Developing a survey to investigate Japanese learners' perceptions and awareness of globalization

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Abstract

   Although the term globalization has quickly entered public discourse, its definition is opaque. Furthermore, how people perceive the term remains unknown. This paper outlines the development of a survey to measure Japanese university students' perceptions and awareness of globalization. Short definitions of globalization written by professors and students were a starting point for developing items for the survey. Four themes evolved from the definitions: the predominance of English, employment, culture, and myths; and three general areas where these themes may be experienced: self, local and translocal dimensions. Participants (N = 719) at ten public and private universities in Japan completed the 60-item survey. Principal components analysis was used to identify nine underlying factors; seven of which had moderate to high internal reliability coefficients (.75 to .90). The nine factors were labeled: benefits of globalization for self, universal benefits, and benefits for Japan, negative impact of globalization, global spread of English, English in my community, cultural contact, converging cultures, and impact on future career. The survey presented here is intended as initial research in the perceptions and awareness of globalization in our learners.

Keywords : globalization, perceptions, awareness, survey development, university students

Introduction

The term *globalization* is a relatively new term coined in the 1950s and which now appears frequently in public discourse (Stromquist, 2002). One potential problem is that globalization may mean different things to different individuals. In fact, trying to define globalization has been compared to trying to nail a *blancmange* to a wall (Beck, 2000). In previous research I have led involving tertiary-level students in Japan (Richard & Uehara, 2013) participants often referred to *globalization* when describing their future goals; yet it is not clear from their usage how participants perceive the term.

The primary goal of this paper is to outline the development of a survey that is intended to investigate Japanese learners' perceptions and awareness of globalization. To that end, a small group of participants, both university professors and students, described, in English for the former and in Japanese for the latter, the meaning of globalization. These short descriptions were used to create survey items. The survey was distributed to participants at 11 disparate universities in the Kantō and Chūbu region of Japan. Principal component analysis was used to identify different factors (components) within the survey.

Globalization

This paper begins with evidence of greater usage of the term *globalization*, followed by definitions of globalization, the perceived role English plays in globalization, and finally Japan's response to globalization. The term globalization quickly entered the discourse of public policy, media and education (Stromquist, 2002); and we have witnessed an increase in global awareness (Rupérez, 2003). Figure 1 depicts the total number of uses (in log linear scale) per year of the term globalization in major world English-language newspapers. By comparison, use of a similar term, *internationalization*[1], remained flat during the same period. In 1980, the two terms were sparsely used; however, by the beginning of the 1990s, globalization was used 10 times more frequently, and by 2012, it was used nearly 70 times more frequently. Frequency of usage of in-

ternationalization over the period of 1980 to 2012 grew nearly six times; frequency of usage of globalization over the same period grew nearly 440 times.
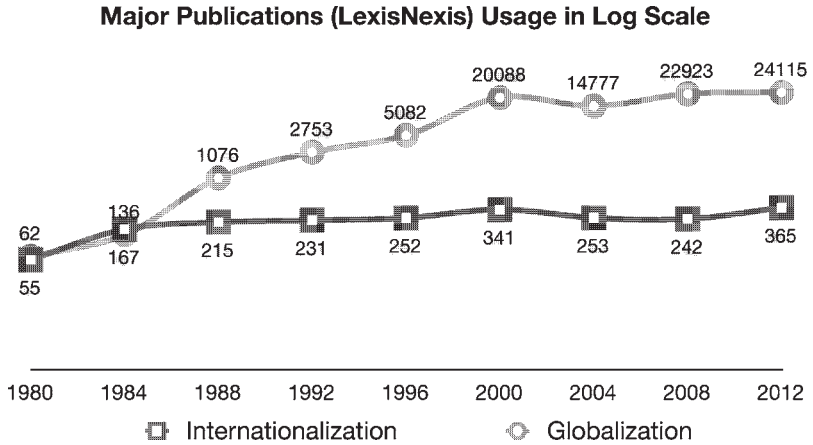
Major Publications (LexisNexis) Usage in Log Scale

Figure 1. Usage of Internationalization and Globalization in major world English-language publications in Log Scale with total mention per year per term given. Figure adapted from Burgess, Gibson, Klaphake and Selzer (2010) and created by author using LexisNexis.

Concurrent with the popularization of the term, globalization entered education-related discourse. Agbaria (2011), for example, noted the large number of metaphors related to the process of globalization used by academics and educators that were found in two education-related academic journals. These included *global system*, *global field*, *global flows*, *global context*, *global framework*, *global society*, *total world*, *global era*, *global destiny*, *global lens*, *global scene*, *international posture*, and *world stage* (all italics in the original) (Agbaria).

