"Global Communication" in Japanese Universities: A New Direction for English Education

Barbara Leigh COONEY

Kerstan COHEN

Stephen M. RYAN

Cyndee SETON

要　約

日本の大学における"グローバルコミュニケーション":英語教育の新しい方向

Barbara Leigh Cooney, Kerstan Cohen, Stephen M. Ryan, Cyndee Seton

　　この論文は神戸女学院大学の発生期にあるグローバル・コミュニケーション（GC）プログラムを日本にある他の内容重視の英語習得プログラムと比較した最初の試みです。日本の大学の状態を見ると、なぜこの様な革新的なプログラムが必要とされるかが分かるはずです。私達は、他16校とお互い学び合う事を目的に、私達の思想や教科課程をそれぞれと比較しました。結論として、私達は神戸女学院大学での GCの将来的な成功を現実とする為の指示をリストしました。GC を増大させる為の献身的な姿勢が生徒達にこのグローバルな社会を増大させる為の刺激になるのです。

In the last decade, the context in which English is taught in Japanese universities has changed dramatically. A disparate set of pressures from society at large has combined both to force and to facilitate these changes. The result has been a move away from the dominant literature-plus-linguistics model for English departments towards more varied, more immediately practical and, often, more socially engaged class offerings. Our paper focuses on one of the new strands of interconnected classes emerging in several university English departments, a strand for which there is no agreed-upon name, but which we at Kobe College have called "Global Communication" (GC).

After developing our own GC course within the English Department at Kobe College, our goal in this research project has been to look around and see what others in similar situations, and with similar goals, have been doing. Since this is a new departure for English teaching in Japan, we have much to learn from each other. This paper represents a first attempt to identify programs at other universities in Japan which share similarities with our GC program, to describe those programs, and to begin to identify commonalities and differences from which we might learn.

A Decade of Change

Enormous shifts in demographics over recent years have reshaped whole sections of Japanese society, and Japanese universities, while they may have been slower to respond than other sections of society, are no exception. Quite simply, there are fewer 18-year-olds each year, fewer customers for the product we produce. Over the last 18 years, the number of high school students, for example, has fallen by more than 20% (Brender, 2003) to the extent that "by 2009, predicts Obunsha, an educational publisher, the number of university applicants will match the number of places offered" ("Higher Education", 2003) and after 2009, there will be fewer high school graduates than the number of college places available for them.

Students who previously fought each other in the "examination wars" for admission to universities are now being courted assiduously by these same universities. High schools which prided themselves on having built up a close relationship with a number of respected universities to facilitate student placement now see the situation reversed: recruiting professors eagerly visit schools to present their wares and offer enticing incentives to have students directed to their own college. Students seeking to enter a particular university, rather than being presented with one set of tests on a one-day "take it or leave it" basis, now confront a bewildering array of entrance options, virtually at their convenience, some of these options bearing only the slightest of resemblance to a process of selection.

Supply and Demand for Top Students

One major effect of these demographic changes is that all but the very best universities are taking in less able students than they used to. The hierarchical structure of the university system

3

means that, in times of student scarcity, the only way for universities to maintain student numbers (and thus university income) is to admit students who two or three years earlier would not have met the entrance criteria.

Effectively, entrance examinations function to rank students from the most able to the least. The top universities take the most academically proficient high school graduates, the next best schools the next most able students, and so on down the pyramid. Although the overall number of 18-year-olds has declined remarkably, the number of students taken by each university has hardly changed at all, with the result that each university now takes a greater percentage of the available 18-year-olds. A university which used to take students from around, say, the fifteenth percentile will now find that such students have already been taken by a university higher up in the pecking order, and will be obliged to take less able students in order to fill its departments. The overall academic proficiency of students may or may not have changed, but the effect of the decline in population while the number of university places is held virtually constant is that the level of students admitted to each university is lower than it used to be (except in the case of the very best universities).

The dearth of 18-year-olds has been accompanied by a general and prolonged down-turn in the Japanese economy, popularly termed a "double-whammy." Times are tough, especially for job-seekers fresh from university and this, in a further application of supply and demand calculations, means that employers can and do demand more of their new recruits. In many areas this has taken the form of a demand for evidence of practical skills: no resume is thought to be complete without a number of "licenses" listed, demonstrating proficiency in skills which are not covered by the traditional university curriculum: librarianship, accountancy, computer use, teaching, interpreting, and most insistently, practical English skills, as certified by *Eiken* or TOEIC.

A further consequence of economic distress is that many companies have had to down-size and re-focus, in a process widely known as "re-structuring". The reorganization of companies has been extremely painful as life-time employees are laid off, company perquisites curtailed and salaries slashed. Newly restructured companies are reputed to be leaner and more able to cope with new economic realities, but they also nurture resentment, especially of sectors of the economy which have yet to go through a similar painful process. The universities, with tenured faculty and apparent aloofness from daily realities, have been an obvious target for this resentment. While top-down reform efforts have focused mainly on national and public universities so far, private schools are also feeling pressure to become more involved in and responsive to the wider society, especially the economically productive parts of that society.

With these pressures for change have also come opportunities to effect that change. Most notably, the freeing of university curricula in the early 1990s from much of the central control which had characterized it until then, facilitated change from within. Pages and pages of requirements for university courses, imposed by the Ministry of Education, were simply removed from the rule books in a move designed to encourage competition between universities to offer courses that would be attractive to students, and to free university departments to be considerably more creative (Cutts & Johnson, 1997, pp.244-43).

The relaxation of central control, combined with the demographic and economic forces

described above, has indeed led to the empowerment of faculty to propose and implement innovative courses in an attempt to make university studies at once more attractive and more relevant to students' lives.

Adapt or Die

The pressure from these societal changes, and consequently the opportunity for innovation, has been strongest in the humanities, not least in the English departments. They have seen enrollment (or, more precisely, the number of students seeking admission) drop even more precipitately than other sections of academe. Many students who, until ten years ago, would almost automatically have entered an English department are now turning to more immediately practical courses, or at least those which they perceive to be more relevant to their lives.

Aware that employees are looking for proof of practical skills, many students see English only in terms of a TOEIC score they can use when job-hunting and see little point in spending four years studying the literature of by-gone eras in distant lands or the intricacies of linguistic analysis. English departments offering only traditional courses in Literature and Linguistics have seen their enrollment figures dramatically drop while students head to other departments, and schools offering training for the TOEIC test prosper.

At the same time, there has been a decline (for reasons explained above) in the English and general cognitive abilities of students who do enter English departments. Colleges accustomed to students who would be ready to read Jane Austen in their junior year, now find themselves worrying about whether their students can read and understand anything at all in English, and whether they ever read anything academic in Japanese. Colleges which expected their incoming students to need a certain amount of remedial work on high school grammar, now have students who are unclear about the basic English they studied in junior high, too, or about the very idea of grammar.

Clearly, English instruction was under strain to change. Indeed, many English departments (not to mention those teaching other languages) seem to have disappeared completely. Their name is often no longer to be found in college brochures. While a few have actually closed, most have mutated into departments or programs with other names (International Studies, Intercultural Relations, etc.) The message is clear: the old goods no longer sell.

Innovations

The response of English departments to this crisis has taken them in two contrasting directions: towards the teaching of more fundamental skills and towards more appealing, more socially engaged course content.

The desire of employers to take on staff already proficient in English has combined with the lower ability levels of incoming students to force universities into teaching many more classes which focus on basic English language skills than previously. Employers can no longer assume that students come to them with a fundamental understanding of the language, or that any deficiencies will be addressed by the employer once the student has secured a job. Classes

5

which, until recently, were offered only by *senmongakko* are now at the center of university curricula, especially for first and second-year students.

This is particularly true of test-preparation courses. Most universities now offer courses which help students to increase their TOEIC score while at the same time earning credit within the university curriculum. It has not been many years since such courses were considered beneath the dignity of the university context. To many professors the move to basic language skills and test-preparation courses represents a narrowing of focus, if not an outright betrayal of the ideals of a university education. Where such classes begin to outnumber more analytical fare, the result smacks more of "training" than of "education."

Partly, then, as a reaction to this narrowing of focus, but also as part of the desire to make courses more relevant and attractive to students, there has been a move in several universities to set up programs which simultaneously enable students to develop their English language skills and to engage with ideas that are essential for an understanding of modern society. Ultimately, these programs draw their justification as English lessons from Krashen's declaration that comprehensible subject matter taught in a foreign language constitutes foreign language teaching (1984, p.62). In such a course, students learn English not by focusing on the language itself, but by studying something else through the medium of English, with just enough linguistic support to ensure that they are understanding the subject matter.

"Global Communication"

The question of what the subject matter should be has been answered in surprisingly similar ways by several university departments working independently in different parts of the country. These departments have set up "content" classes (the ELT term for a class which attempts to teach English by teaching another subject through the medium of English) which focus on global citizenship, on what it means to be a citizen of the world in the early 21st century.

As a result of their disparate origins, these programs do not share a common name. Even the content of the programs can seem widely disparate, ranging from Peace Studies to Non-verbal Communication to Volunteer Work to Media Literacy. What they share, though, along with the commitment to teaching English through content, is a determination to look beyond the university and its libraries, and to engage with the world beyond. Most use texts of some kind but, in reality, the object of study is not the text but the modern world itself, with the goal of empowering students to investigate, understand and, optimally, seek to shape the powerful forces which construct our modern, globalized society.

