

A study on how to promote students' global awareness
in the English classroom

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Abstract

The purpose of this research is to promote global awareness amongst students and to discover how the effective use of maps, task based learning and oral presentations could improve their understanding of the world and enhance their global awareness, given that considerable concern has been expressed about deficiencies in global awareness among Japanese students. The area of global awareness develops students' understanding of human societies from a global perspective. The study took place from April to July in 2019 and consisted of a pre-questionnaire and a test on a group of students. This was drawing a map of the world from memory. Then an intense study involving a textbook and students' own research in various projects and teacher input followed. Towards the end, all students did a presentation on a country they chose. The students were then asked to answer a post-questionnaire and repeat the original evaluation by drawing a world map. This study will deal with an introduction, a literature review, methodology, results, discussion and conclusion.

Key words: global awareness, world map, task based learning, evaluation, presentation

1. Introduction

The syllabus says that the purpose of the class is to make students aware of what is happening in the world using a textbook with maps and make them interested in different countries and new information in English through other media, and have them understand human societies from a global perspective. The first half of the semester was spent mainly learning geography, history and cultures of different countries through the textbook. Then the latter half was devoted to making presentations. They were encouraged to express themselves in English individually in front of the class about the theme of the country they chose. All presenters were assessed by their peers using an evaluation sheet, including self-evaluation. A tip on how to make a good presentation and some advice for becoming a good audience were given to students beforehand by the teacher.

The textbook *Seeing the World through Maps* was utilized to fulfill the purpose of this research. The project maintains that the use of maps in the classroom invites curiosity, encourages exploration and inspires problem solving. Maps can be used to explore a multitude of topics and can incorporate visual learning, spatial thinking and quantitative skills into a lesson.

The students were also encouraged to memorize the names and factual information about countries using maps. It is obvious that simply drawing maps and solely memorizing facts do not contribute to students' understanding of the world. There are some other ways to develop students' global awareness in the area of global education and this is a research project in an English classroom using the method of CLIL (Content and Language Integrated Learning), aiming to improve students' understanding of the world and promote their global awareness. Oral presentation in English might be able to strengthen their communication competency to become world citizens who could express themselves powerfully without hesitation. At the end of the semester, the questionnaire was given to the students and they were asked if they had enjoyed learning about the globe. Almost all of them answered with positive responses and said that they were satisfied with getting a certain amount of ideas about the world as well as appreciating their own academic achievement.

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2. Literature Review

On the introduction of the textbook: *Seeing the World through Maps*, Sasajima, Shigeru (2017) ⁽¹⁾ and the other co-authors stated that, “Reading maps is fun. So students are encouraged to read maps for a better understanding of the world.” (p.3), and the textbook adopted a method of CLIL which is suitable for the integrated learning of geography and English.

All concepts and terms that are key variables in this research, particularly “global awareness” should be clearly defined based on the academic literature, as there exist other definitions for “global awareness.” When previous works of literature are examined, according to Burnouf (2004) ⁽²⁾, there are problems due to different terminology, definitional ambiguities and double consciousness (e.g. the colonized vs. the colonizers, white vs. colored, the Occident vs. the Orient), moreover, conceptual and operational definitions of “global awareness” have kept changing as the world itself constantly keeps changing.

Reviewing literature in the field of global awareness, Burnouf stated that “Hanvey (1976), one of the first scholarly experts to give a comprehensive definition of the concept ‘global awareness’, proposed five dimensions that prepare students to achieve global awareness, which were perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices” (p.2). Then Burnouf illustrated that Case (1993) identified five elements as his definition of “global awareness,” which were “the universal values and cultural practices, global interconnections, worldwide concerns and conditions, the origins and past patterns of worldwide affairs, and alternative future directions in worldwide affairs. In addition to these, he proposed perceptual elements such as open mindedness, resistance to stereotyping, anticipation, empathy and non-chauvinism (p.4).” Burnouf says, “Merryfield is one of the leading scholars in the field of global education. Kirkwood (2001) lists Merryfield’s eight (global awareness) elements which include: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills (p.5).” Burnouf concludes that, “all students need to learn about global issues in school in order to become living and practicing citizens in our ever-changing global society”(p.10).

When the question, “What does it mean to be globally aware?” is approved by the Global Awareness and Education Committee, University of Wisconsin-Superior in 2010, and its answer is “The globally aware person has the knowledge, competencies, values, and dispositions to act in an informed manner, demonstrate empathy, engage in effective intergroup communication, and build community across social, cultural, political, environmental, geographic, and economic boundaries.” Along with the literature reviews mentioned above, this definition of “global awareness” could be one of the most suitable definitions for this research. The purpose of this paper is to promote “global awareness” and bring up “global human resources” amongst our students, which is to meet the expectation of the Ministry of Education.

