

This spring marks five full years since the Institute of International Education (IIE) was founded on April 1, 2014. With each year, our education and research activities have developed and expanded. This year, we publish the fifth volume of the IIE Journal.

Otemae University established the Institute of International Education (IIE) five years ago as part of the vision of the former Chairman of the Board, Peter (Yu) Fukui, who had passed away the year before his vision was realized. In that sense, this research center is his legacy.

On this fifth anniversary, I would like to describe Professor Peter Fukui's vision. He established a program which was the basis of the current Language Education of Otemae (LEO) curriculum. He created this new language education in Otemae College in 1998 as a reflection of his beliefs held twenty years ago that students then, and in the future, needed a global mindset and global communication skills. At the time, this vision was a completely novel approach to English language education in Japan, and he pioneered the practice of using interactive English courses to learn English.

The LEO program that begun with a small number of students in Otemae College, currently has more than 2,000 students enrolled annually in its courses. Students include not only junior college and university students, but through Otemae City College our university is also pioneering Continuing Education in the English language for professionals who wish to sharpen their skills. On this fifth anniversary of the Institute of International Education and the twentieth anniversary of the LEO program, I wish to express my gratitude to Chairman Peter Fukui for his vision and to Professor Koichi Ando and Professor Shirley Ando, who have been devoted to the development, establishment and innovations of this LEO program.

In addition to LEO classes, the former Chairman of the Board at Otemae launched the Global Japan Studies (GJS) program in 2012. This program was the beginning of a new curriculum that taught Japanese liberal arts courses in English. This was the first step of a grand vision to have all the courses taught in both Japanese and English. His vision was to set up a new department to teach all its subjects in English, based on that GJS program. This was intended for both international students and Japanese students as part of the plan to develop international education at Otemae through learning in English, a globally shared language.

It was on this basis that he founded the Institute of International Education in order to fulfill his vision. We are part of his legacy and the cornerstone of his vision. We continue to grow, and the research done in the Institute is further developing with each year. And while we have set up a Global Business Studies (GBS) curriculum to complement our GJS program, unfortunately this program is still slightly short of the thirty subjects needed for it to be a major course of study entirely in English. Thus, while we have made great strides, we have not yet reached the vision of Professor Peter Fukui. Without these classes and the opportunity to do research in this area, the value of the Institute of International Education cannot be fully realized. As we face the future, giving due support to research remains a challenge of international education in our university.

The former chairman left us his legacy through not only our program of international education, but also a variety of ideas and accomplishments that form the foundation of the current Otemae University. One of them is the

development and practice of C-PLATS, our work-ready, ability building educational system. This is a new approach to education that develops problem solving abilities and other skills by teaching students to be independent and gain skills through revolutionary education that differs from the standard type of knowledge and memory-based Japanese education. This kind of skills building education has attracted attention recently, as a pioneer, Otemae University has received a high evaluation from the Ministry of Education, Culture, Sports, Science and Technology, as well as from the Japan Universities Association for Computer Education. Our program won an award from this society in 2014. In fact, the international education program pioneered this educational system; we have been utilizing C-PLATS from the beginning. We have practiced this type of education to develop problem-solving skills through interactive discussions and thematic presentations.

In April of last year, our Institute was given a new Japanese name: Kokusai Kyōiku Kenkyū-jo (The International Education Research Institute). Internationally, however, its name has remained unchanged, the Institute of International Education. Our researchers include language teaching researchers in both Japanese and English, researchers on national education, Japanese studies researchers, and international nursing researchers, as well as researchers on other topics related to international education. International students want to acquire not only English but also Japanese, so that they can deepen their understanding of Japan. In the academic year 2019-2020, Otemae welcomes students to the first Global Nursing Department in Japan. We must deepen our research on this groundbreaking new approach to international education in the field of nursing.

The role that IIE has to play in order to develop future research and practices in international education will continue to grow. I am excited to present the papers collected here as joint proceedings of a symposium, “World Englishes, Bilingualism and Cross-Cultural Education in Japan,” that we hosted on October 18th, 2018, with the Japan Association for Language Teaching (JALT) Kobe Chapter. Taken together, these papers are evidence of important research into language and pedagogy, and I look forward to supporting our researchers in their future efforts. Otemae University continues to support cutting edge academic research, the introduction of innovative pedagogical techniques, and academic collaboration at all levels. I am especially delighted to present this co-edited edition of our journal entitled *Global Englishes and Cross-Cultural Education*.

We are pleased to present in this volume qualitative and quantitative research, blending theory, praxis and considerations of culture and the impact on our classroom. The articles range from high school writing projects, games in the classroom, world Englishes, and teaching Japanese polysemy to foreign students, and discourse analysis. Furthermore, included separately in this volume are extra articles by our faculty pertinent to culture and Japan, with a greater focus on research and pedagogy at Otemae. This includes a brief examination of demotivation, a study of North Korean discourse through the lens of peace studies, and an exploration of the Japanese practice of *suri-ashi*, among other contributions.

Finally, we’d like to acknowledge and thank our peer reviewers, who were involved in the double-blind peer review process, in particular Armando Duarte (University of Shiga), and Shirley Ando (Otemae University) who helped on behalf of Kobe JALT. We thank the other peer reviewers and editors for their feedback: Dr. Jonathan Aliponga (Kansai University of International Studies), Gordon Carlson (Otemae University), Chad Cottam (Kindai University),

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