Since this definition is fairly nebulous, let us give an example of one such program, the Global Communication (GC) program here at Kobe College. It is present in all four years of the English Department curriculum, including senior seminars. In the first year, all students take a single two-semester class which gives an introduction to a variety of fields covered by the program, with the intention that these first-year topics will become the foundation of content area studies chosen later by the students as their major area of focus. In the past, these fields have included:

6

Peace Studies

Intercultural Communication

Policy Studies

International Education

Media Studies

Social Controversies

Economics

The topics have varied according to the availability of faculty to teach them, and this year we have been able to add Gender and Policy Studies. In the second year, students pursue an interest in one of these fields of their choice through a semester-length Reading, Writing and Discussion class (some options from the menu above plus Non-verbal Communication and Environmental Studies, added with the support of part-time faculty). Those who wish may also take another semester-length class with a different focus. For Junior and Senior Seminars, students can choose one field for in-depth study and, ultimately, a graduation thesis or project. They also have the option of seminars in Linguistics, Literature or Interpreting. They will, in the future, have the possibility of doing fieldwork or volunteer work for credit, as long as it is related to the major focus of their studies. (For a graphic overview of the GC curriculum, see "GC Flow" in Appendix 1.)

The language element of the program is supported by a two-year General English program required of all Kobe College students, regardless of major, which seeks to strengthen basic skills in reading, writing, speaking and listening. The classes of the GC program, too, while overtly focusing on the content, also provide training in and opportunities to practice specific reading, writing and discussion skills, with English the language of instruction in all GC classes.

The program has been designed and implemented based on the knowledge and expertise of current (and former) Kobe College faculty, but we have been aware, through our professional contacts, that teachers in other universities are concurrently developing programs with similar goals. It is the desire to find out about these other programs, to learn from them and share our experiences with others, that has motivated this research project.

Goals of the Research Project

This paper is a first report in an ongoing endeavor to exchange information and ideas in this field. Initially, our intention is to:

- ▶ identify programs which have similarities to our GC program;
- ▶ seek to understand these programs in terms of specific questions;
- ▶ compare content areas;
- ▶ examine how language teaching goals are addressed;
- ▶ examine the relationship between the elements of the program and the curriculum in general;
- ▶ discover what resources (including teaching staff, and contacts beyond the university) are utilized;
- ▶ compare and contrast the programs we find;

▷ look for lessons we can learn, future possibilities for the GC program and innovative ideas we can implement now.

Later in the project, we hope to cooperate with faculty in other "Global Communication" programs to exchange ideas, support each other and gradually begin to delineate this emerging field of language education in Japan.

Search Methodology

The initial challenge was to identify other, similar programs being taught in universities throughout Japan. Personal and professional contacts convinced us that there were such programs and gave us a few "leads" as to where they might be.

More pro-actively, three of us made a presentation about our GC course at a professional conference on the topic of Curriculum Innovation in College and University Education, in Kyoto, in May of 2002, with the declared aim of making contact with teachers working in similar programs. This tactic was successful: not only did we meet teachers from a number of similar programs, we were also able to begin a dialogue with them.

The desire to spread our search wider brought us to the obvious strategy of an Internet search. It is most likely that all Japanese universities now have websites which, at the very least, describe the basic elements of their programs. However, a search of these sites for the words "Global Communication" produced very meager returns.

This forced us to confront the problem that, while their goals are similar, the programs we are looking for do not share a common name. Through a combination of brainstorming and trial and error we were able to develop the following list of search terms:

Global

Communication

Peace Studies

Media Studies

Intercultural Communication

Human Service

Fieldwork

We used these terms, and their Japanese equivalents, to search the webpages of all the Japanese universities we could find. The result was a large number of "hits", many of them not relevant to the kind of classes we were looking for. Most of the areas of interest to us are taught in universities throughout the country through the medium of the Japanese language. Since our interest is in the combination of English teaching and "global" content, we developed a number of strategies to limit the search to English-related programs. These included:

—focusing mainly on web-pages written in English;

—looking for departments which have foreign teachers;

—looking for other indications that courses were taught in English.

In addition to the orthodox Internet search, we also followed a number of other routes to potentially interesting websites. The most productive of these involved identifying organizations with contacts in a number of universities and which provide opportunities for students at those

8

universities to become involved in the community (fieldwork, volunteer work). These organizations included:

- Habitat for Humanity
- the United Nations University
- CIEE (Council on International Educational Exchange)
- the Kyoto Consortium

Once we had identified these organizations, we were able to check their member universities to see if they offered the kind of program we were looking for.

Eventually we assembled a list of universities and programs of interest. We make no claims for the comprehensive nature of this list. It should be clear from the description of our research methodology so far that it is *ad hoc* at best and unlikely to uncover all relevant programs, nor yet a representative sample of them. However, the list should be sufficient for a preliminary investigation.

Having assembled our list, we gathered further information about the programs in the following ways:

▶ further exploration of the university's website;

▶ request for and examination of copies of the university's pamphlet for prospective students (*daigaku annai*);

▶ interviews (by telephone, email, and in person) with faculty members and administrators involved in the programs;

▶ visits to universities with interesting programs.

These methods allowed us to pursue every avenue which presented itself in our search for comparable programs.

Part-way through the study, a preliminary content analysis of the materials at hand enabled us to draw up a list of specific questions we would like to ask of each program in order to have comparable data from each university (see Appendix 2). We pursued answers to these questions through the means outlined above until we felt we had a good understanding of the program. The categories/questions resulting from the content analysis were "open" in the sense that we allowed data collected later to suggest further categories and questions if we thought that important aspects of a program were being missed by our original questions.

Results and Discussion

We located 16 universities that have programs comparable to Global Communication at Kobe College. A complete list of these universities, together with the names of their programs, can be found in both English and Japanese in Appendix 3. Answers were not available for all our formulated questions, resulting in gaps in our data. The discussion that follows is based on the data we were able to collect in this exploratory study.

Types of Restructuring

Most of the universities we examined embody newly-created programs of study at private

universities, with only a few at national or public universities. When schools restructure old programs, they do so in a variety of ways, from creating an entirely new university to creating a new faculty, creating a new department, renaming a department or changing the focus of an existing department. Tenured faculty members are being shifted around to these new departments; new faculty are being hired to teach in the new programs specializing in different areas from those who are retiring. Teachers are also moving from one university to another more than in the past, when faculty members would often spend their entire lives in the same department at the same university.

Very few English departments have expanded their programs as Kobe College has done. Only one other college has chosen this option while another allows more flexibility in allowing students majoring in English to participate in their new program. Half of the new departments were created within the existing faculty; some of them stand side-by-side with traditional Departments of English Language and Literature.

Age of Programs

Examination of those universities specifying the founding year of their programs on their websites or brochures showed that all are very recent: one was initiated in 2002, three in 2001, and one each in 2000, 1999, and 1998. The exception is International Christian University, which established its Division of International Studies in 1991, and thus is at the forefront of curriculum innovation in English language teaching through global content areas.

The newness of the other programs examined is reflected in the lack of concrete information available regarding the implementation of the programs. Experience of Kobe College's Global Communication program suggests that it is often impossible to make detailed plans in advance. In our comparison study, often no information is stated in promotional materials clarifying aspects of programs such as fieldwork requirements.

Program Timing

An additional factor under consideration was when students start studying the main subject matter of their chosen field. Granted that many universities require basic liberal arts classes in the first and perhaps second year, students at nine of the universities must choose their program at the time they enter the university. Two universities admit students to programs in their second years, e.g., Ritsumeikan University, which offers admission to its International Institute to sophomores. Tsuda University's Human Wellness Course offers a two-year program to students from two different departments. Seiwa University offers a program with a heavy emphasis on English language skills in the first two years, with students choosing one of four possible areas of concentration during their last two years.

Doshisha Women's University has a content-based English program, CASE (Career and Academic Studies in English), in its new Faculty of Contemporary Social Studies, Department of Social System Studies. The CASE program is a three-year semi-intensive content-based program, with skills courses in the first two years and content courses in the third year. Seniors do not

participate (Fujiwara, 2002).

Names of Departments and Programs

Descriptive names for this emerging field of education are as varied as the names of the programs themselves and, indeed, of the departments in which they are taught.

As far as the names of departments *(gakka)* are concerned, buzzwords such as Global, International, World, Communication, Cultural and Multicultural predominate. Some universities have put two of these words together to create names like Department of Multicultural World Studies, International and Socio-Cultural Studies, International and Cultural Studies, and Global Communication. One university uses Faculty of Policy Studies and another two have created two separate departments each, indicating a more specific focus: one includes a Department of Asia-Pacific Studies and a Department of Development Cooperation, and the other International Socio-cultural Studies (which also focuses on Asia) and Human Life and Environmental Studies.

Likewise, within departments, the names most often used for areas of specialization fall into patterns with the following words: *international* (International Relations, International Cooperation, International Wellness), *communication* (Communication, Intercultural Communication and Linguistics, Intercultural Communication) and some derivative of the word *culture* (Comparative Culture, World Culture, Multicultural Society, Multicultural Exchange, Intercultural Understanding, Intercultural Cooperation). Somewhere in the lexicon between *international*, *communication* and *culture* lies the intersection of meaning that these programs hope to embody.