Including a literature review is indeed essential to make the argument for enhancing global awareness and how maps can be incorporated and such a literature review should review conceptual and operational definitions of the concept. The review could also include research on the use of maps in global education classes, and the degrees of success such methods achieved. Then when previous works on “global awareness” in geography education being reviewed, some findings were presented at the symposium in “The Improvement of Geography Education” in *The Geographical Review of Japan*. (1992) ⁽³⁾ “The organizers: Shirai and Yamaguchi suggested that geography educators should help students develop

their world view in the context of a world geography class. This is even more important in today's world since students get an increasing amount of information regarding different world regions through mass media.”(pp.362~363) “It is necessary for students to view cultural differences with empathy. This is especially true now since developments in various regions of the world have global implications. In short, people worldwide are becoming increasingly influenced by international events...Geography teachers should foster students who are aware of cultural conflicts and changes common to various societies in the world...they could propose education for international understanding while children are still young and use of world maps more frequently in class.” (p.363) Here in this context it might be possible to comprehend that the teachers of geography as well as English could encourage students to enhance global awareness using maps in class.

Ohta, Hiroshi (1988)⁽⁴⁾ said in “Cartographic Education in New Media Age,” (pp.10~24) in *Map, Journal of the Japan Cartographers Association*, “The essential elements of idea in New Cartographic Education context under the new age are the following.(1)...(2) Basic manual cartographic training, using a pen, a scale, color pencils, by hand drawing. In the new media age, the most emphasized aspect in cartography lies in (2) (which is mentioned above). Basic manual cartographic training which means to let them develop a kind of “spirit of map making, cartography” or “Map Literacy.”(pp.23~24) This review could include the importance of map literacy for young students to live in new media age and drawing world maps by hand could help enhance students’ understanding of the world and gradually foster global awareness as the authorized textbook of *Geography* for junior high school students, by the Ministry of Education, Culture, Sports, Science and Technology, published by Tokyo Shoseki in 2019 runs how to draw a world map (p.13) and also a map of Japan (p.137).

Then the question “why does drawing maps help students enhance global awareness?” could be answered by the following two literature reviews. One is “An Effectiveness of the Simple Map in a Social Studies / Geography, History Education – The Geography Teaching Method after the Meiji era and GIS (Geographic Information System) – ” by Ito, Yoshifumi (2016)⁽⁵⁾, who says that “The traditional geography teaching method was also effective. In other words, we, the teachers of geography, drew a simple map on the blackboard and made students consider the region.” (p.35) “The simple map where the region was shown is very important because it is the place where students input their knowledge and from that simple map, students get some information.” (p.45) “Even today a simple map is necessary for geography class.” (p.45) “I reached the conclusion that the geographical recognition and geographical skills of both teachers and students would be enhanced by using a simple map drawn on the blackboard together with GIS.” (p.45) Then, Ito introduces how to draw a simple world map by referring Kagawa, Kanichi’s (1972) *How to Draw a Simple World Map* (p.107). In fact, it is so simple and useful that it would be beneficial for students to learn Kagawa’s way of handwriting a world map using just one line. (Appendix 1)

The other review was written by Nishioka, Naoya (2005)⁽⁶⁾, who collected handwritten world maps from 1,878 people and analyzed them. He says in “The problems of the global map recognition, in the handwriting world maps. – From the viewpoint of the geography education –,” that “It is important to have geographical viewpoint for us to become a global human resource (p.35).” “You need to broaden your horizon to have a spatially wider view of the world.” (p.46) “International understanding starts from a world map. It is important to memorize 1,000 English words, but it is more practical and instructive to master the names of 190 countries and their locations” (p.49).

The following literature review describes an analysis of students’ global recognition in order to establish one’s own identity. The review “An Analysis of the Recognition of the World in Mental Maps: The Imagined World in Mental Maps: The Imagined World of

University Students” (pp.37~53) in Meiji Gakuin Review, International and Regional Studies of Geography was written by Morimoto, Izumi (2007) ⁽⁷⁾ of Meiji Gakuin University and he said that “putting a great amount of geography information in order is the most important work for building up self-identity. A world map works as a kind of box in the human brain in which all sorts of geography information can be input in order, therefore drawing a world map plays a very significant role for building up our own self-identity. Every April in the first class of each academic year, I let freshmen draw a map of the world. Most of them cannot draw it properly at first and they realize how ignorant they are and they reconfirm their own level of world recognition” (p.37). “World recognition” in this context could mean the same as “global awareness” and Morimoto’s aim of letting students draw a world map is to make them recognize their own deficiencies in global awareness. Morimoto says that, “World recognition means how you understand nature, culture, history, society, politics and economy of the world in the age of globalization and it is very important to be aware of what is happening in the world and therefore establishing one’s own identity of being a Japanese is indispensable as a member of global community” (p.38). “Here lies the meaning of International and Regional Studies of Geography” (p.52), given that, this research might make some potential contribution holistically to university education in Japan in order to produce global human resources. As to the definition of “global awareness” in Japanese could be either 国際感覚 or 国際認識, whose literal translation might depend on the context.

