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Internationalized Topics of English Education

ABSTRACT

This study collaborated with 372 students in three universities to explore methods of curriculum designs bridging the gap between typical English courses and global education concepts. By applying survey questionnaires and qualitative methods, the researchers investigate how globalization education is related to internationalism and "English Education" (Sifakis & Sougari, 2003). The 18-week research project introduced seventeen significant issues (e.g., UN 2008) and measured their noteworthy sequences from Taiwanese aspects. It contributes to English language teaching pedagogies under the current globalization trend. Globalization is a genuine and relevant historical phenomenon; therefore, educators should look at possible changes in the role of teachers, and incorporate more practice in inter-cultural communication, especially in English classrooms like all classrooms all over the world. What's different from all national

of the world is that Zoom is banned by government that should be paid attentions by Taiwanese teachers, although all

nations on the globe use it. (Cheung, 2021)

Keywords: Globalized society, Global village, Single order, Pedagogies, English curricula

1 Introduction: Global associations

Globalization is a term much heard and used, but often ill-defined, if defined at all. (Abazi, Farrington & Huisman,

2010, p. 39) Globalization can be interpreted as a communal lifestyle on Earth in the contemporary international society.

Welch (2013) has applied several concepts to describe "neo-liberal" globalization, including technocracy, uncertainty,

and ethics.   Hainmueller and Hiscox (2006) suggested that we should live it, according to the perspectives of labor

trading, economics, and education.   In reality, "The main challenge is to come to terms with the phenomenology of

sociolinguistic globalization. This phenomenology touches four domains: proper globalization effects on language, on

migration patterns and immigrant communities, on language hierarchies and on remote communities' doubts regarding

their possibilities of globalization success." (Kroon, Blommaert & Jie, 2013, p. 275)

World citizens are becoming more interconnected into one social order where all people are more equal with

somewhat similar lifestyles and opportunities. They are learning to interrelate peacefully, resolve mutual human problems,

and survive together in their global village through cross-cultural interaction and intercontinental collaboration. (Corrigan,

2014)   "Globalization has the potential to improve health, safety and human rights.   It is not just about the efficient

utilization of resources; globalization is also necessary to achieve workable solutions for environmental sustainability."

(AACSB, 2011, p. 203) For that reason, in the beginning of the third millennium, numerous **global associations** have

come of age, such as the World Wild Animal Fund (WWF), United Nations (UN), World Health Association (WHA), and World Trade Organization (WTO). These international organizations provide convenient and speedy channels of intercontinental communication and support.

1.1 Globalization education examples of Switzerland, Japan and China

Some scholars have noticed that globalization leads to governmental and organizational policy change. For example, "In multilingual Switzerland, their industrialists, bankers, parents, professional groups, academics are under tensions of articulating an ideology the globalization of English." (Coupland, Sarangi & Candlin, 2014, p. 311) "…during the last two decades, the 'globalization challenge' for European higher education had been continuously discussed and these discussions have most often led to identifying common features, trends, issues and policy directions. (Zgaga, 2013, p. 1) Moreover, "Globalizations implies a challenge to and a questioning of national and local cultures; universalization of certain cultural aspects and particularization and revival of others; a new role for the national state to mediate universalization and encourage competitiveness and de-territorialisation. (Daun, 2015, p. 39)

If globalization is to be seriously taken into consideration in classroom, it depends on the policies of diverse areas. Myers (2012) believes the United States might not have argued the necessity of globalization education sufficiently in all schools, due to complexity and the fact that some administrators prefer the traditional views of national identity and patriotism over learning about the world. In the East, Aspinall (2012) analyses the ways in which Japanese government policies on English language education and the promotion of "Study Abroad" (Stroud, 2010) were implemented. Aspinall (2012) mentioned that education policy designed to help to prepare Japan for the challenges of globalizations was constantly challenged by institutional inertia, norms of teaching and learning, and concepts of national culture that

obstruct the mastering of foreign languages or the acceptance of cultural, ethnic or linguistic diversity.   This is not unique to Japan.   In fact, "The Chinese government is determined to seize the opportunities brought by globalization to hasten modernization." (Yu, 2008, p. 22) This research argues that schools can associate English language education to globalization, also supported by Block and Cameron (2002).

1.2 Power transitions and educational policies

Interest in the analysis of the effect of globalization processes on "education policy" (Popkewitz, 2009) in general terms has increased in recent years. (e.g., Ball et al., 2007; Byram & Parmenter, 2012; Edwards & Usher, 2000; Phillipson, 2003; Rizvi & Lingard, 2010; Robertson, 2009ab, 2012ab; Robertson et al, 2007; Robertson et al., 2012; Steiner-Khamsi, 2004)   Likewise, globalization plays role in the division of power, including changing the poor to the rich and the weak to the powerful.   "Most research today acknowledges that globalization and financialisation have had a significant effect on the more traditional bases of power found within political and bureaucratic structures, reshaping the flows of power,… some studies are needed to understand whether and how new groups are taking the place of more established elite groups within local, national or international fields of power." (Maxwell, 2015, p. 17)

1.3 Frontier disappearing showing in textbooks and school policies

"We are now, in late post-modernity, experiencing the effects of globalisation and transnationalism on societies in general and on education in particular." (Yiakoumetti, 2012, p. 13) Barden and Cashwell (2014, p. 44) have also written that international immersion experiences are important, "Through ongoing, direct, cross-cultural contact, participants challenged their assumptions and stereotypes and began viewing cultural differences as less rigid."   Consequently, recent research on globalization and education policy has indicated that forces of globalisation and accountability have

affected the nature and the value of school textbooks. (Zajda, 2015). "Globalization of education refers to worldwide networks, processes, and institutions affecting local educational practices and policies. The major global institutions affecting worldwide educational policies are Organization for Economic Cooperation and Development (OECD); the world Bank; the United Nations Educational, Scientific, and Cultural Organization (UNESCO)."

1.4 Approaches of the education in social environments

Various world challenges can be found in the international mass media, such as British Broadcasting Corporation (BBC) or Cable News Network (CNN). Because information can be transmitted rapidly due to swift technological developments and convenient communication, global collaboration is one important goal of our collective international futures. According to Cheney et al. (2010), organizational communication is significant, suggesting universal institutions train their members with flexibly non-bureaucratic principles and structures for achieving human common goals. Atkinson (2015), mentions that Linguistics master Chomsky believes the primary function of language is to mediate cognition to be adaptive, and the advantage is in SOCIALLY mediating the relationship with our nature world. Therefore, "…language has provided human beings with a selective advantage over our predators and competitors by allowing us to work together more effectively in groups, language is for social action, and language learning means learning how to operate adaptively in our **social environments**, which have the primary role of mediating our relationship with nature." (p. 473)

1.5 University global education

Globalization education is necessary for a strong **university education**. Korsgaard (1997) argued education should respond meaningfully and creatively to social the change. To make national and global improvement in a harmonic

atmosphere, this study shows that university students with different majors have to be prepared for the upcoming tasks.