Looking within departments is somewhat confusing. Universities use terms like program, course *(kosu)*, field, section, content area, area of concentration, area of specialization. The word "program" will be used in this paper to mean an area of specialization within a department.

Intent of Programs/Mission Statements

In addition to proclaiming their identity through program names, schools invariably try to articulate their *raison d'être* via some sort of vision or mission statement. Efforts were made in this study to classify each program's intent into one or more of the following: an academic orientation, a career orientation, and/or an experiential social orientation. As a way of assessing the intent, each program's public relations materials were examined. It was surprising to discover that two of the universities do not have websites in English, and that the comprehensiveness of the information provided by those that do have English websites varies greatly. Kobe College, for example, offers no information whatsoever regarding its Global Communication program, despite having a clearly defined mission statement, as well as detailed explanations of the intent of the GC program. In fact, the website contains several misleading errors:

During the freshman year, emphasis is placed on the cultivation of basic English

abilities of speaking, aural comprehension, reading, and writing. Students are trained to respond in English without the mediation of Japanese as much as possible.

Sophomores select their courses from a wider range of subjects which are intended to give them sufficient background as a basis on which to choose their major field for the remaining two years. Every student is required to complete a seminor [sic] thesis or project in English during her senior year. (Kobe College, 2003)

In reality, the GC program strives to introduce students to a wide range of content topics as early as their first year, and they must narrow their studies when they reach their second year, choosing specific topics. The English Department of Kobe College is more informative in its annual brochure: the English motto "Think globally while learning English" is used here as well as on the Japanese website to describe the GC program, with further explanation in Japanese (Kobe College, 2002).

The intent of the Kobe College Global Communication program was first articulated by Seton during a chapel talk within a month of its inception, in May 2001. At the end of the program's first academic year, Cohen, Cooney, and Seton offered a vision statement as part of a presentation on GC to English Department faculty in January 2002. The following statement was made public at a presentation at the previously mentioned JALT Curriculum Innovation in College and University Education conference in Kyoto, May 2002:

Global Communication involves the interactive teaching of social studies content relevant to students' interests and future needs, while simultaneously developing English skills to support that content. . . Knowledge [of social topics] fosters participation in global society along with fluency in English, the language of global communication. (Cohen, Cooney & Seton, 2002)

As indicated in the above vision statement, the GC program combines career, academic, and experiential social orientations.

Some other programs appear to offer students all three orientations as well. International Christian University's (ICU) long-established Division of International Studies strongly emphasizes both academic and career, supplemented by opportunities for experiencing a social component through their Service Learning program. Each main area of study can prepare students for different career orientations, e.g., international business, journalism, language policy making, regional studies, and development. ICU is unique in that it is a bilingual institution: "students don't learn English, they learn something in English" (ICU, 2002). Instructors of content areas are scholars of that specialty with no requirement to simultaneously be professionals in English language teaching; students have the fluency to comprehend content without requiring assistance in language skills. The aim of the program appears to be a rigorous academic training of highly competent, career-minded global participants:

In the past, states were viewed as the primary actors in international relations. But security, development aid, human rights, the global environment, population, refugees

and other globally focused topics must now be considered through international organizations such as the United Nations. By means of research, lectures and practical work relating to these problems, the Division of International Studies aims to produce international civil servants, diplomats, international conference interpreters, international journalists, international business managers, development consultants and a new type of international studies scholar. (ICU, 2002)

Similar statements can be found on the ICU website (ICU, 2003).

Another strongly career-focused curriculum is undertaken by the Department of Social System Studies at Doshisha Women's University. However, the career orientation differs from ICU by not only preparing students for international careers, but also offering training opportunies for the tourism business, which is well-suited to the Kyoto locality. From the website:

The Department of Social System Studies strives to nurture women who are capable of assuming active roles in modern society whether in or outside of Japan. In this department students study diversified social systems from the perspectives of sociology, law, international politics, business administration, pedagogy, psychology, welfare, and tourism management. The curriculum is designed with the post-graduate career of students in mind. To help decide on direction after graduation, four courses are available: "International Studies", "Kyoto Studies and Tourism Management", "Human Development and Services", and "Business Management". By combining the subjects offered in each course with legal, communication and information science subjects, students can configure any learning pattern that suits their individual career plans. Simply showing an interest in a subject can be the start of a learning process. Various special programs are also prepared to fully satisfy and motivate students. The department welcomes all who are eager to study subjects that interest them and to take proactive approaches to contemporary society. (Doshisha Women's University, 2003)

Other programs appear to offer students orientation in all three areas while emphasizing academics and social contributions over specific career preparation. The University of Shimane, in its Institute of North East Asian Research (NEAR), strives for the "integration of sciences and their implementation in society," (2002) while focusing on education, research, and social contribution. The following goals serve as a mission statement:

1. develop intellectual strength;
2. establish a center for intellectual exchanges to facilitate community-based globalization initiatives;
3. contribute to the development of the local community through the discovery and utilization of its untapped resources. (University of Shimane, 2002)

Often a distinction cannot be clearly made between a social contribution and a career orientation, especially as liberal arts programs often aspire to meld social awareness with critical thinking skills in order to produce well-rounded thinkers. It appears that the intent of some programs is training towards a socially-active career.

Seisen University appears to promote social issues in its Department of Global Community Studies program, but at the same time gives guidance in course selection for various career options. The brochure provides three questionable "models" that outline a prospective student's objectives and then provides ratios of "global community" classes to "other cultures" classes. The three models, with these ratios are: International Volunteer Work (5:5); Government Jobs (7:3); Working for a Company (3:7). Thus, the brochure suggests that different proportions of types of classes in this curriculum can prepare students for different types of careers and/or broader humanism (Seisen University, 2002). Their English website summarizes the Department of Global Community Studies' intent as follows:

> To face the challenges of the 21 st century, women need to be independent, develop global perspectives and creative imagination. The Department of Global Community Studies. . . aims to educate women who strive to develop harmony among people from other countries and ethnic groups by seeing the symbiosis of human beings with each other and with the earth. Thus helping to solve the diverse problems on the earth. . . In addition, students are trained to be imaginative and creative by broadening their horizons and integrate their knowledge of diverse peoples and cultures.
> The department aims to educate women with global perspectives to contribute to the global community as the responsible citizens. . . (Seisen University, 2003)

The brochure is broken into sections with an icon of a woman in silhouette, marching with a flag (perhaps a herald) and several headings spilling off the flag onto the page:

▷   I want to think about global issues ("Chikkyu no koto wo kangaete mitai")
▷   I want to study global issues ("Chikkyu no subete wo manabitai")
▷   I want to be useful in the global community ("Chikkyu no dokoka de yaku ni tachitai").
     (Seisen University, 2002)

The mission statements of many of the other programs examined in this study are vague regarding any career orientation. Keisen University states that it: "seeks enlightenment through the study of ethnicity, culture, and religion together with cultural science" and "seeks to empower women" (Keisen University, 2002). The latter intent is one of the most vague and non-specific: indeed, any general education can empower women. Keisen University first initiated a program specifically addressing Asian identity and later added another program with a social and environmental content focus. From the website:

> Our interdisciplinary curriculum is designed to develop women with a sufficient

understanding of global humanitarianism for this age of internationalism. The people of the world are faced with the task of learning how to live together on this small planet. . . The Department of International Socio-Cultural Studies was added . . . in order to pursue the problems of specific areas within Asia and the role of the individual as an Asian. The Department of Human Life and Environment Studies . . . aim[s] to develop insights into social human behavior, patterns of human relationships and Environment problems. . . Such a program of comprehensive studies will enable students to develop minds that are capable of critical thinking and sensitive to questions of meanings and values in this multicultural world of ours. (Keisen, 2003)

An academic and career orientation can be found at Obirin University, with the following mission statement:

Giving concrete form to the spirit with which Obirin was founded, 'Fostering the development of internationally-minded human resources,' the Department of International Studies aims to nurture the growth of students who can fulfill the demands of society for people and who can think in global terms and appreciate the need to plan for the peaceful coexistence of all mankind [sic]. . . The curriculum is a blend of several academic pursuits and is specially designed to meet the needs of students desiring to work for a multinational corporation or organization, or who wish to closely examine Japanese culture from a more international perspective. (Obirin, 1999).

As Obirin University above, mission statements and goals/intents of programs often use vague references to such buzzwords as "international" and "multicultural," perhaps an inevitable result of the newness and latent ambiguity of this new direction in language education. Tsuda College's orientation is both academic and career focused, training people for NGOs and international organizations or to attend graduate school either overseas or in Japan. The following terminology is presented in their promotional materials: *multicultural and language education, international cooperation, and international wellness.* Their mission statement is as follows: For Social Symbiosis *(yori yoi kyousei shakai)* (Tsuda, 2002). From the website:

We respect each student's sense of autonomy. We understand the importance of an education that expands the student's expertise. The Department of International and Cultural Studies aims to develop each student's ability to comprehend and investigate the various problems which are occurring in our world today. We prepare our students to make contributions to peace and world order. . . (Tsuda College, 2003)

Indeed, if good intentions alone translate into sound education, this program is sure to foster global citizenship.

Takushoku University is "preparing students to work in the development field or business

in Asia," (2002) and thus has a career and academic focus. Their promotional brochure includes the following: "becoming the kind of person who can do business in Asia" and "International Cooperation so people can live a comfortable life" (Takushoku University, 2002).