3. Methodology

3.1 Participants

The name of the target subject in Japanese is 「国際社会と英語情報」; which means “Global Society and Information in English” is an elective class, in which 37 participants registered. They were 29 junior and four senior students majoring in English, and four sophomore students majoring in education.

3.2 Instruments & Procedures

The study involved 15 intensive lessons. The first class was for orientation. A preliminary questionnaire (Table 1) and a pre-test evaluation of drawing a map of the world (Appendix 2-1~2-4: Pre-test) from memory and unaided on a blank B4 size paper were given. The next six lessons were studies on Europe, Africa, the Middle East, South Asia, North America, and Russia and Its Neighboring Countries on the textbook and the students were encouraged to conduct their own research in various tasks and informed to submit a report about each region based on the reading of the text. A pre and post-test evaluation of answering the names of countries in each region on the map where only border lines are drawn were given to students so that these tests let students memorize the names of the countries. The themes of reading comprehension in each lesson were as follows: ①the European Union, its purposes and problems, ② Understanding the background of Africa: Colonization and decolonization, ③Saudi Arabia being the world’s largest producer of oil, which means the Strait of Hormuz is a strategic seaway, ④ Learning the history of India: English-named Indian cities being renamed from late1990s, e.g. Bombay to Mumbai, Calcutta to Kolkata, ⑤ Learning the history of America: Country of Immigrants and the American Dream, and ⑥ Learning about Ukraine: Caught between Russia and Europe. These reading comprehensions urged students to study about social, political and geographical conditions of each region and help them learn more specifically about each region.

The last six lessons towards the end were saved for students’ individual oral presentations on their own research projects presented in front of the class about a country they chose. Presentation Evaluation Sheet (Table 3) were distributed beforehand and collected afterward. Time limit was within seven minutes. Themes chosen by the students

were as follows: 1. Hong Kong 2. Italy 3. Spain 4. France and Palais de Versailles 5. Maldives 6. Sweden 7. Singapore 8. Madagascar 9. Korea 10. Disneyland in the U.S.A. 11. Turkey 12. Poland 13. Taiwan 14. Vietnam 15. U.S.A. 16. Universal Studios in the world 17. Mexico 18. Thailand 19. Finland 20. Belgium 21. Spokane, U.S.A. 22. Australia 23. New Zealand 24. Taiwan 25. Boston 26. Shanghai 27. Spain 28. The Czech Republic 29. Bolivia 30. Schloss Neuschwanstein, Germany 31. Finland 32. The Republic of Palau 33. Tahiti 34. The Republic of Malta 35. Iceland 36. Porco Rosso in Greece 37. Taiwan. All the students in class successfully completed their oral presentation. They enjoyed presenting it by themselves as well as listening to their classmates’.

In the 15th lesson, the students were given an exam, a post-test to repeat the original evaluation by drawing a map of the world (Appendix 2-5 ~ 2-8: Post-test), and the post-questionnaire (Table 2) to conclude this research project.

3.3 Data Analysis

Comparison of figure data between a pre-questionnaire (Table 1) and a post-questionnaire (Table 2) is one of the ways to investigate whether it is possible to say that students’ global awareness has been promoted. The pre-questionnaire was given to them on April 12 and the post-questionnaire on July 26.

By comparing the figure data of pre and post-questionnaires, some considerable differences are being found so that it is possible to presume that global awareness amongst students might have been promoted.

Evidence 1: The pre-questionnaire (Q1. Do you read maps?) found that 7(19%) read world maps, but the post-one found that 36(97%) read maps. The increase of the positive answer 29(78%) is only natural because the textbook carries as many as 23 maps in the six regions for the students to learn.

Evidence 2: The pre-questionnaire (Q2. Do you have some knowledge of the world?) found 12(38%) said that their knowledge of the world was “not much” and 1(3%) said that she had “no knowledge,” but the post-one found that 31(84%) said “Yes, very much”, and 6(16%) “Yes, some (to some extent).” Therefore it might be possible to say that the students came to have some knowledge of the world after having studied hard about the world through the textbook and their teacher’s input.

Evidence 3: The pre-questionnaire (Q3. Do you have anything to say about the world?) found 14(43%) had “not much” to say about the world, and 4(13%) had “nothing to say,” but the post-one found that 13(35%) said “Yes, very much,” and 20(54%) said “Yes, some.” So the majority of the students 13+20=33 (35%+54%=89%) might have got some opinion and have become willing to express themselves especially after writing reports and making presentations.