Over the past several decades, important structural changes, initially in business then later in political, cultural and educational sectors, have taken place globally and locally. Global economic changes include the way goods are consumed, companies are invested in, and even how and

where goods are produced. Beginning in the 1960s, American corporations first began to relocate their manufacturing, and later outsourced and off-shored a variety of low-to-medium-skilled jobs, to cheaper locations (e.g., Latin America, Eastern Europe and Asia) to maximize production, sales and profits (Jarvis, 2000). Later, there were changes globally in consumption, the rise of fast fashion for example, and the transfer of capital and debt. Subsequently, changes related to globalization have occurred and continue to occur in other spheres, such as the increase in cultural contact through migration and travel, the rise of various governmental, quasi-governmental and non-governmental bodies such as the World Economic Forum and the World Social Forum, and rapidly developing informational technologies—"the driving force in social change with the globalization process" (Olaniran & Agnello, 2008), including the Internet and online learning enterprises such as the Technology, Entertainment and Design conferences (TED Talks), massive open online courses (e.g., Udacity, edX), and social media (e.g., Facebook, Twitter).

What is less evident is whether globalization is a homogenizing process leading to cultures being viewed uniformly, for example, the perceived dominance of Western or American culture (as discussed in Kubota and McKay, 2009). In recent years, the world has witnessed the global spread of Japanese culture such as manga and anime (e.g., Hello Kitty, Studio Ghibli); food (e.g., sushi, sake); and design (e.g., Uniqlo, Muji) (Allen & Sakamoto, 2006). In lieu of the homogenization of culture, globalization may lead to different models of interconnectedness, including hybridized culture (Piaterse, 2004), in opposition to the idea of America-as-center (Iwabuchi, 2006).

Today, globalization may mean different things (e.g., a process, an age), about divergent phenomena (e.g., economic, cultural); and as a result it is difficult to define. Steger (2003) saw our understanding of globalization as similar to the parable of the blind men and the elephant in which blind scholars grab different sections of the elephant (e.g., its snake-like trunk, its brush-like tail). Zadja (2005) argued that globalization is difficult to define due to differences in theory, ideology, and academic disci-

pline. One definition of globalization is that it is a set of uneven (i.e., different people experience it differently) multidimensional (e.g., economic, political, cultural) and social processes (e.g., new social networks, intensification of knowledge distribution) (Steger, 2003). Furthermore, these processes are unfolding in such a way that they are transforming our present condition (e.g., modernity) toward one in which borders may become less important (Steger).

Today, despite a lack of clarity in the meaning, globalization has become a buzzword, oft used by organizations in various publications and communiqués, including the OECD (2006[2]), UNESCO (2010), WTO (2008). Moreover, these organizations act as powerful top-down influences on public policy, media, and education-related discourse (Zadja, 2005) as this discourse "defines and shapes education policy, reforms and, actions" (Zadja, p. xxv).

The initial response from Japan to external pressures brought about by globalization was a policy of *kokusaika* (internationalization) (Lincicome, 2005). Kubota and McKay (2009) claimed kokusaika meant Westernization, specifically, Americanization, as the focus was on learning English. Programs, such as the Japan Exchange and Teaching Programme, were a Japanese government response to promote internationalization at the local level (McConnell, 2000). More recently in Japan, kokusaika has been replaced by *gurōbaruka*[3] (globalization) (Burgess et al, 2010). Kariya (2012) reported on the important role globalization is expected to play in Japan, highlighted in a report from the Commission on Japan's Goal in the 21st Century. According to Kariya (2012) this commission wrote "[i]n the twenty-first century, which will be founded on diversity in the midst of progressing trends of globalization and the information revolution, Japanese will be required to assert themselves as individuals and to possess a robust individuality (p. 131)." The Japanese Ministry of Education (MEXT) also frequently uses the discourse of globalization in various documents, including in the following example[4]: "Key competencies and skills for the 21st Century.... Key factors to develop global competencies" (MEXT, n. d., a).

The spread of globalization has resulted in frequent demands for young Japanese to have improved English communication skills. Lehmann (2002) argued that Japanese are unable to be active players in globalization discourse in part because they lack competencies in English communication. Other public calls for improved English skills have come from the Strategic Economic Council and *Keidanren* (the Federation of Economic Organizations in Japan) (Kariya, 2012). The latter argued that the burden of teaching English should be a mission of the education system (Aspinall, 2006). Businesses have also implemented policies such that recruitment and or promotions are based on English abilities ("Ready or not", 2012; "Sharp ga eigo kouyouka", 2010).