Ferris University seems to have an academic orientation. Their promotional brochure states that they offer "opportunities for women who try to find their own way of living in a world society, aiming at relations of peace and coexistence in the global society of the 21st century" (Ferris University, 2002).

Konan Women's University appears to have a social slant in helping potential students to "understand the issues and Asia-Pacific coexistence, and be international in the 21st century" (2002). Their mission statements include: "Living together in Multicultural Society" and "Learning from Experience" (Konan Women's University, 2002).

Seiwa University also uses the phrase "multicultural society." Their promotional materials mention "striving toward a multicultural society" *(tabunka shakai wo tomo ni sasaeru)* and "the real international person" *(shin no kokusai jin)* (Seiwa University, 2002). The intent of their program is not clear.

Lastly, Kochi University has an academic focus, but like most universities in Japan, encourages students to broaden their international outlook experientially by studying overseas and by having a large foreign student population.

Scope of New Departments and Programs

Beyond explicitly stated intentions, departments reveal many of their motives through the selection of programs they offer. The number of programs within departments ranges from one to five, with the majority having three. Half of the departments offer a choice of three programs which juggle different configurations of culture, communication, international cooperation, international understanding, international relations, English and linguistics.

Seven of the departments offer English as one of their programs. Three departments offer a program in language education and pedagogy, while two offer a program with a business focus: organization and management, economics and international business administration. Seven departments offer one of the following programs: law and government, psychology, regional studies within and outside Japan, environment and human beings, international wellness, interpreting and translation, and interpreting.

The Department of Social System Studies at Doshisha Women's University has an eclectic combination of majors: International Studies, Business Management, Tourism and Kyoto Studies, Human Resources and Development, and Law

Sequencing: Content

Few programs seem to have clear sequencing in the content classes, that is, a sequence beginning with basic ideas and progressing to more difficult classes as students build their understanding of the subject matter. This may be a reflection of what actually happens or it may have to do with the sources of our data: the Internet and college brochures. No university

16

presents all the intricacies of its classes, class code numbers, or explains its curriculum in exact detail in such documents: the purpose of brochures is to attract students, and such details would not serve that purpose. Lists of programs, which classes are prerequisites for other classes and other such information are intended for internal use and used by class advisors for registration, and for counting the number of credits for graduation. Therefore, it is not surprising that we could not find these details easily from our sources. However, let us look at some programs where sequencing is evident from the sources used.

The University of Shimane's approach to sequencing divides the classes into four categories:

1. Global Communication (English and Computers) for four years with the aim of acquiring basic skills in both areas
2. Basic seminar courses for three years with the aim of training students to identify and solve problems
3. Core subjects for four years with the aim of finding possible solutions to problems facing today's society
4. Vision Creation subjects for four years with the aim of broadening students' perspectives to function in society.

Konan Women's University's Department of Multicultural World Studies prepares students with a first year class entitled "Living in a Different Culture" Workshop. This is followed by a second year class called a Basic Seminar in Multicultural Studies, which involves volunteering in a multicultural organization in Japan, doing an internship, or participating in a study tour to a foreign country. In the third year, they develop their own project, presumably based on choices made in the second year. Finally, senior students present their project in the form of a written paper, a brochure, a web page, or a video.

The Global Communication program at Kobe College has sequenced the different content areas (media studies, peace studies, women's studies, comparative education, intercultural communication) in the following manner:

1. First-year students are introduced to each of the above subjects in an experiential way using a source book the teachers have produced.
2. Second-year students can choose up to three one-semester classes in specific content subjects. These classes require more reading and writing about the basic ideas and scope of the subjects.
3. Third-year students can choose a one-semester junior seminar in the same subjects for a deeper understanding as well as a lecture and discussion class on a more specific aspect of the subject.
4. In the last year, students can choose a class on specific global topics and have a senior seminar with the choice of writing a graduation thesis or doing a project and presenting it in written and oral form.

The Place of English in the Curriculum

A vital issue for each of these programs is where exactly to place the English language component. Before language skills can be placed or sequenced, the role of language must be situated in the overall program design. English is the language of international communication and, hence, a key ingredient in any program preparing students for increasingly "globalized" socio-economic conditions worldwide. Where various programs differ, however, is in their placement of the English language within the curriculum. Is English primarily a tool, to be crafted, honed and issued in moments of need, or is it the actual medium through which many internationally-oriented subjects should be studied and critiqued? More specifically, in which courses will English be the language of instruction: primarily the skills-based courses or those involving content? If both, when and in what proportions?

The vast majority of the programs studied tend to prioritize the use of English—as taught by native-English speakers—in communication-skills oriented courses, and these are generally scheduled for the first two years of four-year programs. All offer classes in preparation for the TOEIC test. Skills-oriented courses come with a variety of names: General English, English for Global Communication, English Language Program (ELP), English for Special Purposes (ESP), as well as less descriptive appellations using numbers and symbols (i.e. English Communication I-III). These classes tend to cover those skills generally accepted as requisite to competence: listening, speaking and basic reading and writing. More specific class titles include: Presentation and Discussion, Effective Business Communication, and Debate.

With the influx of "global"-oriented programs, English language continues to shift from emphasis on communication skills toward interpretive and analytical applications. While more English is desirable in content courses, however, faculty may be in short supply or student proficiency levels may prohibit instructors from getting beneath the surface of a subject in English. Indeed, one drawback to content-based English instruction is that students become eagerly involved in the topic and tend to want to express their ideas in their native language. They are stimulated beyond their proficiency level in English; their language ability cannot keep pace with the flow of ideas. This situation requires constant interaction with discussion groups, eliciting restatements and summaries in English to ensure English is both a communicative and interpretative medium (Cooney, 2003). A balancing act thus occurs between English skills and the "global" content to be taught through English.

Innovation in English-Skills Classes

Several programs approach the skills/content dynamic by focusing on innovation in the English-skills domain. One prefectural university, for example, has chosen to spread skills development beyond the two-year ceiling that many other programs observe and well into third and fourth years, with offerings designed to support the higher level of academic inquiry in those years. Juniors, for example, have access to English-language courses in: Discourse Analysis, Sociolinguistics, Reading Editorials and Essays, Reading Magazines, Public Speaking and Debate. Moving into the senior year, the following round out the list: Japanese-English

18

Interpreting, Communication in Politics (Presidents' Speeches), Basic Business English and Basic Negotiation. Another university has combined the resources of both Japanese and native-English-speaking faculty in the basic skills course covered in the initial two years. This Partner Teaching System (PTS) allocates the receptive skills of reading, listening and grammar to the Japanese faculty, while the productive skills of writing and speaking are assigned to native English speakers. While the pros and cons of such allocation are beyond the scope of this paper, it is worth noting that a similar parceling out of content-oriented classes was not addressed as systematically, i.e. the vast majority of content-based classes are taught by Japanese faculty in that school.

Keisen University's Department of International Socio-Cultural Studies applies a more holistic definition to "skills" and offers a three-year sequence, "Internet English," which combines computer and English language competence skills starting in the sophomore year. The first year of this sequence is an "Introduction to Computer Skills" class; the following year employs email technology toward "Cultural Exchange" in English; and the final year culminates in a homepage and related research project. This is an innovative blend of language training with information technology, cross-cultural communication, research methodology and design.

Innovation in English-language Content Classes

The ultimate test of innovation in "global" programs, however, lies not so much in English skills-based innovation as in new approaches to English-language content-based classes. One obvious "fix" to this language-content obstacle is, clearly, to have Japanese faculty who are proficient in English teach more specialized courses in that language. This is easier said than done, however, due to complex logistical (and perhaps ideological or even psychological) reasons previously alluded to; in curricula across the board, it seems to be taken for granted that certain courses will be taught in a certain language. Exceptions do occur, of course, when Japanese faculty teach specialized courses in English (e.g. Conflict Management at one university studied) or when, on relatively rare occasions, non-Japanese faculty teach special courses, often of a culture-specific hue (e.g. American Culture, British Culture, Comparison between Japanese and American Culture).

Case Study: A Hub for English-language Content

One means of assuring some exposure to English-language content is to depend on a body or organization that features such classes and resides separately from a specific "global" department, per se. Ritsumeikan University, with its enormous student body—31,169 undergraduates, as of May 2002 (Ritsumeikan, 2002)—initiated the International Institute, a variation on this theme, in 2000 (Resting outside the university's five composite faculties (Social Science, Letters, Law, International Relations, and Policy Science), the Institute offers three programs: International Law and Business, International Civil Service and International Community. Student numbers for the respective programs in 2002 were 35 for International Law (all from the College of Law); 105 for the International Civil Service Program (35 students from the College of

International Relations, 35 from the College of Policy Science and 35 from the College of Law); and 70 for the International Community Program (35 from the College of Letters and 35 from the College of Social Sciences). The Institute is a cross-faculty organization, coordinated by faculty from the College of International Relations.

Admissions are based on a combination of TOEFL score (a minimum of 450, in principle) and the University's entrance examination, and successful applicants are streamed into four to five levels, depending on the program. Students begin the Institute programs in their second year, and continue for two years, which leaves their fourth year for studying abroad or to directly enter a Ritsumeikan Graduate school (thus benefiting both students and university admissions). In order to graduate from the Institute, students must fulfill the first year of regular courses in their respective faculties as well as thirty credits of coursework in the Institute, from which they can voluntarily withdraw at any time and settle for an ordinary degree from their "host" faculty. In this sense, the Institute is a voluntary and value-added program for those students with the requisite English proficiency and a desire for significantly enhanced "global" training.