Evidence 4: The pre-questionnaire (Q4. Do you have English communication ability to talk about the world with others?) found 15(47%) said that they had “not much” English communication ability, but the post-one found that after studying about the world, 3(8%) said that they came to have “very much” English communication ability to talk about the world with others and 25(68%) said that they came to have “some” English communication ability. This change of attitude may show that the students came to be more confident and have a more positive attitude towards their own English communication ability.

Evidence 5: The post-questionnaire (Q5. What news have you been interested in lately?) Their response showed that they had become more aware of political, environmental, social, and both domestic and international news. One of them wrote, “I used to see mostly entertainment programs on TV but now I come to listen to the world news spontaneously and am interested in finding out what is going on in other countries. I think I have grown up myself. ” Another student stated, “The number of times I listened to the world news has

increased tremendously. Eventually I feel like travelling all around the world.” Although these are small changes in each individual student, the accumulation and collection of this kind of exposure might make a big difference.

4. Results

4.1 Results of drawing a map of the world

In April, a pre-test evaluation by drawing a map of the world (Appendix 2-1~2-4: Pre-test) was given to students, and then in July, they were asked to repeat the original evaluation by drawing a map of the world (Appendix 2-5~2-8: Post-test). These tests were planned to incorporate spatial thinking and quantitative skills for learners. The criteria for points have three elements: Accuracy, position and proportion. Out of 100 points, accuracy has 30 points, which means that if the six continents are drawn, as each continent gets five points, therefore one can obtain five points each, and then five points multiplied by six continents equals 30 points. Accordingly position has 30 points, which means that if positions of six continents drawn are holistically correct, one can get 30 points as one continent position drawn gets five points. If the proportions of the six continents and the three oceans look appropriate on the whole, 30 points are added. Lastly 10 points are given if the Antarctic Continent is drawn at the bottom. Followed by the criteria for points, marking was holistically done. The average score of a pre-test evaluation was 45 and that of a post-test evaluation was 75. Therefore on the average 30 points were gained, which means that the students were able to improve their ability in drawing a world map.

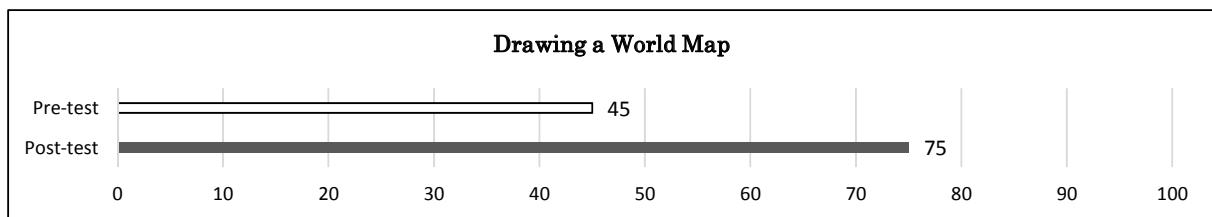


Fig.1 Difference of Average Scores between Pre and Post-Tests

As Morimoto(2007) ⁽⁷⁾ indicated, the drawing of a world map helps to develop students' mind-map of the world, therefore it can be said that the increase of average scores, 30 points (45 → 75), mean that students' global awareness can be enhanced. Fukase ⁽⁸⁾ also claims that it is significant for students to practice and acquire the skill of drawing a world map to live in the age of globalization.

One of the students said, “Drawing a world map for the first time was an enlightening experience for me and I came to realize where the country I wanted to visit was located. I was able to recognize the world from a new and different perspective.” Another said, “Now I came to learn how to draw a world map for the first time and I'm glad I came to understand the locations of the countries whose names I often heard on the world map. I want to draw the details of even a small island country like Japan, because if someone forgets to draw it, I feel sorry.”

4.2 Results of memorizing country names in the six regions

Students were given the pre and post-tests to memorize country names in the six regions. On the post-questionnaire (Table 2), answering (Q8. Were you able to answer more names in the post-test?), 13(35%) students out of 37(100%) said that the number of country names they remembered in the post-test became three times more than that of the pre-test, and 24(65%) students said that the number was two times more. Generally the post-test evaluation surpassed the pre-test in the scores. Amongst the six regions, by a random sampling method, evaluation of answering names of countries in Africa (Appendix 3) was examined. Out of 54

countries in Africa, the average score of the pre-test was 5(9%) but that of the post-test was 16(29%). Therefore it went up 11(20%), which means that students could have been motivated to memorize country names. Some students commented that “I have never checked the names of the countries before, but since I studied about them in class, I came to be aware of the countries when I heard their names on TV news, I check them on the map.” Another said, “When I watched the YouTube video ‘Can you name a country?’ I laughed at ignorant people, but soon I realized I was as ignorant as they were. Now I’m glad I was able to memorize almost all the names of the countries in the world.”