This discourse in the form of government policy directives and business practices is directly connected to language learning. The result of such discourse, according to Kubota (2012, November), is that young people internalize calls for improved English-language skills. English ability is perceived in Japan (and elsewhere) as a must-have skill (Ushioda, 2011). Evidence of this notion was detailed in Richard and Uehara (2013). For example, the following text was written by a third-year Japanese male university student:

> Now, English is spoken all over the world, and it is essential for people to be able to use in the international community. English is the global language, so many people study. For example, many foreign people recently come to Japan and work with Japanese. Some companies in Japan decided to use English as official language at the company. Thus, English is very important tool for workers. Many people are required to be able to use English more and more in the international society (as cited in Richard & Uehara, 2013, p. 178).

The participant in this text exemplifies the perception that English is a must-have skill. Twice he refers to the global spread of English ("spoken all over the world" and "is the global language") and four times he writes that individuals need to be able to use English ("it is essential", "companies … use English as official language", "[it] is very important

tool for workers", and "people are required to be able to use [it]).

Research question

Globalization has become a buzzword both abroad and in Japan, resulting in a discourse that contributes to a reshaping of policy. Although there remains no clear understanding of the term, globalization is thought to be related to business and employment practices, cultural transformations, and the perception that English is a must-have skill. As the term globalization lacks a clear definition, how do our learners perceive globalization? The goal of this paper is to outline the development of a survey intended to investigate Japanese tertiary-level learners' perceptions and awareness of globalization.

Method

Participants

The data set for this study is excerpted from a larger dissertation research project. The participants in this study, $N = 719$, come from throughout Japan and their family socio-economic backgrounds are varied. They are currently enrolled in 11 different public and private tertiary institutions in Kantō and Chūbu regions of Japan, and these institutions have standardized t-scores ranging from the low 40s to the low 70s (Daigaku Hensachi, 2013). At these institutions, the participants are from a variety of faculties and departments in both sciences and humanities, from first-year through fourth-year.

Data collection procedure

A total of 13 English professors distributed a background questionnaire, consent form, and PAGS—the globalization questionnaire (described in the next section)—early in the Spring semester of 2013 to their students. At that time, the students were in a variety of English-language classroom settings (e.g., required courses, electives, advanced lectures and seminars). The globalization questionnaire took approximately 10 minutes to complete. All students participating in this study

consented to have their data used.

The Perceptions and Awareness of Globalization Scales

The Perceptions and Awareness of Globalization Survey (PAGS) was developed in the following way. Online data bases were searched for globalization-related surveys. There were few results and the instruments found were designed for commerce and business students. Next, using Summons and Google Scholar, I varied search terms to find academic papers, reports, or dissertations related to learners' perceptions or awareness of globalization. In this way, I identified one qualitative-based dissertation (Brown, 2006) of secondary school students. The results from Brown indicated that (a) participants see globalization as a system that privileges the powerful; and (b) that globalization is related somehow to a loss of culture.

Despite searching, I could not identify a survey or a set of items related to learners' perceptions and awareness of globalization; thus, I decided to build a survey. First, I asked five members of my doctoral cohort to define globalization. Next, I asked students in three second-year through fourth-year advanced English writing classes ($N = 45$) at two different universities to write a paragraph in Japanese describing their perceptions of globalization.

I read the descriptions of globalization, from my cohort-mates and the students, several times to understand the various themes present. I initially identified three themes: (1) the role of English; and the impact of globalization on (2) employment and (3) culture; and three dimensions where globalization is felt: (1) self, (2) within Japan—local (e.g., community, company), and (3) beyond Japan—translocal (e.g., beyond borders). I randomly divided the descriptions, and asked two colleagues to read through them separately. Both colleagues identified four themes; the three above and a fourth theme described as myths related to globalization. Later, I reread the entire set of descriptions and I agreed that the fourth theme was also present. Thus, four themes and three dimensions of the possible impact of globalization were identified. For each of the

themes (i.e., English, employment, culture and myths), 15 items were written; five items per dimension (i.e., self, local and translocal). This resulted in a 60-item survey. All items were written in English. These were translated, then back-translated by two trained bilingual Japanese-English translators. The participants responded to a Japanese version of the survey. Example items are:

(a) the role of English
   i.   self: Globalization means I need English for my future career.
   ii. local: Globalization means my country needs people who can speak English.
   iii. translocal: Globalization means people can connect with others around the world by using English.

(b) employment (career, business)
   i.   self: Globalization means I have more career opportunities in the future.
   ii. local: Globalization means the employment situation in Japan will only get better.
   iii. translocal: Globalization means businesses can connect with others around the world.

(c) knowledge/cultural exchange
   i.   self: Globalization means I can get knowledge about others more easily.
   ii. local: Globalization means we meet other cultures in Japan.
   iii. translocal: Globalization means Japanese culture can be shared around the world.