More relevant to our interests than the Institute's overall administration, however, is the role of English language in students' "global" coursework there. Upon entering the Institute in their second year of studies, students will have already completed one year of general, skills-based English, typically four lessons a week in the first semester (two with a native speaker and two with a Japanese instructor), and two similarly balanced lessons per week in the second semester. The Institute then aims to "use student's existing English skills to tackle the study of academic subjects such as international politics, globalization, law, and economics, in a supportive environment but at a level of content equivalent to undergraduate study in an English language speaking university" (Seabourne, 2002). Overall, students study the following: core Institute classes that relate to their chosen programs (taught by native-English speaking Foreign Language Lecturers); other Institute classes in English or Japanese (taught by a mixture of faculty members, in either Japanese or English and totaling 30 credits to graduate from the Institute); and content classes in Japanese, relating to their major.

A sample of classes taught in English highlights the Institute's ambitious scope. Second year (initial year at the Institute) classes taught by native English-speaker instructors include: intensive, twice a week classes in International Politics and Organizations (Civil Service & Community Programs) and Business Law (Law & Business Program); Law through English; Politics through English; Economics through English; and "Special Topics" Electives, a less rigid set of classes intended to be taught by foreign lecturers to students in exchange programs and from the College of International Relations. This last category is thus more limited in audience and appreciably higher in level, as the following sample class titles indicate: "The Rise, Stagnation and Downfall of Socio-economic Development;" "The Historical Evolution and Dynamics of the Asia Pacific Political Economy;" and "Information Policy in the European Union."

Moving into their second (and final) year at the Institute, students are expected to tackle higher-level fare offered in English by the English-language lecturers. International Business Law (Law & Business Program) is intensive, taught twice a week and by rotating lecturers every two

weeks, to permit greater diversity in fields of "global" specialty, including human rights, telecommunications and Internet, international political economy, and trends in anti-globalization. Other second-year courses include: Globalization (Civil Service & Community Programs); Presentations, Discussions and Debates II; Negotiation and Conflict Resolution; Rhetoric and Reason; and Current Issues.

While the Institute offers a comprehensive plan to incorporate English into content courses, it is also faced with notable challenges, from which valuable lessons can be drawn. Most prominent is a shortage of faculty (three English-language lecturers in 2001-3), which places appreciable strain on the actual ability to deliver the kind of college-level, streamed and rigorous material that the design would suggest. Moreover, while well-trained instructors with distinct fields of specialty, none of the lecturers are accredited "professors" and, as such, may have limited authority to teach material that precisely corresponds to undergraduate-level coursework along North American and/or European models, as stated in the PR. And rounding out the lecturer's workload is a streaming system that places students according to TOEFL scores, without considering their actual backgrounds in the "content" areas in question (Seabourne, 2003). Hence, classes may be strained by students with widely divergent abilities to handle the material being taught in the core courses, regardless of English proficiency. Meanwhile, those "special" classes allotted to "genuine" professors (whether local or visiting) may be less accessible (*de facto* or in terms of level) to the majority of the students (i.e. "special topics" threaten to cater to "special" students on "special" occasions, as in advanced courses limited to students from International Relations and from abroad).

Problems of continuity—from the perspectives of both students and instructors/administrators—also strain the system. For students who complete the second year, there is no possibility of continuing with the same faculty for continued work (as in a senior thesis, for example). It is true that the design of the Institute provides three other options: 1) return to the host faculty for a fourth year; 2) study abroad; or 3) continue in graduate school. The third option, would, of course, enable the student to take further classes at the Institute, but working on graduate level work with a lecturer, as opposed to a professor, might cause conflicts of interest.

Moreover, the foreign-language lecturers are employed on limited-term contracts (three years, plus an optional extra year). This results in two related drawbacks: first, it reduces the accessibility of the instructors, should a student wish to continue advanced studies with them; and second, it limits continuity of much of the actual material being taught. The types of courses offered at the Institute require considerable interpretation, innovation and materials development (reflecting variations in interests, specialties and teaching styles) of the lecturers, who will move on to new employment in three to four years—shortly after they have finished optimizing their classes. The subsequent English Language Lecturers will have to build up new materials to address the multifarious "global" subjects according to their own specialties.

The Kobe College Model

Like Ritsumeikan's Institute, Kobe College's GC program benefits from an innovative blend

of skills and content-oriented English instruction. It also shares many of the Institute's trials, tribulations and promises. GC faces faculty-related hurdles. Contract instructors, for example, develop content-oriented materials and then move on at the end of their contracts, leaving a vacancy open for new possibilities, but also endangering continuity in the process. In more general terms, instructors teaching GC courses are few in number, relative to the disproportionate number of students selecting the GC program (see Fig. 1).
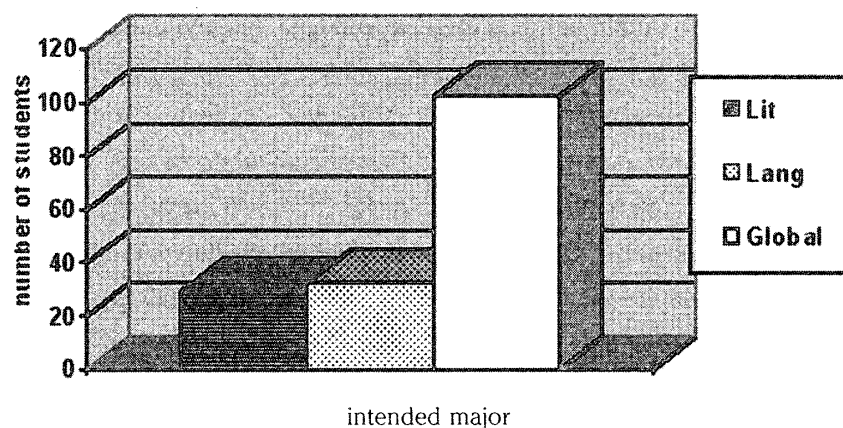

Figure 1. Results of survey of second-year English Department Students' (n=164) intended choice of major, July 2002.

GC English-skills Sequencing

Students in the Global Communication program at Kobe College take two types of English language skills classes: those in the General English program for all students at the college and those required and taught within the English Department. The General English curriculum offers two years of language skills, as do the other universities in the study, but has one interesting addition. In the second year, all students choose one elective topic from 29 possibilities for a content-based, English language Workshop. English skills classes which are required within the department are Pronunciation, Oral Reading, Debate and Presentation, Oral Interpretation, Business and Internet Writing, Report and Essay Writing, and Advanced Writing, with Interpreting classes offered as a language skill elective.

GC Sequencing: Skills and Content Classes

Within the GC program at Kobe College, writing skills are interwoven within the four-year sequence of content classes. In the first year class, students are required to write paragraphs and essays in English. In the second year class, students must write a three-page essay at the end of the semester, along with other writing assignments. In their third year, students are required to write a three to five-page paper in the Junior Seminar class. The fourth year students can choose between a 20-page graduation thesis or a project, involving a written component.

Skills learned in the second year Presentation and Debate skills classes are utilized in the third and fourth year classes when teachers may require presentations in the content classes

and in conjunction with the senior project, if chosen.

A final point to make regarding sequencing involves what may be perceived by Japanese teachers as academic freedom. Generally Japanese teachers in the humanities regard their classroom as walled off from any outside interference (Kelly & Adachi, 1993, p.162). Most have little experience with team-teaching or even close coordination within the same course. This practice may also lead to a severe lack of accountability with regards to achieving goals. In an attempt to measure its success in terms of student achievement, GC is particularly intent on securing a tangible balance between course flexibility and careful sequencing, with faculty committed to sharing ideas and supporting one another through regular GC meetings.

Fieldwork Opportunities

Many students who show an interest in "global" studies express a parallel commitment to real-world fieldwork or internship experiences. As of yet, Kobe College offers no concrete plan for implementing fieldwork in the Global Communication package. We are currenting embarking on the third year of the GC program, however, and believe that fieldwork should now become an essential component of the program. Students have been inspired by the guest lectures of NGO workers, and there is an elective course for third-year students entitled Fieldwork Methods. The idea of combining practical fieldwork and classwork into a senior research project was one of the basic, founding premises of the GC program. It is hoped that this section of the paper will provide guidance for the successful implementation of fieldwork opportunities for students specializing in GC at Kobe College.

The Division of International Studies at International Christian University (ICU) neither requires nor emphasizes volunteerism or fieldwork within the academic program. However, "credits are available for overseas field research and international internships as division-wide integrated courses," (ICU, 2002) and their brochure highlights a student working in an NGO in Cambodia. There is an elective course called International Internship, which apparently is a means for giving credit to those who choose fieldwork. A search for Service Learning on the website revealed the following:

> ICU was established to educate leaders for the democratic restoration of Japan after its defeat in the Second World War. ICU was expected to educate leaders who were to serve God and humanity. In the 21st century, this ICU philosophy is to be realized as follows: to nurture an intellect that enables one as an Asian to cope with the problems of a world at peace. To embody this task, we plan to introduce the concept of "Service Learning" in the liberal arts courses offered at ICU. Service Learning is a living study curriculum which enables students to place themselves in the actual world and relate what they study in the classroom and experience elsewhere for philanthropic purposes. At ICU, we hope that this learning concept will be at the core of the modern philosophy of ICU, which seeks co-existence in a global perspective. (ICU, 2003)

Service Learning is a concept taking hold in schools and universities in the USA as a means of

bridging community volunteer work with academic studies. The way in which Service Learning will be implemented at ICU was not clarified on their website.

