

English education and cross-cultural understanding

~Through visits to Malaysia, St. Teresa High School and Sarawak University ~

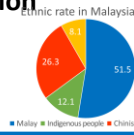
Tochigi Sano High School

Kano Akiyama Aika Sekiya Yuna Abe Moe Otuka Rinka Hashimoto Rikako Chiba Eri Akino Ayaka Ogihara
Yuma Hara Haruki Yamamoto Shuhin Goto Hiroka Aida Koharu Uchida Misono Oshima

- 1.Trigger** In recent years, globalization has progressed and many foreigners are visiting Japan. However, various problems occur between Japanese and foreigners. We thought that the major cause was the low level of cross-cultural understanding, and we have been conducting research
- 2.Hypothesis** If they can be incorporated into the thoughts and policies to cross-cultural understanding in Malaysia, cross-cultural understanding in Japan will increase and lead to problem solving.
- 3.Research method** •Malaysia Sarawak Kuching area FW •Literature reserch

<Malaysia> multiethnic country ,multi religion

area:330.800km2 Capital city: Kuala Lumpur
Population: 3,1620,000
Language: Malay, Chinese, Tamil, English



<FW> Malaysia 2019/7/20~7/25

St.Teresa High School
•cross-cultural exchange •presentation •participated in class
University Malaysia Sarawak •Interview
•Interview

4.Result



“What I noticed in field work”

Is that there is a difference between understanding different cultures between Japan and Malaysia?

Cross-cultural understanding is necessary to solve the problem ① Improvement of English proficiency ②coexistence with different ethnic groups

① Improvement of English proficiency

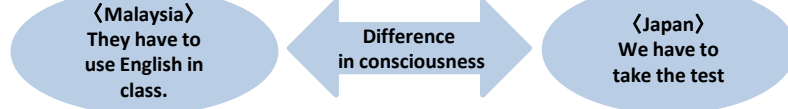
(1. English education system)

Age	7	8	9	10	11	12	13	14	15	16	17	18
Grade	1	2	3	4	5	6	1	2	3	4	5	6
Japan	Elementary School						Secondary Education			Higher Education		
	Enjoy English						Mainly passive learning					
Malaysia	Elementary School						Junior High School					
	Mainly active learning											

- The time to learn English is earlier in Malaysia
- Japan → get used to language and culture
Knowledge of grammar and vocabulary
- Malaysia → Communication skills



(2. English awareness)



②coexistence with different ethnic groups

<Japan>

• There are not many policies that make people cross-cultural understanding.
"Existing signs in recent years EX" "Tokyo Multicultural Symbiosis Promotion Guidelines" showing the basic concept of multicultural promotion and the direction of measures.

<Malaysia>

May 13 Incident

The worst ethnic conflict incident in Malaysian history that occurred on May 13, 1969. Conflicts were caused by the differences between the Malay and Chinese people, and the lack of a forum for discussion.

『Rukun negara』

For improving the Intercultural issues

Five major policies announced on August 31, 1970, Malaysia Independence Day.

- 1) Faith in God
- 2) Loyalty to Kings and States
- 3) Constitutional protection
- 4) Rule of law
- 5) Good deeds and morals.

『Moral Education』

The goals of the moral syllabus are as follows:

- 1) understanding and learning the norms and values of Malaysian society
- 2) thinking theoretically based on moral theory
- 3) making logical, moral and ethical decisions

Always adhere to healthy and moral principles in daily life.

The moral value of Malaysian society is advocated by various religions, traditions, cultures, etc. It is shared with universal values, and it recognizes diversity because it seeks to deepen understanding of different ethnicities and religions.

This indicates the attitude of national integration.

[FW : St.Teresa High School]



- Languages and religions are different. Various ethnic groups were studying together.
- Opportunities were usually set up to get used to traditional culture.



Coexist with different ethnic groups

5. Consideration

Precise education is the basis for improving English skills and coexistence with other ethnic groups.

Ex)★English education from elementary school ★Education to increase independence ★Education for cross-cultural understanding from childhood
Improving English proficiency → The reform of English education will be carried out in 2020, and the current situation will gradually improve
Symbiosis with different ethnic groups in Japan → Later Japan should have policies and education to understand different ethnic groups like Malaysia

6. Outlook

We will consider what forms are suitable for introducing cross-cultural understanding education in Japan, which has a different environment from Malaysia.

7.References

•Malaysia Identity •Malaysian Education •Malaysian ethnic group race riot
•Ministry of education Ratio of ethnic groups in Malaysia •Malaysian ethnic

8.Acknowledgment

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