(d) myths
   i.   self: Globalization is a good thing for me.
   ii. local: Globalization benefits everyone in Japan.
   iii. translocal: Globalization brings the world closer together.

Data analysis

PAGS is a paper and pencil questionnaire. Participants score their responses for each item on a 6-point Likert scale, ranging from 1 (com-

pletely disagree) to 6 (completely agree), on machine-readable OMR sheets, which, once scanned, results in a spreadsheet data file. Initially 727 students completed PAGS but due to missingness (missing data), the results from eight students were deleted, resulting in an N-size of 719.

The total 60-item PAGS had a mean score of 3.93 out a maximum of 6, indicating positive endorsement of the survey. Before performing a principal components analysis, the data were checked for normality. Bulmer (1979) suggested that items that have a skew value that is >+1 or <-1 are highly skewed. Many items had skew near 1. Thus, to check for floor and ceiling effects, I examined whether the mean scores minus or plus one standard deviation fell within the range of the Likert-scale. Ceiling effects were found for two items (2 and 5), thus these two items were excluded from further analysis. After deleting items 2 and 5, the mean score of the remaining 58 items was 3.89. See Appendix A for descriptive statistics.

Principal components analysis was then run to identify underlying components of PAGS. Direct oblimin rotation method was used with the assumption that the underlying components (factors) are related (see Tabachnick and Fidell, 2007, p. 646). Two measures of sampling adequacy, the Kaiser-Meyer-Olkin (KMO) statistic and Bartlett's Test of Sphericity were checked. The KMO statistic varies from 0 to 1.0, with a higher value indicating a greater likelihood the data will factor (Field, 2009, p. 647). For PAGS, the KMO was .94. the Bartlett's Test of Sphericity statistic should be significant (Field, 2009, p. 648). This test was significant at the 0.000 level. Thus, the two measures of sampling adequacy indicated that the data were acceptable for principal components analysis.

An initial analysis was run to obtain eigenvalues for each factor. To determine the number of factors to rotate, the first criteria used was an analysis of the scree plot. The scree plot indicated the possibility of nine or eleven components. Second, the table of Eigen vectors indicated 11 components with Eigenvalues greater than 1.0 (see Tabachnick & Fidell, 2007, p. 617). Finally, the interpretability of the factor solution was used to identify components.

When using oblique rotation, the pattern matrix and the structure matrix are analyzed. The pattern matrix represents the pattern loadings, "regression coefficients of the variable on each of the factors" (Rietveld & Van Hout, 1993, p. 281); while the structure matrix represents structure loadings, "correlations between the variables and the factors" (Rietveld & Van Hout, 1993, p. 281). Researchers should look at both pattern and structure matrices when attributing a label to each factor. For interpretations of loadings, I used the criterion of .40 or above (see Field, 2009, p. 645; Stevens, 2002, p. 395).

Results and Discussion

Eleven factors were identified but the pattern matrix revealed that one factor had no items with loadings above .40, and a second factor had only one item loading above .40; as a result, these two factors were eliminated. There were no complex items, i.e., no item loaded above .40 on more than one factor. Loadings less than .40 are not displayed. The rotated solution, which resulted in a good separation of the items, is shown in Appendix B. This table also indicates the reliability coefficients as measured by Cronbach's alpha. Field (2009, p. 675) reported that a Cronbach's alpha of .7 or higher is generally considered acceptable for factors. Appendix C displays the descriptive statistics for the nine factors. In all, six factors contain items which emerged from one theme: Factors 1 and 2 (myths), 5 and 9 (the role of English), and 6 and 8 (culture). The other three factors contain items which emerged from more than one theme. Also, four factors contain items from one dimension: Factors 4 and 9 (local), 7 (self) and 8 (translocal). The remaining factors included items which combined self and local dimensions (Factors 1 and 6) or local and translocal dimensions (Factors 2, 3 and 5). A detailed examination of the factors and their labels are described below.

Factor 1: Personal Benefits from Globalization

Factor 1 was composed of six items with a mean score of 3.74 (SD = 0.86)[5] indicating positive endorsement of the items. The internal consis-

tency as measured by Cronbach's alpha was high (α = .90). All six items emerged from those items written to represent myths related to globalization; four items were directly related to self, *globalization has a positive impact my life* (M = 3.79), *I benefit from globalization* (M = 3.64), *my life is becoming better because of globalization* (M = 3.66), and *globalization is good for me* (M = 4.05); while the remaining two items were related to self through others, *globalization has a positive impact on the people around me* (M = 3.70) and *globalization is good for my community* (M = 3.61).