Seisen University promotes "learning by experience" *(taiken gakushu)* (Seisen, 2002). Opportunities for overseas fieldwork are available from the second year onward, and participation is encouraged, but not required nor uniformly accredited. They do offer classes in the curriculum called Fieldwork and Internship, but these accredited classes seem to be for fieldwork within Japan. Several examples of overseas fieldwork opportunities are as follows:

1. Two weeks could be spent in India during summer vacation, talking with children, students and adults. Grading is based on a written report (50%) and on discussion every evening (50%). A required text is: *I Want to Know More about India (Part I and II)*.

2. Students could homestay and volunteer in Vancouver while studying English and learning about Canadian society. Fieldwork involves volunteering in a hospital. In the morning, English is studied; in the afternoon, social/cultural activities are provided, such as visiting high schools, libraries, museums. Before students depart, they are required to write a report in English about Japanese culture; upon their return, they must write a report on their experience in English.

3. A third opportunity for fieldwork at Seisen is called the Thai and Myanmar (Burma) Volunteer Tour, but was not approved for accreditation, despite the predominance of photographs of participants in the promotional brochure (Seisen, 2002).

In the Faculty of Contemporary Social Studies at Doshisha Women's College, students are not required to participate in fieldwork activities, but they are offered opportunities to do so and can be given credit for their work in several ways: within college Internship or *Kokusai Jijo* classes, in Kyoto Consortium classes (a system which allows students at a university in Kyoto to receive credit for any university course taken in Kyoto), or as part of their seminar classes. Both domestic and overseas fieldwork opportunities are available. The department strongly encourages fieldwork/volunteer work and supports it in various ways: by finding opportunities, by funding students' transportation and overnight stays, and/or by using departmental funds for preparation and staff time. Faculty members were recruited from international organizations and businesses, partly in recognition of their ability to provide contacts that would lead to fieldwork opportunities, e.g., assisting a student find work at a home for handicapped children in Estonia and the UNESCO Water Forum project (Fujiwara, 2003 a).

Students from the Career and Academic Studies in English program (CASE) and International Studies seminars were given a rare fieldwork opportunity when they were asked to assist UNESCO officials at the Third World Water Forum in March 2003. Qualified volunteers were chosen from first, second, and third year students, and they participated in an innovative training program designed to enable them to help UNESCO personnel and Forum participants as effectively as possible and share Japanese and Kyoto culture with people from many other countries. The orientation focused on helping students become familiar with the complex water

issues to be discussed at the Forum and to be able to continue researching these issues as well as introducing Japanese and Kyoto culture to participants from other countries. Training activities included an interactive lecture in Japanese and English, a student debate on the donation of Japanese water resources to developing nations, a simulation of a poster session similar to the UNESCO Forum displays, and a simulation of chatting with both native and non-native speakers of English while escorting UNESCO officials back and forth between the Kyoto and Osaka Forum sites (Fujiwara, 2003 b). Barbara Fujiwara, faculty member of CASE and the orientation planner, remarked:

> The UNESCO project was a grand success in many, many ways. CASE first, second and third year students worked together, sharing across the years and students were thrilled to work with other students of high caliber. "Yoshimi is so intelligent," a second year student would remark in awe about a third year student. The Kyoto Forum site was full of people from many countries and students were supervised by UNESCO staff from several different countries. During their breaks, student volunteers could attend sessions and I nearly shed tears of joy when I found one of my listening students listening to the English rather than Japanese translation of Latin American indigenous leaders' speeches in Spanish. Students were able to see and experience the work of high-powered UNESCO officials firsthand and contribute their skills and abilities to a very worthwhile cause. Many students commented that their volunteer work at the Forum was an extremely significant experience in their lives and would remain a wonderful memory. (Fujiwara, 2003 a)

All departments of Keisen University offer many opportunities for overseas fieldwork, and students are strongly encouraged to participate. Not only cultural studies are available: the possibilities include environmental studies and other aspects of Asian development. The overseas programs are accredited: the short term are two credits for 10 days in either Thailand or Korea, and the long term are 14 credits at Chiang Mai University, Thailand. Sophomores and above can enroll in the Social Research Method 1 class (required, two credits) before embarking on their visit to one of the following six countries: Bangladesh, India, Indonesia, Tunisia, Germany or the Philippines. Juniors and above enroll in Social Research 2 (two credits) to prepare for the fall semester at Chiang Mai University, which includes attending classes, staying in villages, and working with an NGO. Participants are awarded 14 credits for that semester. The following eight NGOs are affiliated with Keisen's Field Study Program:

The Community Care Network
Institute for Sustainable Agriculture Community
Northern Watershed Development by Community Organization
The Volunteers Group for Children Development
The Project for Recovery of Life and Culture
Consortium for Community Development
Care International Thailand
New Life Center

Keisen's program is well-organized and appears to be worthy of emulation.

Konan Women's University is the only university examined in which fieldwork is clearly a required and accredited part of the program in their Department of Multicultural World Studies. Participation in fieldwork is required from the sophomore through senior years, and first-year students are given preparation in a class entitled "Living in a Different Culture". Many field work options and seminars are provided. The program is affiliated with about 40 NGOs and NPOs. One fieldwork opportunity is at the Center for Multicultural Information and Assistance in Osaka, where students can volunteer to learn the actual conditions of foreigners in Kansai. Another is the Asian Women's Empowerment Project in Kobe, and overseas study tours, e.g., in the Philippines, and a 12-day trip to Thailand, fully accredited. Of the universities examined in this comparative study, Konan's program offers the greatest array of fieldwork opportunities to inspire social consciousness in students, albeit focusing on local multicultural volunteer opportunities rather than overseas.

Takushoku University offers opportunities for both fieldwork overseas (14 different countries) and internships with domestic and international organizations, which do not appear to be compulsory nor accredited and take place during vacations. In preparation for fieldwork, the curriculum includes a variety of courses on the theory of NGOs, etc.

Seiwa University is similar to Seisen in that a Thai and Myanmar (Burma) Volunteer Tour was not approved for accreditation, even though pictures of the Thai Volunteer Tour occupied one fourth of their brochure, along with the description that students can get credits by participating in fieldwork and by enrolling in instruction before and after fieldwork. There are classes in the Seiwa curriculum called Fieldwork and Internship, which appear to focus on domestic fieldwork (Seiwa, 2002).

Using Media for Global Learning

One of the great advantages of recent developments in information and communications technologies (ICTs) is that they can facilitate the type of real-world experience delineated above. To a large degree, the initiative lies with individual instructors and students. Over a decade ago, for example, Ruth Vilmi of The Language Centre, Helsinki University of Technology, initiated an email project designed to increase the global awareness of her ESL students and to improve their writing and research skills (Vilmi, 1994). Students from eight universities, with instructors' supervision, exchanged personal and cultural emails and, finally, research papers and related discussion/commentary. One year after its inception, the project involved nine instructors and 240 students of 30 nationalities.

There are also innumerable ways in which educational administrators can facilitate, encourage and, if necessary, require such ICT applications in the global curriculum (and elsewhere). As Boyd-Barrett and Youngs point out in their chapter on "Media Technology for Distance Learning": "in the world of education, the choice of technology is determined by a range of social factors, many of them institutional and ideological" (2002, p.400). Indeed, the three-year, "Internet English" class at Keisen University (previously referred to) epitomizes the application of user-friendly ICT on a manageable scale. Needless to say, most universities are

not equipped to make the jump to electronic learning on anywhere near the scale of the British Open University, with more than 30 years of experience in the development of distance learning programs using the Internet, among other media, in unprecedented ways. Even small educational institutions, however, can expand their offerings by integrating Online classes in their curricula (Toto, 2001). Moreover, implementation of such programs not only expands subjects available to students, but expands their familiarity with ICT as a tool of educational and personal empowerment.

Global Studies Vs. Globalization

The process of "global" studies—touted in so much PR as a key step toward world peace and understanding—can, itself, contribute to the insidious influences of "globalization," if not taught and studied critically. Gaining the administrative skills to work in a multinational company, learning the intricacies of multilingual web design, speaking multiple languages sufficiently to interpret or translate texts—these are not the ends of a humanistic "global" education, but merely steps in a broader endeavor to understand and empathize with people around the globe. At its worst, the education system itself, is, arguably, part and parcel of the "globalizing" dynamic: the overlapping processes of exploitation and control of increasing populations by consolidated, transnational entities, primarily based in the industrialized nations of the northern hemisphere. A broader conception of "global" education would laud students for asking the very complex question, "Why English, anyway?" and refusing an easy answer. It would encourage Internet users to stand back and wonder—as do Robert McChesney and other media-activist scholars—why control of the airwaves and, increasingly, the World Wide Web, are being primarily directed by "policies that maximize the role of markets and profit-making and minimize the role of nonmarket institutions" (1999, p.6).