In the future, Taiwanese university students are going to cope with global controversy, cooperate, and resolve globalization problems with international acquaintances that are facing the same challenges. When designing EFL curriculum for university students from the perspective of globalization, both teachers and students have to accumulate enough knowledge in different domains. Scholars in education, history, and social sciences have to set forth ways in which schools should prepare young people for life in a global age (Alger& Harf, 1986; Kniep, 1986; Lamy, 1987). When preparing to teach university students in different departments, diverse topics related to wide-ranging issues should be incorporated.

1.6 Globalization issues to be applied as teaching and learning materials

Global issues can inspire, motivate, and encourage students. First, topics that include international tension or disagreement, such as nuclear proliferation, terrorism, loss of cultures, and territory of the oceans, can inspire students to talk and share ideas in groups or pairs. Second, non-native speaking students will become interested in learning follow-up details by studying economic issues, disorder in financial market, trade policy, the distribution of wealth and health, and transnational cooperation. Third, studying about social problems, such as increasing pollution, drug crises, disappearing resources, poverty, overpopulation, and lawlessness, can motivate students to learn how they can actively participate in searching for mutual solutions to social problems.

1.7 Topics

Globalization topics include both language issues and professional subjects. Sen (2007) brought up some topics that would interest students, including ideas related to "social arrangements for (basic) education, health care, economic safety

nets, democratic practices, micro-credit facilities, land reform, fair public policies, civil and human rights, and other means of empowerment and participation" (pp. 122-123). Schröttner (2010) also stressed global issues: "It is becoming more and more apparent that globalization processes represent, theoretically as well as practically, a challenge for educational sciences and therefore, it must be addressed within the sphere of education." (p. 50) In the book, *Globalization and International Education*, Robin Shields (2013), introduced key international issues in education, mentioning that these changes in education stem from the rapid social, economic and cultural transformations associated with globalization.

1.8 English language as a tool of international communication

The usage of a Lingua Franca, a common communicative bridge such as English, (Kubota & McKay, 2009) allows communication at various levels. English, as the global language of business and tourism, also impacts local schools often resulting in English being made part of the curriculum. (Spring, 2014)   Internationalization has already been linked into English curriculum in lots of schools, as language learning should be central to the missions and internationalization agendas of universities. (Byram, 2012)   Administrators instill their graduates with international knowledge and intercultural competence.

In Cutshall's (2015) study, language learning is based on the international context of global competence. English teachers should ask themselves a question: "What does it take to prepare our students for international engagement?" Since English is dominant in many countries and is spreading to the whole world, using English as an official language is a significant issue under globalization trend (Bassiouney, 2009).

Globalized society of the 3rd millennium requires a cooperative resolution. English education provides one forum for resolution. English education should be based on known languages, environment and cognition, and individual variability. Stapleton's (2014) "interdisciplinary approach" to language education implies English language teaching is related to globalization education. Based on learners' already equipped knowledge, the language learners can contribute by transiting and shifting their accumulated neuro-knowledge. Naturally, "…there is a strong incentive for learners to grapple with the challenges of bridging the gap between their L1 and L2, and develop the necessary L2 lexicon." (Peters & Fernández, 2013, p. 236) For graduates to perform well in bilingual or multilingual workplaces, global education is significant.

A significant shift toward "globalization commodification" (Chowdhury & Phan, 2014, p. 67) could be the emphases in English education (Zughoul, 2003) and diversities of world Englishes (Melchers & Shaw, 2003; Quirk, 1990; Seawright, 2014). Hence, in a situation of linguistic imperialism of English, the dominant language needs to spread to all people. (Phillipson, 2009ab)

1.9 English Curricula through global issues

To operate adaptively in social environments, English learning by globalization education is a necessity, even in inner and outer circles. Due to the globalization trend, this study suggests that whether or not English is an official language, English curriculum should include the ongoing international social issues for students to learn, so they can adapt and survive well in their swiftly changing world. It is important to contemplate how our English teachers should facilitate this exchange of ideas with their students. Can globalization help out our society?   How should teachers adjust in their syllabus because of this new development and style of living, and how they can get ready for their students to

connect with emerging intercontinental associations? The following are examples of discussion issues the two authors

suggest for the English language curriculum.

1.9.1 Example one: focus on global health issues such as HIV/AIDS

As an example of the connection between disease and globalization, AIDS (see Figure 1) has gone beyond national

boundaries. (Sufian, 2009, p. 525) For medical or science majors, research associated with AIDS can be a significant

topic. This medical conundrum started in the 1980s. So far, the best treatments found have resulted in achieving the

prestigious Nobel Prize in Physiology or Medicine. The HIV (see Figure 2) virus exists in the lymph nodes of recently

infected patients, and then produces large quantities of white blood cells, while inducing the death of cells of a kind that

is missing in patients who suffering from AIDS. HIV acts like a chameleon. Each patient carried a distinctive virus variant,

which could hide in the host cell genome.

Regarding learning pedagogies, the vast amount of updated on-line information offered by *YouTube* or *Wikipedia*

(see Figures1-6) inspires students to discover solutions by scientific process. On the other hand, discussing the numerous

social concepts related to the issue also raises awareness about infectiousness and irreversibleness, possibly protecting

themselves from being infected. It may also encourage them to connect these issues to other serious medical emergencies

(see Figure 1 & 2), such as "severe acute respiratory syndrome" (SARS) or "Ebola virus disease" (EVD).
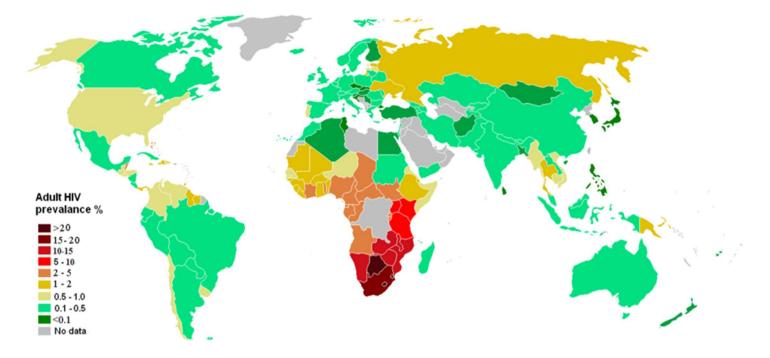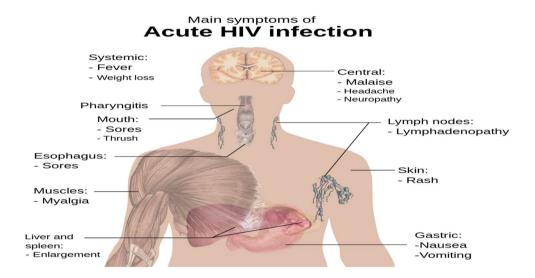
Figure 1: The prevalence percentage of HIV infection on the globe

Figure 2: Symptoms of AIDS

1.9.2 Example two: global warming issues

Climate change and global warming (see Figure 3) is one of the most life-threatening problems, and the only way to

solve this headache is through global technological cooperation. Numerous books can be thought-provoking for

environmental science or technology majors. First of all, *The Greenhouse Gas Protocol*, by the World Resources Institute

and World Business Council for Sustainable Development. This contributes to the readers' knowledge of climate-related science and allows them to identify existing problems and recent progress in resolutions.

