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你是老鷹，不是雞：透過國際化英文閱讀課程發展全球能力
You Are an Eagle, Not a Chicken: Developing Global Competence through
Internationalization of the Curriculum in English Reading

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Introduction

The rapid development of global market, the convenience of international transportation and the emergence of innovative information and communication technology have contributed to the increase of overseas partnerships, study-abroad programs and human resource exchanges in higher education. Whereas, researchers have noticed the existence of global mobility divide [1-4]. While a diverse of global mobility programs set up channels for undergraduates in higher education to gain overseas experiences, the undeniable fact is that the majority of students do not participate in these programs. How to help students who are left in home countries to become globally competent has become a critical issue across the world. Responding to this issue, researchers have started highlighting the significance and widespread of Internationalization at Home (IaH) in higher education [5-6].

Studies have reported positive effects of students' getting involved in activities with international content, in terms of worldmindedness [7], and general international knowledge [8]. It has been found that students who take courses with international content acquire the ability to communicate effectively in cross-cultural situations and relate appropriately in a variety of cultural contexts [9]. Researchers recognize the characteristics of international/global content in curricular activities as global competence (GC) – the tool to “equip young people for the culturally diverse and digitally-connected communities where they work and socialize” [10].

This paper presents partial results of a study conducted to explore the possibilities of cultivating undergraduates' global competence through the internationalization of an EFL reading course. The curriculum was designed on the attempt to have students expose to global content with reflections and actions. The focus of the research was to examine the development of students' global competence after taking during course.

Literature Review

A. Internationalization of Curriculum

Broadly speaking, Internationalization of Curriculum (IoC) integrates international, cross-cultural, global components into curriculum content, learning outcomes, assessment, and instructional approaches, referring to various types of internationalization activities such as study abroad, outreach programs, cross-cultural activities, or courses with cross-international, cross-cultural or comparative perspectives [11]. However, specific IoC implementation is reflected in curriculum content, instruction approaches, learning strategies, learning outcomes, learning assessment and evaluation of the recurrent critical reflections on teaching and learning processes and outcomes [12]. In other words, IoC aims to integrate international, cross-cultural and global perspectives into curriculum objectives and course activities to enhance tolerance and mutual respect for cultural differences and traditions [13].

Common IoC practices include: (1) Add-on, adding international, cross-cultural content, concepts, themes, attitudes to existing courses without changing the main structure and teaching methods of existing courses, (2) Infusion, infusion of content that enriches cultural awareness, student knowledge, different perspectives and professional content into curriculum, and (3) Transformative, changing the main structure, teaching methods, learning strategies and activities of existing courses, accompanying the changes of thoughts and attitudes of teachers and students during the process of the implementation of the courses. [14]. American Council of Education further proposes the elements of an internationalized course: (1) Content should cover cross-border, regional or

global trends in the field, and different national historical, political, and cultural perspectives, (2) Materials should cover courses from different countries, and diverse modalities with international and intercultural perspectives on subject matters, (3) Activities and assignments could include field trips to relevant local sites, local events with international components, and activities for identifying and debating different cultural perspective , and (4) Student learning outcomes should be recognized as discipline-specific knowledge and skills related to global content presented throughout the course, successful navigation of linguistic and cultural differences, and greater awareness of students' own cultural identity and positioning in broader contexts [15].

B. Global Competence

The Department of Education in the United States [16] has set global education as goals to improve the global competence (GC) of all students, including students from traditionally disadvantaged groups. The Global Competencies Task Force points out that individuals with GC can use their knowledge and abilities to examine the world they belong to, identify their own and other people's perspectives, communicate effectively with different people, and convert their ideas into appropriate action. Although the definition of GC has been developed relatively late compared to other relevant, even partially overlapping concepts, such as intercultural competence, intercultural communication competence, the definition concept of GC has been given great attention by government departments, industry, and education worldwide [17].

Hunters [18] conducted a questionnaire survey of senior international educators, human resources managers of multinational corporations, and United Nations officials to examine what knowledge, skills, attitudes and experience they considered as GC. The results showed that people with GC are able to distinguish cultural differences in order to be engaged into global competition, cross-cultural cooperation, and social and business contexts in other countries. The concept of GC implies open-mindedness accompanying actively seeking to understand the cultural norms and expectations of others, and using the knowledge acquired to interact, communicate and work effectively in different contexts. The National Education Association of the United States [19] defines GC as in-depth knowledge and understanding of international issues, ability to study and work with people from different linguistic and cultural backgrounds, skills with foreign language skills and effective operation in an interdependent international community [18].