Liberal Arts, English, and Women

This, allegedly, is the beauty of a liberal arts education: It trains not technicians, but people with critical minds which, properly tuned, can learn and achieve great things. In the case of Kobe College, these are not just "people", but women, who deserve the share of intellectual and material "pie" they have been denied for centuries. In Adrienne Rich's words from the essay, "Toward a Woman-Centered University" way back in 1973:

> The world as a whole is rapidly becoming Westernized. In no culture more than in Western culture is the failure of ideas like "industrialization" and "development" more evident; for without famine, without authentic scarcity, without the naked struggle to stay alive, and with the apparent "freedom" of unveiled and literate women, the condition of woman has remained that of a nonadult, a person whose exploitation— physical, economic, or psychic—is accepted *no matter to what class she belongs.* [author's italics] (1979, p.140)

It is hoped that some change has been effected, in both universities and the world at large, since Rich wrote these words. Regardless, there is work yet to do; with its unique application of English toward more humanistic "global" understanding, then, GC at Kobe College stands a chance of putting a new spin on liberal arts and the women it may grow to serve.

By Way of Conclusion

As stated in the introduction, this study is an ongoing endeavor, an initial point of contact with other, comparable "global" programs. As such, we have no intention of ending it here, but of continuing to compare our nascent program with others which, for the most part, are in similarly early stages of development. The data and insights gathered to date, however, suggest a list of challenges that will help anchor GC amidst turbulent "global" seas.

In order to best serve Kobe College students enrolled in Global Communication, the program should:

▷ Abide by a clear and generally agreed statement of intent, for both PR and internal university direction

▷ Continue to provide systematic and sequenced applications of English as an intellectual and communicative medium

▷ Ensure an innovative and effective foundation in English language skills in order to support the above

▷ Assure, as far as possible, continuity in available fields of global study

▷ Integrate into the curriculum real-world applications and opportunities related to global education (volunteer work, NGOs, fieldwork, and internships/tutelage), assimilating intellectual inquiry with community service.

▷ Move toward integration of global media as both a communication and learning tool while preserving it as a subject of critical inquiry

▷ Enhance liberal arts training with marketable skills, including interpretation/translation, teaching, and computer/ IT literacy.

▷ Cooperate and share resources/information with other globally-oriented organizations for development and teaching

▷ Update materials, including websites, to ensure accuracy.

Only through a strong commitment to face the challenges above can GC reach its fullest potential in contextualizing Kobe College English Department studies within the real world. Motivating students to engage actively and critically in the global society is in everyone's best interest, now and in the future

Acknowledgments

work as our research assistants. This paper would not have been possible without their patience and dedication.
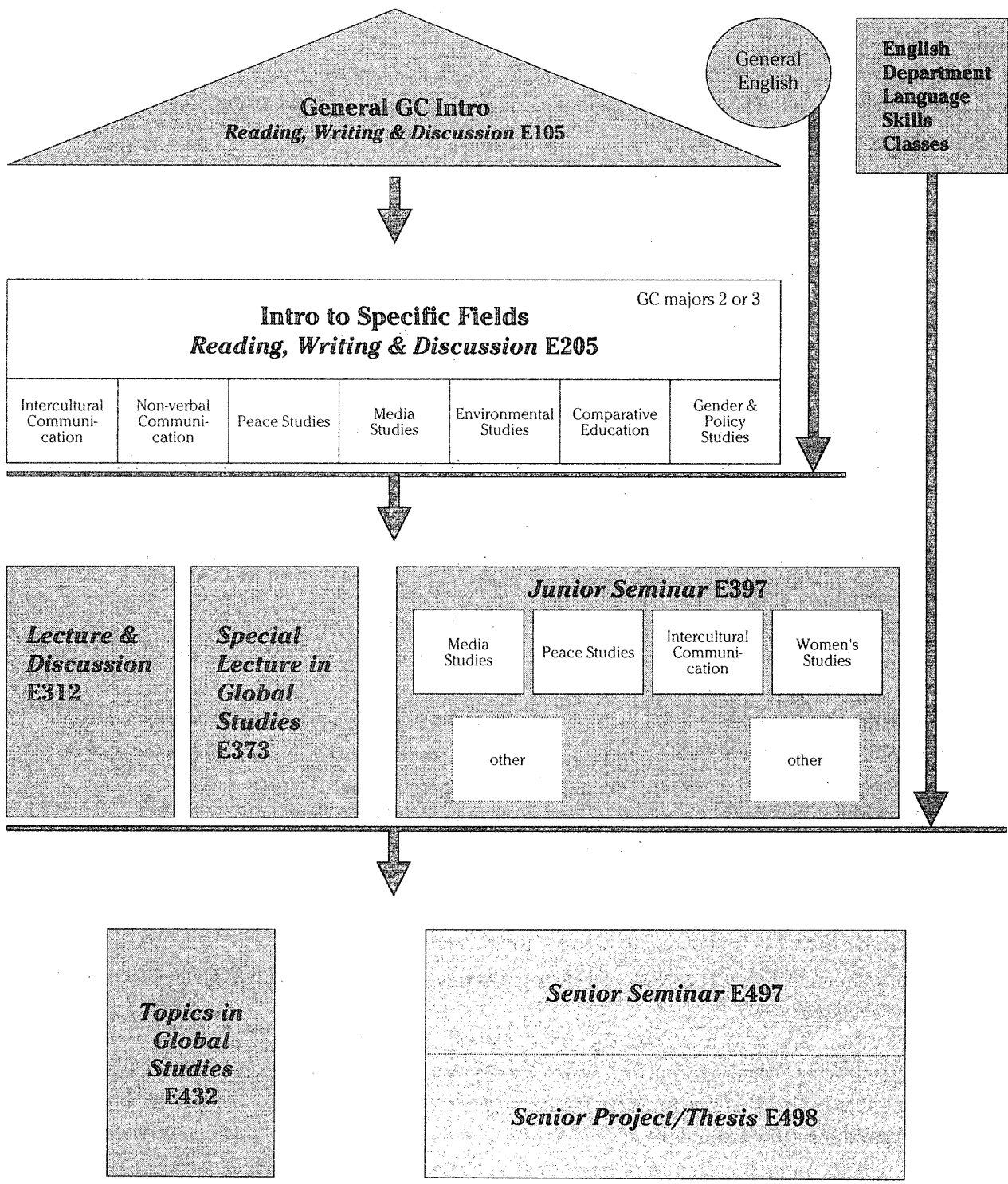
References

Boyd-Barrett, O., & Youngs, G. (2002). Interactive electronic media. In O. Boyd-Barrett, C. Newbold & H. Van Den Bulck (Eds.), *The media book* (pp. 372-416). New York: Oxford University Press.

Brender, A. (2003, February 21). The big shrink. *The Chronicle of Higher Education*.

Cohen, K., Cooney, B. L., & Seton, C. (2002, May). *Global communication: Can we follow through with the success of our first year?* Paper presented at JALT CUE-SIG Curriculum Innovation Conference, Kyoto, Japan.

Cooney, B. L. (2003). Peace Studies in EFL: World War II revisited. *The Language Teacher*, 27 (3), 3-8.

Cutts, R. L., & Johnson, C. (1997). *An empire of schools: Japan's universities and the molding of a national power elite.* Armonk: M. E. Sharp.

Doshisha Women's University. (2002). *Doshisha Women's University.* [Brochure]. Kyoto, Japan: Author.

Doshisha Women's University. (2003). *Doshisha Women's University.* [Online]. Available: <http://www.dwc.doshisha.ac.jp/english/faculties/index.html>.

Eades, J. S., Gill, T., & Befu, H., eds. (2000). *Globalization and social change in contemporary Japan.* Melbourne: Trans-Pacific Press.

Ferris University. (2002). *Ferris Univerisity.* [Brochure]. Tokyo, Japan: Author.

Ferris University. (2001). *Ferris Univerisity.* [Online]. Available: <http://www.ferris.ac.jp/international/ca.html>.

Fujiwara, B. (2002, June 11). *Re: <no subject>* [E-mail to B.L. Cooney], [Online]. Available E-mail: barleigh@kba.att.ne.jp.

Fujiwara, B. (2003 a, Apr 09). *Re: A big THANKS.* [E-mail to B.L. Cooney], [Online]. Available E-mail: barleigh@kba.att.ne.jp.

Fujiwara, B. (2003 b, Mar 5). *performance arts in intercultural teaching: an experiment!* [E-mail to S. M. Ryan]. [Online]. Available E-mail: <ryanyama@hcc 5.bai.ne.jp>.

Higher education in Japan: Scandal on the campus. (2003, March 1). *The Economist*, 32.

International Christian University. (2002). *International Christian University.* [Brochure]. Tokyo, Japan: Author.

International Christian University. (2003). *International Christian University.* [Online]. Available: <http://www.icu.ac.jp/liberalarts_e/division/intl_studies.html>.

Keisen University. (2002). *Keisen University.* [Brochure]. Tokyo, Japan: Author.

Keisen University. (2003). *Keisen University.* [Online]. Available: <http://www.keisen.ac.jp/univ/index.htm>.

Kelly, C. & Adachi, N. (1993). The chrysanthemum maze: Your Japanese colleagues. In P. Wadden (Ed.), *A handbook for teaching English at Japanese colleges and universities* (pp.156-171). New York: Oxford University Press.