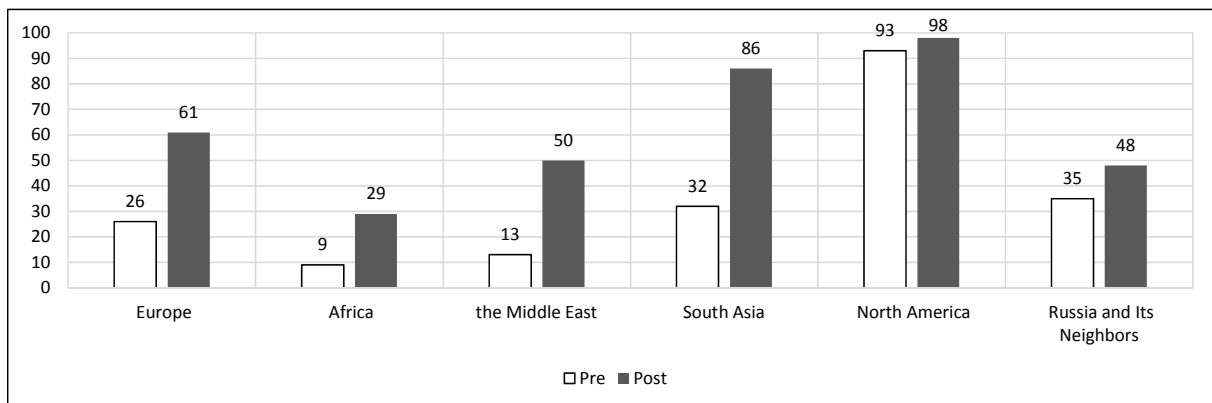


Fig.2 The Average % Scores of Memorizing Country-Names in the Six Regions

As the research project was proceeding well, students seemed to get motivated and gained more knowledge about the world. The G20 was held at that time in Osaka and they could name the G20 countries and their leaders participating in the summit. The G20 had a wide exposure on TV. This topicality had a positive and relevant effect on the students’ motivation and involvement in the project. Among the students, some gradually seemed to have made some progress towards enhancing their understanding of human societies from a global perspective.

4.3 Results of reports

Students were asked to submit reports after each lesson from the second to the eighth class. They are graded for content (40%), accuracy (30%) and depth of interest (30%). Students’ own research in various tasks went further than the instructors’ expectations because of their spontaneity and for the sake of their own future benefits like studying, travelling and job hunting. Reports on students’ own research in various tasks went further more interesting, fruitful and rewarding because many of them wrote their own original experiences.

4.4 Results of Presentation

Presentation was evaluated by 37 participants by using an evaluation sheet (Table 3). Presenters themselves did their self-evaluation by themselves. Suggestions for improvement were exchanged among peers. Words of warm encouragement and friendly comments were most frequently found. Presentation was graded by four elements: contents (40%), clarity (20%), delivery (20%), and enthusiasm (20%). A tip on how to make a good presentation and useful advice for being a good audience was given beforehand.

5. Discussion

The purpose of this paper is to seek an effective method of promoting the global awareness of students. The methodology and its results were already explained in detail in the previous sections. The effectiveness of methodology was not 100% perfect but it was, to some extent, objectively proven to be successful by the data gained through the tests and

questionnaires. The methods might not have been completely achieved, so there is some room left for further improvements. For example, the data should have been analyzed with more accurate statistical methods including standard deviation tests, and T-test among other tests, so that this study could be continued during the next semester. However it can be stated that this research project proceeded well after taking everything into consideration because students' reports, presentations, data from questionnaires and all the activities like drawing a world map and memorizing names of countries were carefully examined in the previous section, and as a result, small but noticeable improvements were made. It is through these activities that students' receptiveness was developed and they gradually became sensitized to having an awareness of the global environment.

Finding evidence is crucial to prove the effectiveness of this study for developing students' global awareness. Some partial evidence was found in the following cases. The first one was found in a presentation. After introducing the geography of Hong Kong, this student referred to HK's political issues. Student-protesters still keep fighting against Chinese authorities. As she belongs to the same generation with student-protesters in Hong Kong, some kind of empathy towards them was expressed and the reason of their fighting was understood by her. This could be evidence. The feeling of empathy was expressed from her global awareness. The next presenter spoke about Italy and some sightseeing spots that were related to the movie "Roman Holiday," and so she mentioned Audrey Hepburn, who played the role of a heroine and was a UNICEF goodwill ambassador, which meant that her imagination stretched beyond the age and her global awareness seems to be expanded. Another student spoke about Boston because she had studied at Boston University last year. She was able to talk about her life there in Boston. Another student chose Spokane because she wanted to share her good experience at MFWI with other students. Both of them, who experienced study abroad, seemed to have enhanced their global awareness more than others and they were able to demonstrate their deeper understanding of human societies from a global perspective. These might be shown as evidence of students' global awareness.