Reimers [20] defines GC as knowledge and skills that help people understand the flat world in which they live, integrate disciplines to understand global affairs and events, and create possibilities to express these things and events. GC is also an attitude and moral tendency that enables different regions to interact in peace, respect and efficiency with each other. GC, then, consists of three interdependent dimensions: (1) a positive tendency to cultural differences and a framework of global value in interacting with diversities and multiplicities. This requires self-identification and self-esteem, as well as empathy for other' identities. The ethical dimension in GC also includes a commitment to the fundamental equality and power of all mankind, and a tendency to act to preserve these equal rights, (2) the ability to speak, understand, and think in a foreign language other than his mother tongue, and (3) the deep knowledge and understanding of world history, geography, global issues, health, climate, economy and globalization itself, and have the ability to think critically and creatively about the challenges the world is facing today.

The design and implementation of IoC with the integration of global content, international perspectives, local and other countries' histories, geographies, and culture, informational technology, foreign language and experiential learning offer opportunities for students to effectively develop GC [21].

C. WebQuest

WebQuest (WQ) was firstly regarded by the founder, Bernie Dodge, as an inquiry-oriented activity online to support the development of learners' thinking, analysis, synthesis, and evaluation capabilities [22]. March [23] further defined WQ as "a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students'

investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes.” WQ comprises of five component structure: Introduction, Task, Process, Conclusion, and Evaluation. The introduction presents the objectives of the WQ, the task displays the inquiry actions students need to do, the process displays online resources and procedure for completing the WQ, the evaluation sets up the criteria for students to assess, monitor and reflect on their performance, and the conclusion is more like a closure and consolidation of the project.

The effects of integrating WQ in curriculum are promising across disciplines. As regards to English as Foreign Language (EFL) learning and teaching, studies found that students who were involved in WQs outperformed in reading [24], critical thinking and writing skills [25-26], reading comprehension [27], and reading and writing [28].

Method

A. The course

The course of the study was *English Vocabulary and Reading (I)* offered by Department of Applied English at Chihlee University of Technology. The aims of the course aimed at helping students develop GC through IoC. During one semester, 50 freshmen majoring in Applied English were exposed to global issues, corresponding to the Sustainable Development Goals (SDGs) of the United Union, and guided to work on three successive WQs. In order to complete the WQs, students had to work collaboratively to investigate the world, recognize perspectives, communicating ideas, and take actions.

B. The WebQuests

Three successive WQs were designed following SDGs with the theme of global health, multicultural society, and the earth day. Students were randomly assigned into collaborative groups with members of 6 to 8. Each group had to complete the WQs after class with the assistance of teaching assistants.

The aim of the first WQ (Let's Be Active for Health) was to help students develop healthy college lifestyles, in diets and physical activities, through collaborative tasks of reading, planning, action, and reflection. Within consecutive four weeks, students were required to take online quizzes on health diets and lifestyle to check their understanding and daily life practices, read online articles to gain further knowledge, investigate on-campus resources, set up personal health life style plan, and put it in practice in reflection. After completing the tasks, students would have acquired knowledge and facts about having healthy diets and keeping active in physical activities, as well as cooperative learning, knowledge-for-action and knowledge-in-action, and more importantly, how to monitor their own learning and developing in a critical way in the digital era.

The aim of the second WQ (Immigrants Nowadays) was to help students get the insights of the development of multicultural society, especially in Taiwan. In three weeks, students were required to do jigsaw reading in groups, search and locate information from the Internet, evaluate and synthesize the collected information, develop a theme poster, and give poster presentation. After complete the tasks, students should have gained knowledge and concepts about immigrations nowadays. Students would have also acquired the skills of searching, collecting, evaluating, and synthesizing information from the Internet resources. And students would have also developed the techniques of how to design an attractive and persuasive poster for a specific theme.

The aim of the third WQ (2019 Earth Day at Chihlee) was to help students get to know how to bring environmental movement into campuses in daily lives. In four weeks, students worked in collaborative learning groups. Each group was assigned one theme from the list (climate change, green city, end plastic pollution, protect our species, global clean up, and zero waste). Each member was responsible for one of the in-depth inquiry tasks (theme presentation, experiential learning,

theme poster, and theme product creation). To complete the tasks, students had to search for, locate, evaluate, and synthesize online resources globally and locally. At the end of the semester, each group gave a theme curation with the collective works of the group members.

