

国際戦略としての教授用語の英語化—短期留学

プログラムの多国間比較研究

研究課題番号 15330174
平成15-17年度 科学研究費補助金
基盤研究B(2)

研究代表者 恒吉僚子
東京大学大学院助教授

平成18年3月

Internationalization Strategies and the Use of English as a Means of Instruction: A Cross-National
View of Short-Term Exchange Programs

Grant-in-Aid for Scientific Research B (2)
by the Japan Society for the Promotion of Science

Project Head: Ryoko Tsuneyoshi, the University of Tokyo

March 2006

and against (e.g., English is the language of neo-colonialism, it overburdens faculty) the use of English ran from the highly ideological, to the practical.

Such language issues touch at the heart of what English means in our highly globalized world. Language is a means of communication, but it is not just a tool of interaction. It is bound to the culture of a people, it can also be used as a means of domination, or exclusion, as well as inclusion, as the history of colonization well shows. The dilemma Japan, as a country where English is not the native language, faces in a world where English has become the common language in international politics, economy, and in science, is one which is shared in many variations by non-English speaking countries around the world.

It is to these issues of society and language that we turn to in this report as we examine the meaning of English in several core settings.

The uniqueness of this project is that it brought together scholars of different disciplines together to examine wider issues of language and society through the lens of English. Different disciplines see language and society differently. The project includes contributions from professors of linguistics and language, whose focus is generally on the former, to disciplines such as sociology, that more generally stress the latter.

The chapters are in the following order:

Chapter One. Ryoko Tsuneyoshi: English as Domination, English as Culture, English as Strategy

Part I. Using English for Internationalization: The Decade of Study Abroad Programs Using English

Chapter Two. Tsutomu Nomizu: The Impact of "Study Abroad Programs" Using English on the Internationalization of National Universities

Chapter Three. Atsuko Kondoh: The Meaning of the Local Language Education in "English as a Strategy" Programs: From the Perspective of Japanese Language Education in Specially Organized Study Abroad Exchange Programs Using English

Chapter Four. Chika Maruyama: Receiving Study Abroad Students and Local Language Education: The Meaning of Change in the Japanese Language Education Context in Receiving Study Abroad Students

Chapter Five. Ryoko Tsuneyoshi: Experimenting With Internationalization: The Case of the University of Tokyo Study Abroad Program

Part II. English as a Strategy in Comparative Perspective

- Chapter Six. Toru Umakoshi: English Education Strategies in Primary Schools in Korea: An Analysis of the Process of Decision-Making in Turning English into a Required Subject
- Chapter Seven. Rosanani Hashim: English Language as Strategies for Development in Malaysia: From an Instrument of Colonial Imperialism to an Engine for Economic Growth
- Chapter Eight. Ho Wah Kam: The Spread of English and Its Impact on Countries in East Asia, with Singapore as a Case Study: Implications for Japan
- Chapter Nine. Kunihis Izumi: The European Union and the Diversity of Languages

Ch.10 English Language as Strategies for Development in Malaysia: From an Instrument of Colonial Imperialism to an Engine for Economic Growth

Rosnani Hashim (International Islamic University, Malaysia)

Abstract

The role of English Language in Malaysia has evolved greatly from being highly dominant during the period of colonialism to an underdog during the early decades of Independence to reemerge dominantly as an important instrument of Internationalization and Globalization at the close of the twentieth century. During the period of colonialism, English education was the only means of higher education and was elitist, causing the Malay majority to fall behind economically. The eruption of the May 13, 1969 racial riot led to major reforms, the most important of which was the conversion from English Language to the National Language medium of instruction for national education as an attempt to democratize education and narrow the economic divide across the races. However, events in the 1990s, pressure from globalization and concern over the decline in the standard of English led to the adoption of a new language policy that reintroduced English Language for the teaching of sciences and mathematics in 2003. This paper examines the issues related to this most recent development and its implications for nation-building in Malaysia.

Introduction

Language and identity is something inseparable. Language is preserved by the culture as a sign of its life. Its death or loss spells the death of the particular culture. Today the threat to linguistic resources is recognized as a worldwide crisis. According to Krauss (1992), half of the estimated languages spoken on earth are "moribund," that is they are spoken only by adults who no longer teach them to the next generation. An additional 40 percent may soon be threatened because the number of children learning them is declining measurably. Crawford (2001, p. 55) considers "destruction of lands and livelihood; the spread of consumerism, individualism, and other Western values; pressures of assimilation into dominant cultures; and conscious policies of repression directed at indigenous groups" as factors that threaten the world's biodiversity as well as its cultural and linguistic diversity. He argues that more often language death is the culmination of language shift, resulting from complex internal and external pressures that induce the adoption of language spoken by others. These pressures could be due to change in values, rituals, economic or political life as a consequence of trade, migration, intermarriage, religious conversion, or military conquest. One of the major languages that have been adopted worldwide is English. It has become the international language *par excellence*. Today, English is the language that determines the fate of most of the world's millions. It is the dominant language in science, technology, medicine and computers; in research, books, periodicals, and software; in transnational business, trade shipping, and aviation; in diplomacy and international organizations, in mass media entertainment; in youth culture and sport; in education systems as the most widely learnt foreign language. According to Phillipson (1992) the spread of English was not by chance. In fact, language pedagogy has played an important part in this process. He argues that English Language Teaching (ELT) has exploded in the last 30 years with a proliferation of university departments, language schools, publications, conferences, and seminars. ELT is also a billion-pound business, and even the study of English has been described as a "world commodity" (McCallen 1989 cited in Phillipson, 1992).