As a whole, the participants who completed this survey may perceive globalization as a process which results in advantages for certain individuals in affluent societies. Approximately 50% of high school graduates in Japan enter university (MEXT, n. d., b) and most university graduates gain employment upon graduation (MEXT, n. d., b). Participants in this study are likely to find employment upon graduation and thus may not perceive globalization as a threat. Despite this, the mean-score of the items on this factor was only one-quarter of one point on the Likert scale away from the mid-point of the survey. There are likely to be many participants who disagreed with the items. Indeed, Sugimoto (2010) claimed that this generation of young people, in contrast to previous generations, are in fact pessimistic about the job market. Although it is beyond the scope of this paper, further analysis should use cluster analysis to investigate response types from groups of participants. This applies not only to the items on this factor, but also to the items discussed further.

Factor 2: Universal Benefits from Globalization

Factor 2 was composed of four items with a mean score of 2.98 (SD = 0.91) indicating negative endorsement. This was the only factor whose mean score was below the mid-point of the Likert scale. Cronbach's alpha was moderate (α = .78). All four items emerged from those written for myths related to globalization, with three from the *translocal* dimension, and one from the *local* dimension. The word *everyone* is included in

two of the items, *everyone in Japan benefits from globalization* (M = 3.09) and *everyone is a winner because of globalization* (M = 2.51). The remaining two items are: *the world is better because of globalization* (M = 3.51) and *we have nothing to fear from globalization* (M = 2.83).

Only three of the items were negatively endorsed, with mean scores ranging from 0.41 to 0.99 points below the mid-point of the scale. However, the fourth item ("world is better because of globalization") was 0.01 points above the mid-point of the scale. While the participants may perceive personal advantages resulting from globalization (see Factor 1), they may also perceive negative consequences as a result of globalization in the local and translocal dimensions. The world is a complex place, and the participants' responses to these items may be a reflection of their current knowledge which may include an understanding of perceived winners (affluent individuals) and losers (impoverished individuals).

Factor 3: Negative Impact of Globalization

Factor 3 was composed of three items with a mean score of 3.61 (SD = 0.80), which indicates positive endorsement. Cronbach's alpha was low (α = .50). The three items emerged from different themes (employment, culture and myths) and included references to a negative impact as a result of globalization on the local dimension, *our culture in Japan will be damaged* (M = 3.34), and translocal dimension, *more conflict in the world* (M = 3.35) and *gap between rich and poor countries will widen* (M = 4.14).

Interestingly, two items were negatively endorsed (mean scores of both items were within 0.16 points of the mid-point of the survey), but the third item was positively endorsed (0.64 points above the mid-point). The responses seem to indicate that the participants do not strongly fear a loss of Japanese culture, nor do they fear more global conflict as a result of globalization; however, they seem to be aware that globalization will cause the gap between wealthy and poorer countries to expand. As was noted, though, there were few items on this factor, internal reliability was low, and the items emerged from different themes on PAGS. Going forward, this factor and its items need greater inspection.

Factor 4: Benefits of Globalization for Japan

Factor 4 was composed of six items with a mean score of 3.87 (*SD* = 0.79) which indicates a positive endorsement. Cronbach's alpha was moderately high (*α* = .84). The six items, which emerged from three themes (employment, culture and myths), were all on the the local dimension and all referenced benefits for Japan: *Japanese companies can better compete* (*M* = 3.98), *Japan will become stronger* (*M* = 3.78), *stronger Japanese companies* (*M* = 3.75), *Japanese culture can be shared* (*M* = 3.35), *Japan will be enriched* (*M* = 3.81), and *benefits Japanese companies* (*M* = 3.78).

While five of the items had mean scores ranging from 0.25 to 0.48 points on the Likert scale above the mid-point, one item, related to the sharing of Japanese culture, was below the mid-point. Sugimoto (2010) claimed that the current generation of young Japanese are a "lost generation because many companies are no longer able or willing to guarantee their job security" (p. 79). In contrast to this view, the items on Factor 4 suggest that the participants perceive an overall positive view of the benefits of globalization for Japan and Japanese companies. It must be noted though that Sugimoto is referencing a population that includes those who are (were and will be) at university and those who are not (were not and will not be), whereas the participants in my study are all at university. These contrasting views then may be a representation of the different colored parachutes discussed in Borovoy (2009)— golden ones for those from elite institutions, while others scramble for any job.

Factor 5: Global Spread of English

Factor 5 was composed of seven items with a mean score of 4.74 (*SD* = 0.76), the highest mean score for all nine factors. Cronbach's alpha was high (*α* = .87). The seven items all referenced the spread of English in the local and translocal: *English has become a lingua franca* (*M* = 4.58), *people can connect with others around the world by using English* (*M* = 5.03), *English is a tool to bring people together* (*M* = 4.75), *my country needs people who can speak English* (*M* = 5.02), *Japanese companies require workers who can use English* (*M* = 5.00), *people use English to ac-*

cess information from around the world, (M = 4.62), *people who can use English can travel easily around the world* (M = 4.15).