Secondly, the article "Gaining the air quality and climate benefit for telework", by Fran Irwin (2004), allows field workers to recognize pollution resources and establish ways for improving the air quality. Thirdly, Durack et al. (2012) mentions that global climate changes suggest arid regions have become drier and high rainfall regions have become wetter in response to observed global warming. Low-lying coastal areas appear to be threatened by floods related to the greenhouse effect. Hence, updated means of environmental protection should be studied by internationally cooperating experts to compensate for the human destruction, such as overuse of air conditioning and the shrinking of wetlands. "Bill McKibben wrote eloquently of global warming as a metaphor for the 'end of nature', that industrial society has finally humanized nature, literally leaving no part of the biosphere untouched by human intervention." (Paterson, 1996, p. 2)

Pedagogical suggestions for this issue can be visible auxiliary evidences of the above phenomena. Methods for resolving problems like planting trees, taking buses, and eating less meat can be suggested, discussed and critiqued. Correspondingly, this requires the communication of students' own academic experiences, and therefore enhances their academic careers. Students can use their own life experience and their own personal actions, showing how they can affect their surroundings in both negative and positive ways.
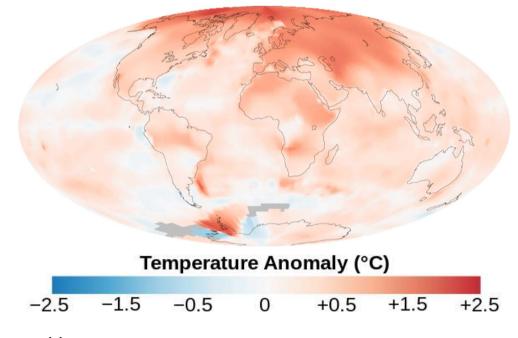
Temperature Anomaly (°C)

−2.5   −1.5   −0.5   0   +0.5   +1.5   +2.5

Figure 3: Temperature rising

1.9.3 Example three: diverse perspectives on war issues

War is a complicated issue. World society benefits when there is a resolution of conflict among diverse religious, economic and political systems, which may have resorted to war as a rapid resolution. The neutral discernment of various political viewpoints on war is a perplexing task. "The agenda of global politics is anchored not just in traditional geopolitical concerns but also in a proliferation of economic, social, cultural, and ecological questions." (McGrew, 2014, p. 27) To understand war, students need to do research into the historical backgrounds of the nations involved, think about the conflicts and resolutions, and learn how to express their thoughts for a clearer and deeper realization. Information about war can be obtained from a variety of mass media sources, with a mature guiding scholar holding an unprejudiced position. For instance, media in the United States and in the Arab world have provided two varied view points on recent Middle East issues. For instance, while the Washington Post uses the lexical term "coalition forces", this can be reported as "invaders" in the Gulf Times.

The pedagogical significance of this task is to carry out learning from a variety of educational sources, **emphasizing** the academically nonaligned perspectives of education. Reports can be from Cable News Network (CNN), or Reuters in the Western World, written by English native speakers using standard language l. At the same time, news released from the Middle East, such as the military situation of Islamic State of Iraq and Syria (ISIS) on Gulf Times or Al Jazeera (JSC), also could be read, allowing information from more opinions. The neutral academic website, *Wikipedia*, can be recommended to students for somewhat neutral information (see Figure 4 from public domain). This forces students to comprehend a variety of sources and communicate their own ideas with classmates and teachers.
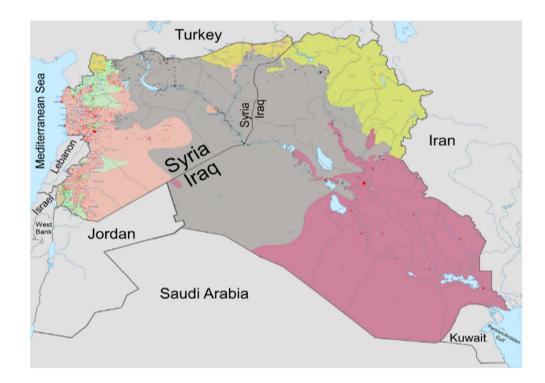

Figure 4: military situation in ISIS (ISIL) on1 November 2014

2 Literature review

Globalization is significant. McLuhan (1959) mentioned globalization brings considerable benefits for humans. Consequently, people with different histories, races, and languages welcome the globalization era. Wallerstein (1979) also argues human beings are pursuing a unified living style with a new international order, from economic, political, and cultural perspectives. A multitude of international organizations solve common problems.   This has been discussed by several scholars. (Case, 1993; Kniep, 1986; Lamy, 1987, 1990; Merryfield, 1990, 1998; Merryfield& Harris 1992; Merryfield& Remy, 1995)

"Education was elevated to a position of importance within the new development compact, in part because it straddles both equity and productivity agendas for globalization" (Mundy &Manion, 2014, p. 46) Globalized educational concepts therefore are significant in post-contemporary society. (Pang, 2006) "The truth, which is created through social dialogue, will be only reached when different peoples' interpretation of the world agrees." (Weiming & Vattimo, 2007, p. 15) According to Mandal (2012), the United Nations Educational Scientific and Cultural Organization and the European Union have been promoting international communication through lifelong learning concepts. "LLL (life-long learning) is gaining an increased importance in transnational policy arena, especially in the present age of globalization and due to faster changes at various levels in and around our society." (p. 363)

Similarly, Macqilchrist and Christophe (2011) stress the interdependency of society by suggesting that "the curricula in some parts of the world, for instance, offer explicit perceptions of the existence of global interdependencies." (p. 147) For example, The Curriculum Standards for Social Studies formulated by the US National Council for the Social Studies (NCSS, 2008-2016) states in a section titled 'Global Connections' that: 'Social studies curriculum should include

experiences that provide for the study of global connections and interdependence' (2008, p. 20). Likewise, the current National Curriculum in the United Kingdom includes challenges facing the global community (Qualifications and Curriculum Authority, 2007-2016).

It is becoming more and more apparent that the globalization processes represent, theoretically as well as practically, a challenge for educational sciences, and therefore, it must be addressed within the sphere of education. (Schröttner, 2010) Recent research on globalization and education policy has indicated that the force of globalization and dominant ideologies have affected the nature and the content of historical narratives and social and political value of school textbooks. (Zajda, 2015) For example, "…many students whose first language is Chinese have become transnationals and are pursuing academic students in English" (Zhang, 2010, p. 320) This research will discuss how English teachers should be prepared with knowledge of global topics for training university students to be global citizens.