This class lasted for only one semester, so the outcome is limited. This study needs a longer period of time to get a more distinctive outcome. It would become more useful for university education if this research could be used to discuss Curriculum Development for "Education for Global Awareness" in order to produce global human resources.

6. Conclusion

The purpose of this research is to prove that global awareness amongst students could be promoted by research assignments as shown on the questionnaires. It could also be instilled by exposing students to social, economic and political dynamics of globalization through a broad range of activities. Then the evidence could be discerned among students' actions, words and attitudes. Accumulation and collection of this evidence might lead us to believe that global awareness could be promoted.

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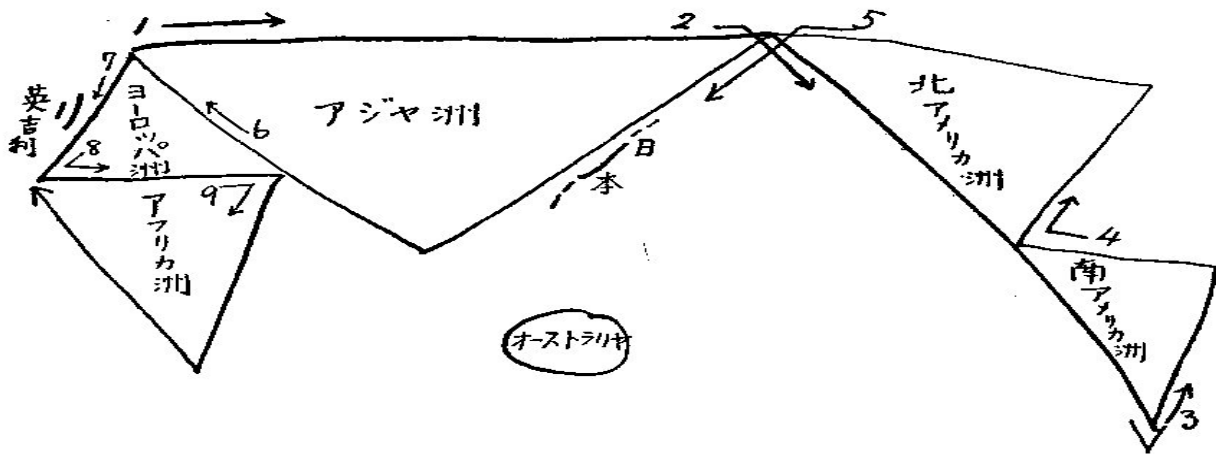
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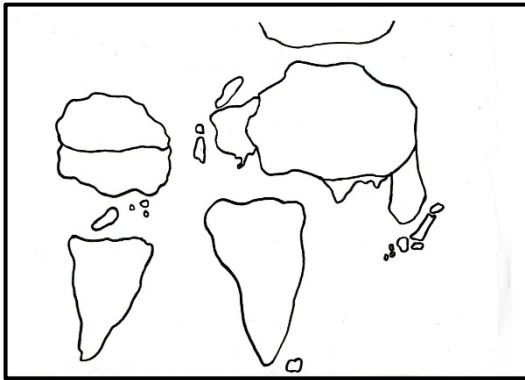
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Appendix 1: Kagawa, Kanichi., *How to Draw a Simple World Map*, 1972, p.107

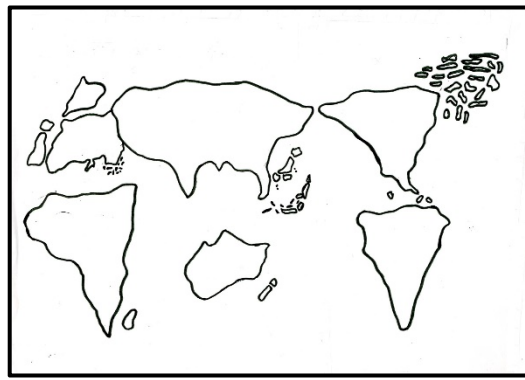
Kagawa's way of handwriting a world map using just one line