While all seven items on this factor had relatively high mean scores, the mean scores of the items clustered in groups with three very high scoring items (ranging from 5.00 to 5.03), three mid-high scoring items (ranging from 4.58 to 4.75), and one low-high scoring item (4.15). It is not clear why the items clustered as they did. For example, of the three highest scoring items, two were related to the perceived need for English (in Japan and by Japanese companies) but the third item was related to using English to connect with people around the world. As mentioned, texts from Japanese organizations (e.g., Keidanren, MEXT) often include the call for improved English communication skills. It is not surprising that participants perceive an important role for English. However, it should be noted that the perceived need for English may not match reality. Kubota and McKay (2009), for example, argued that once employed, many workers have little need to use English.

Factor 6: Potential Cultural Contact

Factor 6 was composed of four items with a mean score of 4.04 (SD = 0.87) indicating positive endorsement. This was the third-highest mean score. Cronbach's alpha was moderately high (α = .80). All four items emerged from items written for the impact of globalization on culture. Of these, three items include the self dimension and one is from the local dimension: *I can learn about other culture* (M = 4.28), *I can teach foreigners about Japanese culture* (M = 4.20), *I can get knowledge about others more easily* (M = 3.82) and *we meet other cultures in Japan* (M = 3.88).

The mean scores of the items clustered in sets, with two of the four items being 0.7 and 0.78 points (on the Likert scale) above the mid-point and the remaining two items being only .32 and .38 points above. In light of the fact that this generation grew up with internet technology, it is not surprising that they endorse the idea of accessing other culture. The positive endorsement of the items on this factor and the high reliability estimate may indicate that the participants perceive positive aspects of

globalization regarding the potential to contact with other culture. Especially, globalization in the cultural realm is perceived as having a positive impact on self.

Factor 7: Impact on my Future Career

Factor 7 was composed of seven items with a mean score of 4.40 (SD = 0.83), the second highest mean score. Cronbach's alpha was high (a = .86). All items referenced self and future work: *I will have more competition in my future work* (M = 4.13), *English is necessary fo*r *my future job* (M = 4.90), *I need English for my future career* (M = 4.85), *I have more chances to work abroad* (M = 4.12), *I have more career opportunities* (M = 4.11), *my future career will be brighter* (M = 3.70), *I will have to work harder to find a good job* (M = 4.95).

Of the seven items on this factor, two emerged from items related to the role of English and the remaining five from items related to employment. The seven items clustered in groups according to their mean scores. The items with the three highest means were nearly 1.5 points above the mid-point on the Likert scale, were separated by only 0.10 points and these items imply required effort (*necessary*, *need*, and *work harder*) in future employment. The next three items were approximately 0.65 points above the mean, were separated by 0.02 points, and imply more options (*competition*, *chances*, and *opportunities*) in their future career. The last item was only 0.20 points above the mean and this item implies a positive outlook of the future. In sum, this factor appears to be implying that the participant's future career will be challenging, but lead to more opportunities, and for some, this will be a brighter future. This may also parallel Borovoy (2009) that some young Japanese graduates will be able to seize opportunities but others will not.

Factor 8: Converging Cultures

Factor 8 was composed of four items with a mean score near the mid-point of the scale (M = 3.57, SD = 0.83), indicating slight positive endorsement of the items. Cronbach's alpha was moderate (a = .75). All four

items referenced the impact on culture at the translocal level: *international borders are disappearing* (M = 3.39), *global culture is converging* (M = 3.61), *we all share the same culture* (M = 3.73), and *more sharing of knowledge by people around the world* (M = 3.55).

Three of the items were positively endorsed, with mean-scores ranging from 0.05 to 0.23 above the mid-point for the scale; however, one item was 0.11 below the mid-point, indicating negative agreement for this item. One aspect of the definition of globalization refers to disappearing borders (Steger, 2003). Indeed Sugimoto (2010) argued that this current generation of young Japanese have traveled extensively overseas and are in the habit of sending and receiving information from abroad. As a result, these young Japanese are said to be more inclined to embrace a world without borders (Sugimoto). However, the mean responses from the four items in this factor suggest that these young Japanese may appreciate the sharing of culture and knowledge which is made possible with improved communications, but they may not yet perceive a borderless world.