2.1 The meaning of globalization and its relationship with English

Modern society is multicultural. According to Burns and Roberts (2010), "The reality in most countries worldwide is that contemporary populations are multifaceted, multicultural, multiethnic, multiracial and multi/plurilingual." (p. 409) In contrast, world education theorists see globalization of education as a process originating in the spread of Western educational ideas. (Spring, 2014) No matter which perspective Taiwanese use to see globalization, foreign cultures and knowledge should be learned. Hence, English has recently been termed "English as an International Language", due to its focus on multi-common issues and world communication. "Globalization as an ideology and possible practice that entices people to push their ideas and products beyond the boundaries of their own communities". (Abdi, 2006, p. 20)

At this moment in world history, there is a commonality and necessity between globalization and English education.

2.2 Why should global issues be introduced to language learners?

English language learners can use English language education to become equipped with sufficient and accurate knowledge from different nations and different sources. Furthermore, by learning and sharing, students might even be able to contribute their abilities to solve the Earth's problems. According to Marmolejo (2013), at the university level, the globalization scholarship is amazingly developed. Researchers and students come from and go to all over the world. He discussed the principal aspects of globalization by tackling several educational points of view, such as multi-disciplinary, angle-historical, geopolitical, economic, financial, philosophical, strategic, and social aspects.

2.3 Research contributions to the present curriculum

There are fewer studies arguing the significance of globalization by Taiwanese scholars. To understand the current concepts of global cooperation, this study was conducted in the expanding circle. It is also applicable in the areas outside of the English-speaking areas, such as Scandinavian or Latin American nations. In order to prepare global education materials associated with language learning, the researchers searched for relevant information from online resources, planned and carried out a series of group discussions. This entire process examined how globalization education theories can be practically applied in a worldwide educational context. The study integrates emerging topics structured by awareness of global trends with model curriculum and reveals a research gap that is rarely seen in language curricula.

That is, the curriculum design of global education associated with English learning is rarely found in literature. Scholarship on globalization suggests that new forms of democratic citizenship and politics are emerging, yet the U.S. educational system remains resistant to global perspectives in the curriculum and continues to favors national identity

and patriotism over learning about the world. (Myers, 2010, 2012) However, in the future, things might be changing and include globalization into required courses. "Cultural globalization is a huge elephant that has stealthily intruded the arena of education." (Kumaravadivelu, 2008, p. 27)

2.4 Global village

Inclinations of globalization have transported benefits or influences for human beings in divergent districts who exist in the universal town, where their fates are connected with each other. In consequence, people from different nations have assorted attitudes and responses toward the globalization epoch, but mostly their proclivities and feelings turn to be hopeful. Reality requires most of the people in the universal village to have unified living concepts. Meanwhile, people from different cultures are trying to appreciate each other through journeys, religious congregations, academic conferences, or business interactions.

Many developing nations are working towards the goal of a more sophisticated and civilized, emulating Europe, Japan, and America. Through globalization, communication in English naturally becomes fundamental and inescapable because it is a tool of universal contact. In order to update the English as a Foreign Language (EFL) curriculum to accommodate to the neo-liberal order in the simplified international social order, particularly for adult English learners in university, English teachers are taking worldwide perspectives into consideration in curriculum.

Based on the theories of global educators, "A student does not need to travel outside U.S. borders to meet the peoples or understand the issues of the global village." (Durtka, Dye, Freund, Judy, Harris, Kline, LeBreck, Reimbold, Tabachnick, Tantala, Wagler, 2002, p. 5) A scholar can gain knowledge of the world in his/her own classroom near home. Now educators are designing a curriculum related to all subject matters encompassing global challenges, global cultures, and

global connections (Durtka, Dye, Freund, Judy, Harris, Kline, LeBreck, Reimbold, Tabachnick, Tantala, Wagler, 2002).

The reason is that students have a basic human right to know their surroundings and societal disciplines.

2.5 Significance of Studies

People of different occupations have to be familiar with conversation topics related to their own specialties and also

globalization in order to communicate with friends from other countries.   Both teachers and language learners in

universities of Taiwan contribute to homeland development through their preparation for the coming global epoch.

English educators know that students in university should be informed with details about noteworthy globalization issues

and how to properly keep up an international understanding.

2.6 Global education: English VS. diverse cultures

In the non-violent the third millennium, university students should learn and think about how they can be an

outstanding member in this global village through professional knowledge achievement, outstanding English

communication, and abundant understanding of cultures and customs.   In this day of globalization, all educators are

responsible for teaching global concepts.   English educators should include the language, global issues or world's

common problems into their EFL curriculum, and they have to inform students about world's multi-cultures, different

types of government systems, and dissimilar concepts of religions existing in humans in order to prepare for their future

participation in worldwide organizations.

Actually, the government and citizens of Taiwan are working hard to accommodate themselves to this

contemporary international situation. The most obvious effort that Taiwan government has made was an educational

policy administrated in 1999. This created mandatory English classes at an earlier age than before.

Furthermore, besides tests of Educational Testing Service (ETS), such as Test of English as a Foreign Language (TOEFL), and Test of English for International Communication (TOEIC) that students can take in several universities of Taiwan, the Taiwan Ministry of Education also established the General English Proficiency Test (GEPT) as a method of preparing for Taiwanese for a global society. As it can be seen, the government of Taiwan anticipates that Taiwanese officials, businessmen, educators, etc. will be able to join global organizations and exchange ideas in fluent English.

From a financial aspect, Taiwan has upgraded to one of the fully developed countries because Taiwanese have completed a great deal of international trade and conducted countless charity conventions. However, more knowledge is required. Taiwan's prestigious scholars, including Nobel Prize winner, Dr. Lee Yuan Tseh, are worried about Taiwan not making further economic progress easily because of its lack of energy resources.   At the Asia-Pacific Economic Cooperation meeting on Oct. 22, 2002, Dr. Lee represented Taiwan, and said that oil supplies will run out within forty years if the current supply and demand only depends on oil countries.   Further knowledge development through global communication is necessary.

Additionally, as it can be inferred from the listing of conference participants, that the attending scientists, officials, and scholars from different nations used English to analyze global problems. For instance, the energy crisis is not only a problem for Taiwan but also a major problem for many Asian and Pacific nations. One nation's destiny is related to each other. "Substantively, the world is seen as interrelated systems in which technological, ecological, economic, political and development issues can no longer be effectively addressed by individual nations because the issues become global

as they spill over borders and regions" (Becker, 1979; Kniep, 1986).

2.7 Example of Taiwan and our global village

Besides the energy crisis affecting Taiwan, one other factor is technology. From a long term perspective, if Taiwan's old-fashioned productions cannot be upgraded and transformed into more advanced technology classes, such as computer industries, environmental-protection (chemistry) companies, or semiconductor industries, sooner or later, Taiwan cannot compete with other industrialized nations. Beyond doubt, Taiwan's economy cannot improve smoothly and rapidly as it did twenty years ago because Taiwan has been established into a developing country mainly dependent on its low-cost labor force. Unfortunately, the global low-cost laboring resource can be sufficiently and inexpensively offered from Mainland China and South East Asia. As a result, many products for daily use once made in Taiwan ten years ago are now mostly made in other countries.

In reality, Taiwan is just a tiny island which lacks natural resources and depends on imported materials. Therefore, how Taiwan can survive in this competitive global village is to develop high-tech industry. Then it will be competitive compared with other wealthy or highly industrialized countries. Knowledge from international communication will strengthen Taiwan's economy.