C. Instruments

The instruments used to assess students' development of global competence included Global Citizenship Scale (GCS) and Global Competence Inventory (GCI). GCS, developed by Morais and Ogden [29], encompassed *social responsibility (global justice and disparities, altruism and empathy, and global interconnectedness and personal responsibility)*, *global competence (self-awareness, intercultural communication, and global knowledge)*, and *global civic engagement (involvement in civic organizations, political voice, and global civic activism)*. GCS were distributed to students at the first and last class meeting. GCI was developed by the researcher specifically for this study, involving tests of *behaviors, skills, values and attitudes, investigating the world, recognizing perspectives, communicating ideas, and taking actions*. Students filled out GCI after they completed each WebQuest.

Results and Discussions

The descriptive statistics of GCI showed that students recognized their development of GC through working on the three WQs. The five point likert scale of GCI yielded the self-reported data from students, indicating that students were clearly aware of their performances and competence across the three WQs, in the aspects of behaviors ($M > 4$), skills ($M > 4$), values and attitudes ($M > 4$), investigating the world ($M > 4$), recognizing perspectives ($M > 4$), communicating ideas ($M > 4$), and taking actions ($M > 4$). When filling out the survey, students were actually required to identify the elements of GC and evaluated their own learning with the guidelines. By doing so, students' consciousness with GC and critical reflections on internal and external factors involved in their own learning processes were even highlighted. It could be said that the work of surveys represented both the outcomes and processes of GC development along with the progress of the course.

There showed no significant difference among the means of the three GCIs. This may be due to the short term of the course (only one semester), the intensive tight schedule (3WQs in one semester), and the limited number of samples ($N = 50$). Whereas, the pairwise comparisons among the seven tests in GCI3 indicated the means of values and attitudes (MD 3-1 = 0.144, MD 3-2 = 0.113, MD 3-6 = 0.217), and investigating the world (MD 4-1 = 0.147, MD 4-2 = 0.115, MD 4-5 = 0.127, MD 4-6 = 0.220) are significantly higher than the other tests (Table 1). In order to complete the WQs, students had to search, locate, evaluate, synthesize information on global content; that is, students were guided to explore the world affairs and events, make comparisons between foreign and local contexts and issues, and use the information and knowledge acquired to form possible resolutions to existing problems. This would directly relate to the development of values and attitudes which denote openness to new opportunities, ideas and ways of thinking, self-awareness about identity and culture, empathy and humility.

The paired samples test of GCS indicated the significant development of social responsibility – global connectedness and personal responsibility ($p = 0.025$). Another element worthy of noticing is social responsibility – altruism and empathy ($p = 0.096$), for the p-value was close to significant level. The design of WQs of the course emphasized knowledge-for-action, personalization and meaningfulness of learning, and the interconnectedness of global and local contexts. For example, WQ1 asked students to take online quizzes on health diets and physical activities, investigate campus resources for keeping health life style, make personal plans for health life style, and put the plans into practice followed by critical reflections. And WQ3 required students to do online research on themes relevant to Earth Day, and create their own curations in the form of oral or poster presentation, experiential learning project, or commercial product. The attributes of these tasks contributed to the development of social responsibility – global connectedness and personal responsibility, as well as altruism and empathy.

TABLE 1
GCI 3 PAIRWISE COMPARISONS

(I) test	(J) test	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
3	1	.144*	.059	.018	.026	.262
	2	.113*	.043	.013	.025	.200
	4	-.003	.063	.966	-.129	.124
	5	.124	.074	.102	-.025	.273
	6	.217*	.075	.006	.066	.369
	7	.097	.075	.201	-.054	.248
4	1	.147*	.062	.021	.023	.271
	2	.115*	.054	.038	.007	.224
	3	.003	.063	.966	-.124	.129
	5	.127*	.058	.033	.010	.243
	6	.220*	.072	.003	.076	.364
	7	.100	.065	.133	-.032	.232
1-behaviors, 2-skills, 3-values and attitudes, 4-investigate the world, 5-recognize perspectives, 6-communicate ideas, 7-take actions						

Conclusions

The study has demonstrated that it is positive to cultivate students' global competence through EFL WebQuests. On the basis of the findings, it could be concluded that the impacts would be significantly effective when the instructor (1) learn about students' lived experiences to make learning personal and meaningful to students, (2) organize course content around themes that signify the interconnectedness of global and local contexts, (3) incorporate scaffolding scheme to support students' inquiry online (e.g., tutoring), (4) develop series of curriculum and/or organize teachers' communities targeting GC training through internationalizing curriculum for strengthening the continuous development of GC at home.

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