、教員と学生による方法論的アプローチを利用している。これは英語ネイティブではない者に対して英語で “content-based study” を教授するのに効果的な方法である。もっとも使い勝手のよい言語を適用するために、この方法論的アプローチは学生自身の価値観や経験をまとめる作用をもたらす。そしてそれは、教員の EFL の知識を呼び起こすものでもある。

キーワード：共同対話、グローバル化、社会言語学

Global 30 Project

In the latter half of the 2000s, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced the *Global 30 Project* for Developing Core Universities for Globalization with the objective of deciding universities that will operate as core institutions for accepting and educating international students. In fiscal 2009, Japan implemented the 300,000 Global Students Project with the goal of accepting 300,000 international students by 2020 (Minister Shimomura, 2013). The following list of 13 universities was selected as the centers of the globalization of Japanese university education (Global 30/MEXT, 2015):

Doshisha University, Keio University, Kyoto University, Kyushu University, Meiji University, Nagoya University, Osaka University, Ritsumeikan University, Sophia University, The University of Tokyo, Tohoku University, University of Tsukuba, and Waseda University.

Central universities will offer an innovative educational and challenging research environment for international students. Through English-only instruction, across these institutions, degrees may be achieved in 33 undergraduate courses and 124 graduate courses. Enhanced structures for accepting and accommodating

international students will be available, such as academic support management such as administrative assistance with official processes on and off university campuses. Internship programs at Japanese organizations will also be available. Each central university will also maintain two independent overseas branches, which serves to promote strategic global collaboration, to facilitate local recruitment, and encourage more Japanese students to participate in overseas study exchange programs. Acting as liaison for Study in Japan, ‘Overseas Branches for Shared Utilization through Universities’ was formed in 8 cities in 7 nations (Global 30/MEXT, 2015). The following branches will offer comprehensive knowledge regarding Japanese universities, including enrolment lectures and admissions examinations:

Bonn, Germany (Waseda University), Cairo, Egypt (Kyushu University), Hanoi, Vietnam (Kyoto University), Beijing, China and Bangalore, India (The University of Tokyo), Moscow, Russia (Tohoku University), New Delhi, India (Ritsumeikan University), Tashkent, Uzbekistan (Nagoya University), Tunis, Tunisia (University of Tsukuba).

Content Based Instruction (CBI)

Institutions like these central partnerships make English the common language of a global academic dialogue. The instruction of sociolinguistics to foreign students in a Japanese academic institution by an instructor trained in English as Foreign Language (EFL) often draws upon a methodological mixture of instructor transmission and student collaboration as a successful method to teach a specific content-based subject to non-native English speakers utilizing English as the primary instructional language. This form of conventional lecturing and student communication is referred to as a “collaborative dialogue” (Swain, 2000, p. 97), and it has been proven effective in increasing the common level of class comprehension and dramatically reducing anxiety regarding class interaction.

Students shift their attention towards a wider consideration on the approach to analyze the principle of culture, socially acceptable behavior applied in interrelationships, the impact of ideas present various connections in cross-cultures, and the examination of sociolinguistics through discourse and pragmatic speech. With the goal of raising sociolinguistics skill levels, the outcome of this discourse enhances student to student English speech behaviors. From English as Foreign Language (EFL) to content-based instruction (CBI), students are not perceived as primarily recipients of information, but as co-constructors (Adamson, 2006, p.4).

Summary

In order to promote the development of *collaborative dialogue* with students, we, as educators, must accept that instructing and learning is necessary as a creative process in addition to intellectual process, a logical process, and a social process. An important factor in the development of sociolinguistics is a student-centered classroom. This

capability encourages the unlimited expression of opinions, allows active representation of thinking processes, constructs thinking skills, and promotes students' willingness to learn. In today's open environment, a teacher's awareness of student motivation can dramatically influence a student's progress. A teacher who incorrectly accepts that a student lacks willingness to accept the role of co-constructors may fail to recognize the actual cause for nonperformance such as a lack of prerequisite knowledge and abilities or lack of interest in the content or activities; or the teacher may not understand that a learner's willingness is occasionally influenced by cultural differences of values positioned on learning.

In today's diverse society, Japanese students must accept challenges to participate in language related experiences such as study abroad programs. To develop interest in multiculturalism, more Japanese universities need to promote more of the world events to encourage students to take initiative in being active in an international activity. Ideally, the Global 30 Project requires more government urgency and action to approve more core institutions to promote globalization. When Japanese universities achieve the goal of accepting 300,000 international students, Japanese students will have unique opportunities to exchange and experience diverse cultures towards a more globalized mindset.

References

- Adamson, J. (2006). *From EFL to Content-Based Instruction: what English teachers take with them into the sociolinguistics lecture* [Online] Asian EFL Journal. Available from: http://www.asian-efl-journal.com/pta_February_09_ja.php (Accessed: 28 May 2011).
- Global 30/MEXT (2015). Available from: <http://www.uni.international.mext.go.jp> (Accessed: 27 December 2015).
- Minister Shimomura, H. (2013) *Making Japanese higher education more international* [Online] Japan Times. Available from: http://www.info.japantimes.co.jp/ads/pdf/20130902_global_30_universities (Accessed: 27 December 2015).
- Swain, M. (2000). The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language acquisition* (pp. 97-114). Oxford: Oxford University Press.