If Taiwan has the language ability, foreign employers and employees from all over the world would be much more willing to bring their techniques and skills to cooperate with Taiwanese companies, which assist Taiwan to produce high-technology commodities, such as laptops and cars. These are fashionable products that can be exported to other countries, which can increase Taiwan's foreign income.

Indeed, the cooperation between Taiwanese and foreign companies in the Hsinchu Science Park, eastern Silicon Valley, has shown that there is an imperative necessity for students majoring in business, science and technology to receive training in English and be aware of the concepts of globalization. From the perspectives of English teachers of Taiwan, one pedagogy most educators regard as important is using English to resolve the "global" problems, such as trade, environmental or technological issues.

University EFL teachers can facilitate understanding and resolve problems caused from globalization to incorporate global issues into the EFL curriculum for all university English learners with different majors. In this way, they contribute to solving issues caused by rapid globalization by raising students' worldwide awareness in English. Awareness and discussion of problems and potential solutions, such as the destruction of world rain forests, are highly important, and encouraging such dialogues in English learning classrooms in Taiwan's university classrooms, prepares learners for their potential roles in the global community.

For university students who are interested in global science, chemistry and physics, the curriculum and pedagogy designers should offer them a topic like Global Warming and the Changing Climate. From a stimulating story of the polar bears' population decreasing, a teacher could make students aware how much effort and money they have to compensate for using machines that release carbon dioxide. Furthermore, for university students who are interested in intercontinental relationships and those whose major is social science, we can offer them a topic like Peace and Conflict in the Middle East. Globalization inspires students.

2.8 What English teachers should mention?

From an unbiased angle, teachers should let students learn the truth and exchange information that they find from different mass media.   For example, they can receive information about the Middle East from various sources in order to receive a well-rounded understanding. (Knowles, 1993). In school, they are able to make choices confidently after they have deeply analyzed perspectives from different sources. Then they can do role play, acting as Americans and Persians to illustrate to their teacher and classmates their reasons of fighting and also explain why they are representatives as roles of real justice. Additionally, "World Diverse Cultures," "Political Trends," and "Peace between China and Taiwan" are also potential topics for this purpose.

In the same logic, university students who are interested in financial system and who major in business management, can become skilled at topics such as Energy Crisis, Environment Degradation Caused by Industrialization, Rich/Poor Gap, Import and/or Export of Energy and Materials. Since these issues are closely related to world financial trends, students have to be familiar with current information and be able to apply and discuss concepts of global institutions. For instance, university students can explore issues such as a world social safety net, resources like food and water in a poor corner of an undeveloped country. Additional issues can be increasing business cooperation opportunities with countries that are less wealthy than Taiwan, upgrading their national incomes, and nutritional, educational, and health care level.

Science students can deepen their knowledge by discussing with teachers and classmates about topics like Climate Change around the Globe, AIDS (Acquired immune deficiency syndrome), Population Control, Air and Water Pollution Control, Battery and Plastic Bags Recycling, Nuclear Waste Solution, Rescuing Endangered Animals, and Solutions for Forests, Grasslands, Dry Lands...etc. EFL curricula with global topics stimulate students to resolve a certain catastrophe

that they think is vital for human beings. For instance, adult students may be aware of the increasing number of AIDS victims in Taiwan from their in-class discussion. They might be willing to make an effort to keep people from human immunodeficiency virus (HIV) infections.

Moreover, through the EFL materials found on the website of World Health Organization and the resources of AIDS from libraries and bookstores, students of specific science majors (Biology, Medicine, or Pharmacology, for example) can learn how to transmit information to their friends or submit papers to global health institutions, such as "World AIDS Campaign" and "International Treatment Access Coalition". They can learn prevention concepts, such as using condoms and avoiding high risk behavior.

Through globalization education concepts, students can learn global "common sense" and communicate those ideas with others around them. Our large-scale problems are mostly caused by industrialization, world injustice, and conflicts existing in human beings. What EFL teachers can do to solve these arduous global problems is facing them and finding cooperative approaches among countries. As EFL teachers, we should assume global topics are inescapable and inevitable because they endow university students with "common senses" in such a globalized world and enable them to contribute to solving these universal crises.

If EFL teachers want to contribute to globalization, a question might appear: How do we choose appropriate topics for language learners? For this point, Merryfields (1990, 1998) has a response; the most important contextual factors are teachers' beliefs, values, practices, their acquaintance with globalization, resources to teach it, and their perceptions of student characteristics. EFL teachers must constantly strive to be updated, current and knowledgeable in order to coach

students in global topics. In other words, EFL teachers have to build up their familiarity of natural science, economics, and social science because universal topics engage with so many distinct, yet interconnected fields.

To bring this chapter to a close, Britzman and Dippo (2000) queried: What are faculties of education doing to prepare future teachers to respond to crises in the world? EFL teachers are accountable to stimulate, inspire and educate their students, and tutor them to give them capabilities in this universal community. After all, the aim of EFL instruction is to train people to become improved human beings and communicators in order to function peacefully and efficiently in the up-to-the-minute world. The challenge, consequently, is on both teachers and students in university EFL classrooms. Through readings, role-play, and collaboration with resources in the community, teachers should develop their abilities to reflect upon the reasons for controversies over global education and providing approaches to resolve such conflicts (e.g., Lamy, 1990; Schukar, 1993).

3 Methodologies

For this project, researchers cooperated with students at two private universities and a technical university. One of the researchers was an American professor at a private university who is a native speaker of English from the United States. The second researcher who teaches at the latter two schools is a non-native speaking local professor who studied in the USA for seven years. They applied combined qualitative and quantitative empirical methods in order to add overall significance to the design of the project. In other words, triangulations were conducted to raise the reliability and accuracy for the results achieved, and therefore improving the state of present curriculum

3.1 Research setting and procedures

In English courses, survey questionnaires and interviews were conducted. Participants were notified of their confidentiality and human rights by signing a consent form. The research lasted for a semester of 18 weeks. By use of a private Facebook group page and in-class discussions, 372 students described their perceptions on survey sheets or in online spaces.

3.2 Non-English majors at three universities

The 372 participants were in ten classes of adult university students, including 129 in Taichung, 102 in Yunlin and 141 in Changhwa. They are non-native speakers, speaking Hoklo (74.3%), Hakka (12%), Mandarin (13%), or aboriginal tribe languages (1.7%). In the university in Taichung, the professor had 95 students in three required "Freshman English" courses. These students were mainly from the Management College, the Agriculture College, and the Arts/Humanities College. Students met three times a week in order to satisfy their graduation criteria. Moreover, the American professor taught another 34 upper classmen in an elective course titled "Language in Action". It was associated with social volunteering, encouraging students to do social actions, help the poor, save animals, and preserve the environment, and use English to discuss, present, and ask questions to each other.