Klaphake, J., Seabourne, A., & Selzer, M. (2002, May). *Themes to content: Curriculum innovation at Ritsumeikan University.* Paper presented at JALT CUE-SIG Curriculum Innovation Conference, Kyoto, Japan.

Kobe College. (2002). *Kobe College.* [Brochure]. Osaka, Japan: Author.

Kobe College. (2003). *Kobe College.* [Online]. Available: < http://www.kobe-c.ac.jp/ekc/6 set.htm>.

Kochi University. (2002). *Kochi University.* [Brochure]. Kochi, Japan: Author.

Kochi University. (2000). *Kochi University.* [Online]. Available: <http://www.kochi-u.ac.jp/EN/>.

Konan Women's University. (2002). *Konan Women's University.* [Brochure]. Osaka, Japan: Author.

Konan Women's University. (2003). *Konan Women's University.* [Online]. Available: <http://www.konan-wu.ac.jp/>.

Krashen, S. (1984). *Writing: Research, theory and applications.* Torrance: Laredo.

Kyoto University of Foreign Studies. (2002). *Kyoto University of Foreign Studies.* [Brochure]. Kyoto, Japan: Author.

Kyoto University of Foreign Studies. (2003). *Kyoto University of Foreign Studies.* [Online]. Available: <http://www.kufs.ac.jp/kufs_new/english/english_fr.html>.

McChesney, R. W. (1999). *Rich media, poor democracy: Communication politics in dubious times.* Urbana: University of Illinois Press.

Obirin University. (2002). *Obirin University.* [Brochure]. Tokyo, Japan: Author.

Obirin University. (1999). *Obirin University.* [Online]. Available: <http://www.obirin.ac.jp/unv/english/introduction.html#Humanities>.

Rich, A. (1979). Toward a woman-centered university. In A. Rich, *On lies, secrets, and silence: Selected prose, 1966-1978,* (pp.125-155). New York: W.W. Norton & Co.

Ritsumeikan University. (2002). *Ritsumeikan University.* [Brochure]. Kyoto, Japan: Author.

Ritsumeikan University. (2003). *Ritsumeikan University.* [Online]. Available: <http://www.ritsumei.ac.jp/eng/general/colleges/kinugasacampus/internationalinstitute.htm>.

Seabourne, Anna. (2003). *Themes to content: Curriculum innovation at Ritsumeikan University.* Unpublished paper based on conference presentation at JALT CUE-SIG Curriculum Innovation Conference, Kyoto, Japan (2002, May).

Seisen University. (2002). *Seisen University.* [Brochure]. Tokyo, Japan: Author.

Seisen University. (2003). *Seisen University.* [Online]. Available: <http://www.seisen-u.ac.jp/english/EHP 4.htm#UNDERGRADUATE%20 STUDIES>.

Seiwa University. (2002). *Seiwa University.* [Brochure]. Osaka, Japan: Author.

Seiwa University. (2000). *Seiwa University.* [Online]. Available: <http://www.seiwa-univ.ac.jp/home/index.htm>.

Shimane, University of. (2002). *Shimane, University of.* [Brochure]. Shimane, Japan: Author.

Shimane, University of. (2000). *Shimane, University of.* [Online]. Available: <http://www.u-shimane.ac.jp/kyotsu/en/kyotsu/index 2.htm>.

Siebold University of Nagasaki. (2002). *Siebold University of Nagasaki.* [Brochure]. Nagasaki, Japan: Author.

Siebold University of Nagasaki. (2001). *Siebold University of Nagasaki.* [Online]. Available: <http://www.sun.ac.jp/english/department/curriculum/dme/index.html>.

Takushoku University. (2002). *Takushoku University.* [Brochure]. Tokyo, Japan: Author.

Takushoku University. (2003). *Takushoku University.* [Online]. Available: <http://www.takushoku-u.ac.jp/English/>.

Toto, C. (2001, June 25). Virtual classes net real students. *The Washington Times,* 1.

Tsuda College. (2002). *Tsuda College.* [Brochure]. Tokyo, Japan: Author.

Tsuda College. (2003). *Tsuda College.* [Online]. Available: <http://www.tsuda.ac.jp/kouhou/guide/tsuda-hand/index-e.html>.

Vilmi, R. (2003, April 5). Global communication through email: An ongoing experiment at Helsinki University of Technology. Online posting. <http://www.ruthvilmi.net/hut/autumn 93/global.html>.

Wadden, P. (Ed.). (1993). *A handbook for teaching English at Japanese colleges and universities.* New York: Oxford University Press.

Appendix 1

GC Flow : A Graphic Overview of the GC Curriculum

General GC Intro
Reading, Writing & Discussion E105

General English

English Department Language Skills Classes

Intro to Specific Fields
Reading, Writing & Discussion E205

GC majors 2 or 3

Intercultural Communi-cation	Non-verbal Communi-cation	Peace Studies	Media Studies	Environmental Studies	Comparative Education	Gender & Policy Studies

Lecture & Discussion E312

Special Lecture in Global Studies E373

Junior Seminar E397

Media Studies	Peace Studies	Intercultural Communi-cation	Women's Studies
other		other	

Topics in Global Studies E432

Senior Seminar E497

Senior Project/Thesis E498

Source : Cohen, Cooney, Seton—Kobe College 2002

Appendix 2

Questions posed of "global" programs in this study, with the objective of compiling comparative data.

A—1. What is the program called?
   2. What are the main composite courses called?
   3. When did the program begin?

B—1. What is the scope of content in the curriculum? What is the intent of content?
   2. What is the chief orientation of the program (career, academic, social issues)?

C—1. How is the program presented in PR? Do you have a mission statement?

D—1. What subjects are taught in Japanese, which in English?
   2. What is emphasized (and when), language skills or content?
   3. Which skills are required?
   4. What is the timing/coordination/articulation of skills vs. content?

E—1. Are students required to participate in projects/volunteer/field work/organizations? Are they encouraged to do so? How so?
   2. How do these options fit into the program?
   3. Do students get credit? Are such options ever required? Are opportunities accessible through school or through affiliations?
   4. Are there any institutes or affiliations that are accessible to students?
   5. What kind of preparation, if any, is provided for fieldwork?

F—1. What are requirements for the graduation project? A thesis paper? Are options acceptable?

G—1. What is the distribution of Japanese/non-J faculty?
      Part-time vs. full-time instructors?
   2. How is the background of faculty related to the courses taught?

H—1. How long is the program? When do students start?

I —1. How flexible is the curriculum? Can students move to another area of study within the same "gakubu" (faculty), once they've started? What is the "cut-off" point for such a shift?

Appendix 3
Names of Universities and Programs Analyzed in this Study

Doshisha Women's University (同志社女子大学)
 —Studies in Contemporary Society Department (現代社会学部)
  —Career and Academic Studies in English (CASE) CASE プログラム

Ferris University (フェリス女学院大学)
 —Faculty of Global and Intercultural Studies (国際交流学部)

International Christian University (国際基督教大学)
 —College of Liberal Arts (教養学部)
  —Division of International Studies (国際関係学科)
   —International Communication and Linguistics (国際コミュニケーション言語論)
   —Comparative Society and Culture (比較社会・文化論)

Keisen University (恵泉女学園大学)
 —Faculty of Humanities (人文学部)
  —Department of Intercultural Socio-Cultural Studies (国際社会文化学科)
  —Department of Human Life and Environment (人間環境学科)

Kobe College (神戸女学院大学)
 —Faculty of Letters (文学部),
  —Department of English Literature (英文学科),
   —Global Communication (グローバル・コミュニケーションコース)

Kochi University (高知大学)
 —Faculty of Humanities and Economics (人文学部)
  —Department of International Studies (国際社会コミュニケーション学科)
  —Intercultural Communication (国際コミュニケーションコース)
  —International Relations (国際社会交流論コース)

Konan Women's University (甲南女子大学)
 —Faculty of Letters (文学部)
  —Department of Multicultural World Studies (多文化共生学科)

Kyoto University of Foreign Studies (京都外国語大学)
 —Faculty of Policy Studies (外国語学)
  —Department of British and American Studies (英米語学科)

Obirin University (桜美林大学)
 —Faculty of Humanities (文学部)
  —Department of Languages and Information Studies (言語コミュニケーション学科)
 —Faculty of International Studies (国際学部)

Ritsumeikan University (立命館大学)
 —International Institute (国際インスティテュート)

Seisen University (清泉女子大学)
 —Faculty of Arts (文学部)
  —Department of Global Community Studies (地球市民学科)

Seiwa University (聖和大学)
 —Faculty of Humanities (人文学部),
  —Department of Global Communication (グローバルコミュニケーション学科)

Shimane, University of (島根県立大学)
 —Faculty of Policy Studies (総合政策学部)

Siebold University of Nagasaki (長崎シーボルト大学)
 —Faculty of Global Communication (国際情報学部),
  —Department of Multicultural Exchange (国際交流学科)

Takushoku University (拓殖大学)
 —Faculty of International Development (国際開発学部),
  —Department of Asia-Pacific Studies (アジア太平洋学科)
  —Department of Development Cooperation (開発協力学科)

Tsuda College (津田塾大学)
 —Faculty of Liberal arts (学芸学部),
  —Department of English (英文学科)
  —Department of International and Cultural Studies (国際関係学科),
   —Human Wellness Course (多文化・国際協力コース)