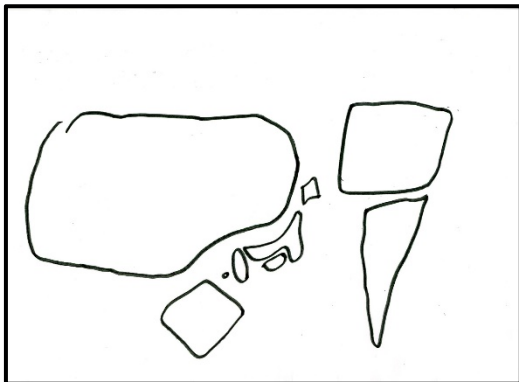
Appendix 2-1: Pre-test



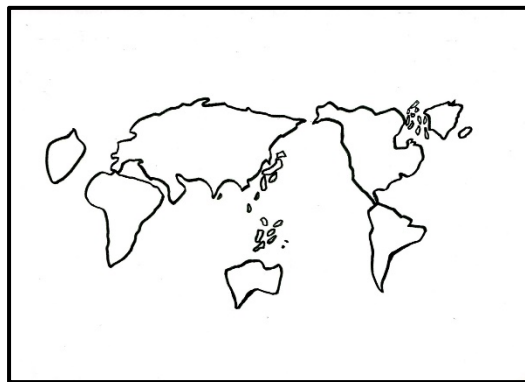
Appendix 2-5: Post-test



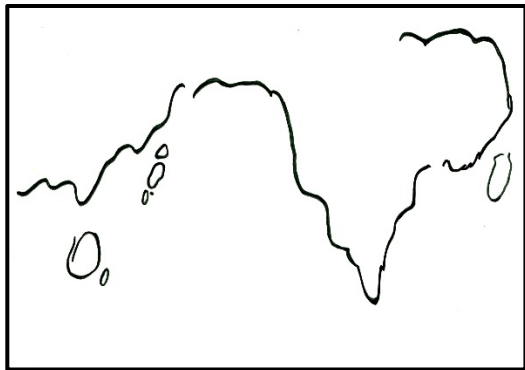
Appendix 2-2: Pre-test



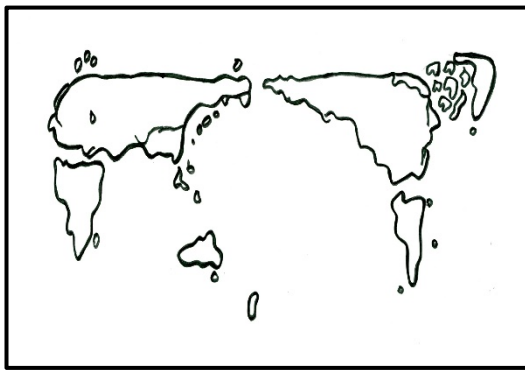
Appendix 2-6: Post-test



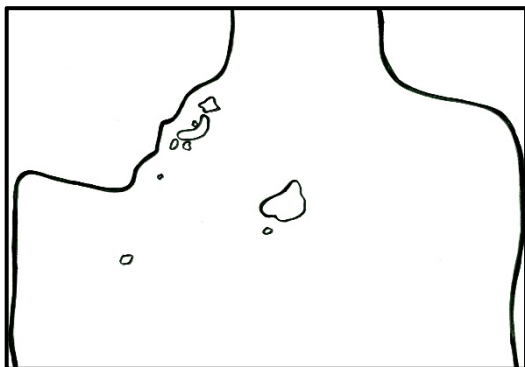
Appendix 2-3: Pre-test



Appendix 2-7: Post-test



Appendix 2-4: Pre-test



Appendix 2-8: Post-test

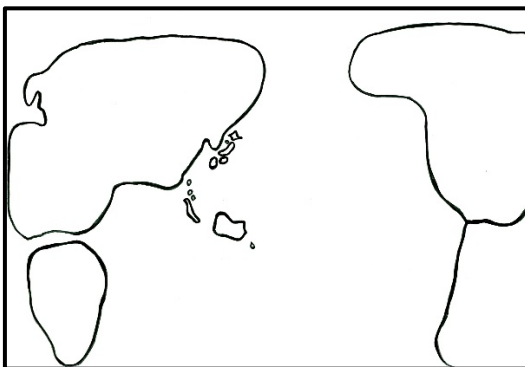


Table 1 Pre-questionnaire Questions and Answers for Data Analysis

<i>Seeing the World through Maps</i>		Questionnaire			No. ()	Name ()	April 12, 2019
Q1. Do you read maps?	Yes	Seldom	No	Out of 37 answers(%)			
	7(19%)	23(62%)	7(19%)				
Q2. Do you have some knowledge of the world?						32 answers	
Yes, very much.	Yes, some.	So-so	Not much.	No knowledge.			
1(3%)	1(3%)	17(53%)	12(38%)	1(3%)			
Q3. Do you have anything to say about the world?						32 answers	
Yes, very much.	Yes, some.	So-so	Not much.	Nothing to say.			
1(3%)	5(16%)	8(25%)	14(43%)	4(13%)			
Q4. Do you have English communication ability to talk about the world with others?						32 answers	
Yes, very much.	Yes, some.	So-so	Not much.	No, not at all.			
1(3%)	5(16%)	11(34%)	15(47%)	0(0%)			
Q5. When do you read maps?						8 answers	
When watching a TV Quiz, when planning for travel, when studying history and geography, when watching TV News, when reading a map on the wall and when checking schedule, among other answers.							
Q6. If you seldom read maps, why?						18 answers	
	No interest.	Being Busy.	No maps available.				
	10(56%)	5(28%)	3(16%)				
Q7. If you do not read maps at all, why not?						7 answers	
	No need.	To google is easier.					
	2 (28%)	5(72%)					
Q8. You seldom read maps, or you may not read maps at all now, but do you think you would like to read maps in the future?						20 answers	
	Yes	No	I do not know.				
	12(60%)	1(5%)	7(35%)				
Q9. What kind of world maps have you read? (Multiple answers accepted)						37 answers	
Japan-centered(9), maps on textbooks(9), Greenwich-centered(6), a terrestrial globe(6), America-centered(3), Google maps(2), ancient maps(1), the North Pole-centered(1)							
Q10. After studying about the world, would you like to talk about it with your friends?						32 answers	
Yes, very much.	Yes, some.	So-so	Not much.	No, not at all.			
3(9%)	11(35%)	10(31%)	8(25%)	0(0%)			

Table 2 Post-questionnaire Questions and Answers for Date Analysis

<i>Seeing the World through Maps</i>	Questionnaire	No. ()	Name ()	July 26, 2019
Q1. Do you read maps?	Yes	Seldom	No	Out of 37 answers (%)
	36(97%)	1(3%)	0(0%)	
Q2. Do you have some knowledge of the world?	37 answers			
Yes, very much.	Yes, some.	So-so	Not much.	No knowledge.
31(84%)	6(16%)	0(0%)	0(0%)	0(0%)