In Changhwa, 141 students in four classes at a private university took their required courses, including a class of 15 seniors, a class of 42 freshmen, and two sophomore classes totaling 84 (40+44). The first one-credit class was titled "Continuing English", for whoever had not yet reached the graduation scale requirement of TOEIC 390 before graduation. The second two-credit class was "Reading and Writing", a required course for freshmen. The third and the forth two-credit course is a required "Listening and Speaking" course. In two classes at Yunlin County, 56 freshmen took their two-credit "Listening and Speaking Practice" course, and 46 sophomores took their two-credit required "General Sophomore

English" course, both in order to fulfill their graduation criteria. The students were from College of Engineering, including Department of Aeronautical Engineering, Automation Engineering, Automotive Engineering, Materials Science and Engineering, Mechanical and Computer-Aided Engineering, Mechanical Design Engineering, Power Mechanical Engineering, and Vehicle Engineering.

3.3 Learning materials

After being assigned topics, the students followed the teachers' instructions and discussed in groups or pairs. With auxiliary handouts of current news and the viewing of related films, such as videos on National Geographic's website, the students applied English to become familiar with global issues. For example, "World Buildings" on Wikipedia, "Traditional Chinese Medicine in Breast Cancer Care", "World Cultures", "Polar Bear Swimming", and "Disappearing Taiwan Cloud Leopard" on YouTube were displayed. Furthermore, articles from Social Science journals and Wikipedia webpages were introduced, using "digital multi-media lectures" and a large projection screen in order to clearly see the pictures and understand the ideas, concepts, and examples of environmental protection.

Outside of class, social media allowed the native-speaker professor to discuss and promote various global issues. He created the webpage so that the students could spend their own time learning and exploring more global society issues, such as those related to stray dogs and cats, nuclear power plants, global warming, human rights, and multi-cultural societies. Through the Facebook webpage created by the American professor, the participants shared their comments on the posted news related to the international ongoing issues. They were able to interact with classmates and teachers in order to expand their background knowledge and also learn the opinions of others.

3.4 Instruments, data collection and comparison analyses

Participants explored topics and shared their thoughts. The 372 students' presentation points and details were vivid and showed a great variety of practical knowledge. The teachers' guided their students at the end of the semester to fill in the on-line survey questionnaires. Students talked about their perceptions toward globalization education by answering ten questions in a survey. Due to the large amount of participants, as many as 372 students, instead of face-to-face interviews, participants expressed their perceptions by writing 150-200 words in English or Chinese on survey sheets in the online survey program called "Survey Monkey". The 372 students' qualitative reflections were diligently compared. Some diverse comments reported by fewer students are not reported in this study in order to maintain the accuracy and reliability of the results.

3.5 Assumptions

1. The issues related to the samples' own majors can be regarded as more important.

2. The learners support the concept that global education naturally fits in with language learning.

3.6 Limitations

1. The sequence of significant topics can be different based on differentiated majors.

2. Participants cannot represent all of the global language learner population.

4 Pedagogical procedures for designing curricula

In the discussion activities in groups and pairs, the teachers gave a small talk for fifteen to twenty minutes in the very beginning and then divided students into groups, imitating the kind of interactions that might happen in international meetings. The participants were assigned by different sub-topics to interact and critique, based on their expertise and interests. The following describes the pedagogies practiced in the 18 weeks.

4.1 An Overview for the selected topics: global warming, tourism and music (The 1ˢᵗ, 2ⁿᵈ & 3ʳᵈ weeks)

In the 1ˢᵗ week focusing on the global warming, the sub-issues discussed were (1) solutions by planting trees, (2) using less air conditioning, and (3) taking the bus. A National Geographic website showing the facts surrounding global change was applied. In the second week, participants introduced cities they had previously visited. They also talked about the specialties in their own hometowns by setting up an introduction to their area for potential overseas tourists. For example, "Spring Scream Festival" and "Paiwan Aboriginal Tribe" were mentioned to introduce Kenting National Park in Pingtung, Taiwan. In the 3ʳᵈ week, the Taiwanese "Puyuma Festival", "Puppetry Drama" and "Folk Opera" were used as cultural examples in order to introduce Taiwanese music genres to foreign friends.

Figure 5: Polar bears approach the submarine USS Honolulu (SSN 718)

4.2 Festivals, food and peoples (the 4ᵗʰ, 5ᵗʰ & 6ᵗʰ weeks)

The 4ᵗʰ week included discussions and presentations of international festivals, such as the Indian "HelliFestival",the Swedish"Midsummer Festival", and the Chinese "Dragon Boat Festival". These were introduced both by students' and teachers' storytelling. In the 5ᵗʰ week, multi-national food was discussed; recipes of making "Köttbulla (Swedish

Meatballs)", "Kimchee", and "Spaghetti" were introduced. Numerous cooking programs, such as *Take Home Chef* on Discovery Channel were also recommended. In the 6th week, multi-cultural issues were discussed. Students talked about the Norwegian Vikings of Northern Europe, aboriginal tribes in eastern Taiwan, and Jewish, Eskimo, Gypsy, Maori, and Indian peoples.

4.3 Art, technology and sports (the 7th, 8th & 9th weeks)

In the 7th week, multicultural artifacts, such as "Japanese Paper Dolls", "Chinese Knots", "Christmas Decorations", and Taiwanese "Aboriginal Knitting" were introduced and exhibited. In the 8th week, the histories of the G8 countries, and the technological productions of each nation, were discussed and appreciated. For the athletics of the 9th week, The FédérationInternationale de Football Association (FIFA) World Cup, Wimbledon Championships, and National Basketball Association (NBA) were discussed. Furthermore, sports stars, such as David Beckham, Michael Jordan, and Kobe Bryant, were introduced.

4.4 Entertainment, animals and the Middle East (the 10th, 11th & 12th weeks)

Students continued to focus on global entertainment in the 10th week, including Chinese "Shuttlecocks", "Dragon Boats", England's "Horse Riding", Taiwanese "Gyroscopic", "Kayak", Rukai Tribe Swings, and KEX chocolate bars from Iceland.In the 11th week, they watched wild animals and learned about a number of local endangered animals, including "Clouded Leopards", "Pheasants" and "Stone Tigers" of Taiwan, being eaten in restaurants, and "Wolverines", "Saimaa Ringed Seals" and "Polar Bears" in Scandinavian nations reducing in numbers due to global warming. About the Middle East in the 12th week,students learned numerous refugee stories, like SharbatGula (an Afghanistan refugee in

Pakistan) and Mae Salong (a Chinese refugee in the northern part of Thailand). Also, teachers introduced the liberal and

ethno-republican political worldview of Jews and Arabs students, mentioned by Sabbagh and Resh (2014).

4.5 Folk stories, energies and therapies (the 13th, 14th & 15th weeks)

In the 13th week, students shared the fairy tale of Andersen's *The Little Mermaid*. Also, ancient Chinese *Chang'e* flying

to moon, and *Mulan* joining the army in Sui dynasty, were also discussed. In the 14th week, students discussed novel

alternative energy, including algae fuels, biomass briquettes, solar energies, and wind powers. For the world therapies of

the 15thweek, cupping, scraping and acupuncture in Chinese medicines, Indian Yoga and European flower/herb essence

treatments were introduced.