Factor 9: English in my community

Factor 9 was composed of three items with a mean score near the mid-point of the scale (M = 3.56, SD = 0.88). Cronbach's alpha was low (a = .60). All three items referenced English at the local level: *easier to find people speaking English in Japan* (M = 3.91), *English can be seen in my community* (M = 3.88), and *Japanese is in competition with English* (M = 2.88). Two items were positively endorsed, with mean-scores ranging from 0.38 to 0.41 above the mid-point for the scale; however, the third item was 0.62 below the mid-point. Thus, while the participants are aware of the presence of English in Japan, they do not perceive Japanese as threatened by English.

Conclusion

The goal of this paper was to outline the development of a survey which investigates Japanese tertiary-level learners' perceptions and

awareness of globalization. In that regard, I have described the design of the survey which detailed how the items were generated and that these were related to four themes: (1) the role of English, (2) the impact of globalization on employment and (3) culture, and (4) myths related to globalization; and three dimensions where these themes may be experienced: at the level of (1) self, (2) local area, and (3) translocal area. I have also discussed the resulting nine factors. Of these nine factors, six contain items which emerged from a particular theme, and the other three combined items from different themes; while four factors contain items from a particular dimension, and the other five combined items from different dimensions.

The discourse of globalization is frequently employed yet globalization lacks a precise definition. I do not claim to define globalization, as perceived by the participants in this study, as the sum total of the nine factors that were identified here. Neither do I claim that the perceptions of the participants in this study with regard to globalization are based on *de facto* representations of our world today. For example, organizations (e.g., ABD, OECD, WTO) may push for a greater role for English and students may perceive a need to use English in their future work; however, some researchers have claimed that English may not be necessary for future work (Kubota & McKay, 2009); and that the promise of English may be a fallacy (e.g., Park, 2011; Pennycook, 2007).

This paper may be considered an initial step in understanding our learners perceptions of globalization. Much work remains as evidenced by two poor reliability coefficients, and certain factors which may combine different themes or dimensions. Furthermore, principal components analysis and not confirmatory factory was used. Thus, taken together, the results described in this study must only be seen as tentative. Also, as noted in the discussion for Factor 4, this paper only includes young people at tertiary institutions. Other researchers (e.g. Borovoy) have pointed out that the distal futures of this current generation of young people may depend on schooling, and thus the results from this study cannot be generalized to include young Japanese who do not (did not

and will not) attend tertiary-level schooling.

As we have no clear definition of globalization, how can we know what is meant when the discourse of globalization is used, such as "[i]n the age of knowledge-based society and ongoing globalization" (MEXT, n. d., c)? Thus, the survey could potentially be used by several groups. Firstly, teachers and learners could use the survey to know their perceptions of globalization. The results could be used as the basis for classroom language learning activities and discussions related to globalization. Lastly, researchers and policy makers could build on the survey described in this paper to better understand how globalization is perceived by different populations in Japan. It may be that there exists a gap between what is perceived and what is or will be experienced in the near future. Thus all groups described here, teachers, students, researchers and policy makers could make use of this survey to bridge gaps between perceptions and experiences.

1 The term internationalization was used as a comparison, as the immediate response from the Japanese government and the larger society was a policy of *internationalization*.
2 Only one citation each is listed although a search on their websites reveals the discourse of globalization writ large. Moreover, other international organizations (e.g., the ABD, APEC, ILO, IMF, WHO and World Bank) are not listed for reasons of brevity.
3 Following Burgess et al (2010), different transcriptions of globalization (gurōbaruka, gurōbarizēshon, gurōbaraizēshon and gurōbaraizeishon) are, for the sake of brevity, subsumed under gurōbaruka.
4 For brevity, only one citation is listed although a search for globalization and similar terms on the MEXT website reveals many references to globalization.
5 For brevity, standard deviations are included here for the factors but not for the items. Standard deviations for the items can be found in Appendix A.

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Appendix A
Descriptive statistics for PAGS