Q3. Do you have anything to say about the world?	37 answers			
Yes, very much.	Yes, some.	So-so	Not much.	Nothing to say.
13(35%)	20(54%)	4(11%)	0(0%)	0(0%)
Q4. Do you have English communication ability to talk about the world with others?	37 answers			
Yes, very much.	Yes, some.	So-so	Not much.	No, not at all.
3(8%)	25(68%)	9(24%)	0(0%)	0(0%)
Q5. What news have you been interested in lately?	37 answers			
plastic garbage, Trade War between China and U.S.A., G20, Japan-Korea relationship, Protest in Hong Kong, LGBT, North Korea's missile tests and Tokyo Olympics, among other news				
Q6. After studying about the world, would you like to discuss it with your friends?	37 answers			
Yes, very much.	Yes, I do.	So-so	Not much.	No, not at all.
13(35%)	19(51%)	5(14%)	0(0%)	0(0%)
Q7. We used the textbook, <i>Seeing the world through Maps</i> . Do you think the way we studied it was effective to learn about international society?	37 answers			
Yes, very much.	Yes, I do.	So-so	Not much.	No, not at all.
18(49%)	17(46%)	2(5%)	0(0%)	0(0%)
Q8. You were given the pre and post-tests to memorize the country-names in the six regions. Were you able to answer more names in the post-test?	37 answers			
Yes, three times more.	Yes, two times more.	No change.	Less	
13(35%)	24(65%)	0(0%)	0(0%)	
Q9. How much do you think you could draw a world map in the post-test?	37 answers			
I think I was able to draw				
100%	90~80%	70~60%	50~40%	30~10%
0(0%)	3(8%)	28(76%)	6(16%)	0(0%)
Q10. Did you enjoy making a presentation about the country you chose?	37 answers			
Yes	No			
36 (97%)	1(3%)			

Table 3

国際社会と英語情報 Presentation Evaluation Sheet

June / July (), 2019

Speaker / Presenter	Listener / Evaluator			
	A Excellent	B Good	C Practice more!	D Try again!
Good atmosphere? (posture ・ facial expression)	A	B	C	D
Nice greeting? Did she smile?	A	B	C	D
From the beginning, were you attracted? Good introduction?	A	B	C	D
Did she speak loudly and clearly with enthusiasm?	A	B	C	D
Proper pronunciation and intonation?	A	B	C	D
Smooth narration?	A	B	C	D
Sufficient eye-contact with the audience?	A	B	C	D
Was her speech easy to understand?	A	B	C	D
Appropriate time allocation?	A	B	C	D
Did she make the best use of PowerPoint?	A	B	C	D
Effective use of maps, photos and graphs?	A	B	C	D
Was her way of speaking easy to comprehend for listeners?	A	B	C	D
Was there originality in her speech? Were they her own ideas?	A	B	C	D
Did she impress you, besides imparting information?	A	B	C	D
Was she enthusiastic?	A	B	C	D
General impression	A	B	C	D
Any comments please!				
Did you find something new and interesting?				
Which point did you like the most?				
What do you think the presenter wanted to appeal to you the most?				
Any suggestions for improvements in the presentation?				
Do you have a message for the presenter?				