4.6 Buildings and environmental protections (the 16th & 17th weeks)

In the 16th week, the Burj-Khalifa in Dubai, Taipei 101 and other skyscrapers were displayed by on-line copy-right

free photos in the public domain. Texts introducing them on Wikipedia were read to students and the global competition

to build higher and higher buildings were discussed by comparing heights and completion dates. For the environmental

protection of the final learning week, the students discussed novel methods and technologies that could save the world

environment. They agreed on some solutions, such as taking public transportations, adopting stray cats and dogs instead

of buying from pet stores, planting more trees, eating less meat, and using less air conditioning. In the last week, the

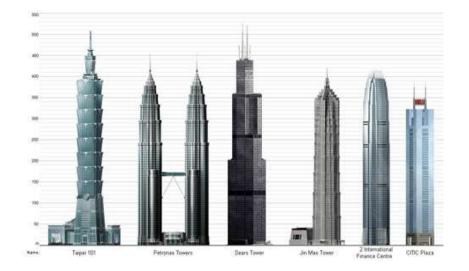students also answered ten survey questions.

Figure 6: Skyscrapers of the world

5 Results

Based on the survey at the end of the eighteen weeks, three characteristics can be discussed that represent students' primary feedback toward globalization education. First of all, students regarded global issues to be significant, real and sometimes even urgent. Second, they learned to treat foreigners as compatriots and came to believe that discussing global topics in English can increase their confidence to orally interact in international situations. Third, they learned about diverse lifestyles in different cultures. The following descriptions are summaries of the 372 students' major perspectives. The percentages indicate levels of agreement.

5.1 Q1 Importance of the globalization education (95%)

Everybody can be stimulated or encouraged to resolve global war and peace difficulties. We can understand intercontinental developments, trends, and cultural differences in English. We can learn from developed nations or endeavor to service the undeveloped, using English language as a common communication tool. In parallel, "Globalization is surely one of the most important forces driving the developments…Iceland's increased "exports" of knowledge and technology, in addition to the country's growing international presence. Have led to an increase in global

thinking." (Bawa, Gudmundsson, Jayaram, & Kiley, 2014, p. 139) Worldwide efforts produce great influences upon the world economy, nature ecology and lifestyles. These issues are important for world citizens, because they affect all of us in our daily life in certain ways. They play an influential role in modern humanity, in the understanding of endangered species of animals, and all creatures.

5.2 Q2 The important topics (76%)

The results show three topics, (1) Global warming, (2) Global energy, and (3) Environmental protection are the three most significant issues to think and talk about. "We only have one earth." If it perishes, there will be no future generations of human beings. Therefore, paying attention to these environmental issues is every world citizen's obligation.

It is important that we treat everybody as our sisters and brothers. The pragmatic issues to be normal ones in post-modern time.

5.3 Q3 Interesting globalization education (87%)

Global issues are vivid and adaptable topics, and students can spontaneously learn issues associated with diverse and interesting subjects. The general knowledge from multi-perspectives and multi-cultures, is completely different than their normal exam preparations. By zealously practicing listening and presentation strategies, our global views are widening to include more intercontinental concepts. Moreover, by learning about miscellaneous cultures' foods or tourism, young people are able to develop a more rewarding, creative and interesting lifestyle.

5.4 Q4 Inclusion into formal education curriculum (79%)

These global subjects should be mentioned in present textbooks designed by Taiwan's Ministry of Education, so that we are more able to comprehend the world news and to interact with foreigners intellectually and constructively. Schools need this global training from elementary school. Taiwanese should not be confined to merely recognize our own or very few countries. The world is more and more open and cooperative. More global related issues are discovered and updated. Global subjects included into textbooks make us learn how different nations interact and cooperate and how we can follow their customs for showing politeness.

5.5 Q5 More global issues

The following sixteen global issues are suggested to be included into curricula. The topics are ranked from the highest to lowest, according to their ranking in the student surveys.

(1) The Impact of the globalization trend upon international trade and worldwide financial statuses; (2) Social welfare systems in Northern Europe, including Sweden, Norway, Finland, Iceland and Denmark; (3) Educational systems in highly-developed nations; (4) Nuclear/chemical weapons in the wars of the Middle East, terrorism and counterterrorism; (5) The Languages and clothing of diverse nations; (6) World leaders and their personalities; (7) African children's education, health and environment; (8) Political systems(principles in communism and democracy; (9) Fashion and arts; (10) Volunteerism and charity; (11) Disasters (earthquakes, floods, hurricane, tornado)and their solutions; (12) Religions and theologies; (13) Feminism comparison among nations; (14) Gaps between the rich and poor; (15) Human rights; (16) Movies, singers and stars.

5.6 Q6 Case studies for globalization trend as perceived in daily life

We see evidence of this interconnectedness in our lives every day—from the food we eat to the coffee we drink to the clothes we wear. (Stewart, 2012) The following twelve ways are how students have perceived the amount of globalization in their daily life:

(1) the summer is getting much hotter and the daytime, and night temperature differences are getting bigger; (2) more windmills and solar panel productions are found in Taiwan and Taiwanese are impacted by oil crisis; the oil price is changing frequently and usually it is raised; (3) certain wild animals are dying off quickly and/or becoming endangered, such as the polar bears and rainforest birds; (4) there are more imported goods in markets, like exotic music, dancing styles, food, clothing and international franchise shops; there are more foreign movies, radio stations, websites and TV programs becoming available; (5) people in Asia are shopping in Costco and Carrefour, dining in McDonalds and IKEA, driving Volvos and watching Hollywood movies; (6) more foreigners are in Taiwan, including professionals, exchange students, foreign spouses, laborers and talk show guests; on the other hand, lots of Taiwan elites are employed by foreign countries; (7) Internet and cell phone convenience is progressively connecting Taiwanese to the world; (8) in Taiwan, we celebrate festivals, such as Western Valentine's Day, Halloween and Christmas; (9) national and governmental systems are not as powerful as political systems or economic systems; (10) current TV news and entertainment is not limited to programs of just Taiwan, but include a variety of cultures, such as Japanese/Korean soap operas, or the American Discovery channel;   (11) travelling is easier now and many nations no longer require a visa.

5.7 Q7 Online discussions or YouTube investigations (89%)

The Internet satisfies a thirst for learning new information and also inspires more thirst for learning. The online searching pedagogy is intense and attractive, both in and out of classroom, showing an amazing effectiveness for learning about international issues. An impressive amount of photos and films improve our comprehensions and detailed knowledge. By reading important articles that are almost instantly translated, we catch up the progresses of the focused matters and learn others' opinions.

5.8 Q8 Becoming confident to participate global events (57%)

After learning more about the advantages, shortcomings, and social rules of different nations, we are more knowledgeable and self-assured to interact by using common topics in correct situations. The anxiety of speaking naturally to foreigners can be reduced by gaining knowledge associated with their nations. Being familiar with their cultures and social structures, we know how to create dialogue using mutually concerned topics appropriately.

