Japanese Students’ Cross-Cultural Dialogue with Chinese in Tokyo Through English and Media Literacy Education

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Tokyo = Global City
Characteristics of Japanese university students in Tokyo

- Many are not communicative enough when trying to speak with Chinese people
- Use frequently the Smartphones and social media outlets
- Japanese students learn English
Media Literacy, English Education and Social Media Outlets
Research Question

• Why can’t Japanese university students in Tokyo better improve their cross-cultural dialogue skills with Chinese students/people there?
Hypothesis

- Because Japanese university students do not have a chance to learn media literacy
Originality of this work

• Media literacy education in Japan needs to be updated so as to meet the changing media environment today.

• There is a gap in knowledge in media literacy, English education and social media outlets.
Outline

• Part 1: Media Literacy is Important
• Part 2: Tokyo see more Chinese people and is becoming culturally diverse
• Part 3: Japanese university students use social media outlets to support social networks and social space that already exist.
• Part 4: There are Similarity between Media literacy and English as a foreign language education
Part 1

- Media literacy is important to form Japanese public opinion about China
Media Literacy is Important
Japan Negative Public Opinion About China
Part 2

• There is more Chinese people in Tokyo, and it is becoming increasingly culturally diverse to Japanese homogenous culture
Chinese in Tokyo
To overcome cultural and linguistic barriers

- Need to have a desire to communicate with Chinese people
Part 3

- Japanese university students use social media outlets to support social networks and social space that already exist.
Twitter
LINE
Personal Connectivity
• English education and Media Literacy education can play an important role to bridge the gap between Japanese and Chinese

= They can offer Critical Thinking skills and Cognitive Pedagogy
English as a Lingua Franca in Japan, China and Asia
Media Literacy and English Education (Critical Thinking)
Cognitive Pedagogy

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Higher levels are built upon lower levels.

Higher-order thinking

Lower-order thinking
Conclusion

• **Critical thinking** and **cognitive pedagogy** are key for English and media literacy education for Japanese university students in Tokyo.

• With the better use of smartphone and social media outlets, Japanese university students in Tokyo can learn to **create new social spaces** so as to better communicate cross-culturally with Chinese people there and to be a global citizen.
Further Research

• Comparative study with Chinese students in Beijing will also be great to provide greater perspective in the region

• Empirical study on the way Japanese university students in Tokyo learn to better use smartphone and social media outlets through English education