5.9 Q9 Stimulate English learning motivation (96%)

Learning English is a fundamental way to become associated with international issues. A realistic goal is to be more competitive by aggressively learning English so it becomes spontaneous. The authors of this research project and paper believe that several issues in this program contributed to their professional career development, leading to a feeling of irresistible charm and attractiveness in English associated with the topics. The topics complemented the researchers' and students' feelings of impulsivity of travelling to English speaking countries.

5.10 Q10 Pedagogical suggestions (22+20+19+16+10+7+3+3=100) %, respectively

All of the students involved in the study agreed with the concepts of global education within English educational pedagogies. Besides the interactive forum in Facebook, group/pair discussions, film appreciation (Fukunaga, 1998) and PowerPoint presentations, the students suggested that travelling (22%) should be the most impressive and effective method of understanding. By interacting with people from different nations and sharing achievements of professional work, they can act as post-contemporary global citizens.

Moreover, to observe the global phenomena, disaster films (20%) about the shrinking rainforest or melting ice in Antarctica causing sea level rises can be appreciated.   Historical and current events (19%) can be explained by movies. Furthermore, in class, the instructors can play music in different languages and styles (16%), or invite international professionals (10%), locals or victims, to exchange ideas with students by giving speeches and sharing stories. Teachers can also ask students to read English-language news, such as *The New York Times* and the *Taipei Times* in the classroom (7%). Interacting with exchange students (3%) or with foreign language learners is also a persuasive and thought-provoking way to engage students. Moreover, arranging a game to play or a topic to orally debate (3%) should make the course attention-grabbing and inspiring.

6 Discussions for the agreement outcomes of the suggested globalization education

As can be seen, globalization education is significant in eliciting sufficient valuable thinking from the perspective of language teaching and learning. Particularly with university adult learners, they desired to be prepared to integrate themselves into the international situations. The density of globalization forces brings together multiple issues, introduces an avalanche of concepts and practices, and exposes the powerful intersections of economics, politics, cultures and technologies which simultaneously affect values, institutions, and expectations of people around the world (Stromquist,

2002).   Globalization education from the perspective of language learning enables students to be cooperative and competitive.   "The challenge in adult education is to encourage critical dialogue that seeks to achieve a more just and equitable global environment." (Zieghan, 2007, p. 13).   These students expressed their willingness to be integrated into international situations.

6.1 Beneficial globalization

Students agreed globalization has brought considerable benefits for human beings (McLuhan, 1959). In fact, inhabitants on the globe are longing for and pursuing a unified living style with a single social order (Wallerstein, 1979) that is expected to be reorganized. For doing this, innumerable international organizations are set to untie global dilemmas and develop values of humanity. Students agreed with McLuhan (1959) when he said that globalization is a great advantage for us, because people of all colors can get along more naturally from perspectives of economy, health, education, industry, politics…etc.

6.2 A path accessing the world

Students gave examples to prove that people in five continents with assorted religions are all greeting this globalization which exhibits a single living formula and a benefit-exchanging rule. After quite a lot of dangerous and imprudent weapons contests among human beings in 20th century, we are expecting a more tranquil and homogenous Earth.   Furthermore, world citizens nowadays demand ambiguous borders with the other nations because of closer neo-liberal ideology.   Global education in Taiwan English courses is a path to contacting the world, due to Taiwan's political isolation.

For those who want to play a part in the world's organizations in the globalized village, speaking in English is a required capability. When people gradually scrutinize the English learning curricula at universities and private schools in, for example, Taiwan as part of Asia, they will notice that many Taiwanese adult learners are now opening their mind and starting to learn English, so that they can be easily accepted by the world's scholastic, business, or political associations.

The 372 adult learners admitted that one of their purposes in learning English is that they wish to take care of people from all over the world just as they treat siblings and families. On the other hand, they also long for conversing well in order to learn from the people of more advanced areas, or assist those from poorer countries. For instance, Taiwan longs to be part of the WHA (World Heath Association) since there are several serious diseases in Taiwan these recent years.

It is impossible for Taiwanese to independently respond to infectious diseases without cooperating with other countries. As a result, Taiwanese need to cooperate with members from other places to control the problem and prevent the virus keep spreading, such as virus of Bird Flu or SARS (Severe Acute Respiratory Syndrome). In reality, the outbreak of Bird Flu in 2006 or SARS in 2003 already made many medical doctors and nurses in hospital and students in medical universities in Taiwan become more aware of their aptitude of English communication with collaborators in the international medical associations.

6.3 Elite establishment contributing to the world

There are countless organizations that Taiwanese want to join. How can the new generation of Taiwanese with specialized knowledge fulfill their obligation of entering a certain world society they think they belong to after their

graduation from school? How will the Taiwanese university students be able to grow to be a constituent in the global communities, which might be a great support for their livelihood?

It can be observed in universities in Taiwan that there are well-informed professionals, but also most of them are to a certain extent conversant in international communication and diverse nations' cultures. They are trying to attain their ambition of being an accepted member of global communities. As English educators teaching in quite a few colleges in Taiwan, the researchers of this book can see globalization's impact on Taiwan's university EFL classrooms through young people's apparent urgent needs of learning how to express the professional terms, expert contents, and equally importantly, their comprehension of globalization and the world's various traditions.

In reality, all of the above subjects discussed by the 372 students should already be in the adults' EFL classrooms in Taiwan in the very start of the 3rd millennium. The reason is that policy makers, governmental strategy followers and curriculum designers in universities of Taiwan mostly have awareness of global trends in education.

7 Conclusions

In fact, global cooperation can bring considerable benefit for humans, especially if experts of diverse fields can communicate accurately and peacefully. Therefore, English teachers should assist their students to become part of the approaching innovative human order and becoming post-modern, peaceful dwellers of Earth. In order to be prepared for common inter-cultural problems, the pursuit of comprehensible English, without using countless Roman spelling and inter-languages might be a necessity. It is necessary to develop in students an attitude that they can learn to create opportunities for helping the world with their expert knowledge. For example, in this study, global warming was an important issue that empowers students to create change.

Based on students' expertise, a syllabus can be designed to collaborate with global issues. For science students, use the issues of agricultural food management, water resources and freshwater ecosystems, rain forest and grassland maintaining, recycling for common household items, and recycling. On the other hand, the cultural, political, religious and humanity topics can be assigned to literature, politics or sociology majors, according to their interest and professional knowledge. Mixed classes can have mixed topics.

Based on the study, participants said this program made their English language study feel more connected to the world educational movement. Numerous students emphasized its up-to-date advantages and practicality in their professional future careers. Students mentioned travelling in educational tours is also a realistic way, by providing opportunity of visiting museums and interrelating to global citizens. This research showed Taiwanese adult students' strong support of English globalization education.

In conclusion, university students have the basic human right and perhaps feel an inherent responsibility as interdependent global citizens to know their current surroundings. The generation born in the 3rd millennium should be prepared with English proficiency, so they are able to incorporate themselves more easily into this restructured planet. This study anticipates that English language learners in this global village can apply English to efficiently reflect their abilities upon the wonderful future of our "one and only Earth".

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