No.	Item	M	SD	Skew	Kurt	1	2	3	4	5	6
1+	English is necessary for my future job.	4.90	1.10	1.21	−1.20	1.80	1.90	5.00	21.00	36.00	34.20
2*	I don't have to study English because more foreigners are learning Japanese.	1.89	1.00	0.99	1.48	40.50	39.60	13.80	3.20	1.90	1.00
3	I need English for my future career.	4.85	1.01	1.02	−0.69	0.70	0.80	6.70	27.70	32.70	31.40
4	I will need a third language after Japanese and English.	3.83	1.21	1.47	−0.13	4.00	7.60	25.90	36.30	15.90	10.30
5*	if I speak English, I can communicate with more people.	5.38	0.87	0.76	−1.80	0.80	0.30	1.40	12.10	28.40	57.00
6	my country needs people who can speak English.	5.02	0.93	0.86	−1.05	0.70	1.00	2.50	21.70	39.40	34.80
7	Japanese companies now require workers who can use English.	5.00	0.94	0.89	−0.98	0.60	1.30	2.90	22.20	38.90	33.90
8	more and more English can be seen in my community.	3.88	1.20	1.43	−0.00	2.20	9.00	26.80	33.70	17.10	11.10
9	the Japanese language is in competition with English in Japan.	2.88	1.17	1.37	0.38	12.40	24.10	37.40	17.70	5.70	2.60
10	it's easier to find people speaking English in Japan.	3.92	1.17	1.38	−0.07	2.10	8.50	24.50	36.30	17.90	10.70
11	people can connect with others around the world by using English.	5.03	0.97	0.94	−1.12	0.80	1.00	3.90	19.70	38.00	36.40
12	English is used as a tool to bring different people together.	4.75	0.99	0.98	−0.52	0.30	1.70	7.20	29.90	35.00	25.90
13	English has become a lingua franca.	4.58	1.15	1.31	−0.76	1.90	2.90	9.60	29.50	32.70	23.40
14	people use English to access information from around the world.	4.62	0.98	0.96	−0.36	0.40	1.40	8.60	35.60	33.20	20.70
15	people who can use English can travel easily around the world.	4.15	1.18	1.40	−0.35	2.50	5.80	16.80	38.20	22.40	14.20
16	I have more career opportunities in the future.	4.11	1.17	1.38	−0.18	2.20	4.70	21.70	37.00	19.60	14.60
17	my future career will be brighter.	3.70	1.17	1.38	0.11	3.90	6.50	35.90	31.80	12.70	9.20
18	I will have more competition in my future career.	4.13	1.12	1.26	−0.12	1.80	3.50	21.40	40.20	18.90	14.20
19	I will have more chances to work abroad.	4.12	1.21	1.46	−0.23	2.50	5.70	19.90	36.70	19.50	15.60
20	I will have to work harder to find a good job.	4.95	1.04	1.08	−0.88	0.70	1.40	5.70	23.90	31.00	37.30
21	Japanese companies can better compete in the world.	3.98	1.13	1.28	−0.23	2.50	5.80	22.90	37.80	21.40	9.30
22	Japan will become stronger.	3.78	1.12	1.24	−0.09	2.80	8.10	28.20	37.30	17.00	6.70
23	my community is threatened.	3.03	1.19	1.41	0.23	12.00	16.40	42.00	18.90	7.60	3.10
24	we can more easily access foreign brands in Japan.	3.90	1.13	1.27	−0.19	2.50	7.50	22.40	40.90	18.10	8.60

25	the employment situation in Japan will only get better.	2.89	1.08	1.16	0.35	10.60	21.60	45.50	15.40	4.90	2.10
26	international businesses can connect more easily with people around the world.	4.37	1.03	1.06	−0.24	0.80	2.50	12.90	41.90	26.10	15.70
27	that the economies of developing countries will improve.	3.50	1.11	1.24	0.04	4.50	11.00	35.70	32.80	11.40	4.60
28	the gap between rich countries and poor countries will widen.	4.14	1.11	1.23	−0.11	1.40	3.90	22.50	37.00	22.00	13.10
29	that more people are moving around the world for work.	4.46	0.95	0.91	−0.43	0.80	1.70	9.20	40.90	33.80	13.60
30	small companies can compete against large companies worldwide.	3.28	1.13	1.28	0.22	6.00	15.30	39.80	26.80	7.80	4.30
31	I can get knowledge about others more easily.	3.82	1.12	1.25	0.01	2.10	8.10	27.80	38.20	15.30	8.30
32	I can teach foreigners about Japanese culture.	4.20	1.14	1.29	−0.25	1.50	4.90	17.50	38.70	22.50	14.90
33	I can learn about other culture more easily.	4.28	1.05	1.11	−0.39	1.10	4.30	13.40	40.30	28.50	12.40
34	I need to have more qualifications.	4.07	1.15	1.33	−0.19	2.20	4.70	23.50	35.50	21.80	12.20
35	I am a cultural ambassador of Japan.	2.37	1.23	1.51	0.79	29.10	28.90	25.90	10.00	4.00	2.10
36	we meet other cultures in Japan.	3.88	1.20	1.44	−0.26	3.50	9.30	21.10	36.90	20.20	8.90
37	our culture in Japan will be damaged.	3.34	1.19	1.41	0.14	6.40	15.30	35.00	28.20	9.70	4.90
38	there will be foreign cultures in my community.	3.93	1.08	1.17	−0.20	2.10	6.50	22.00	42.70	18.90	7.80
39	that Japanese companies that make culture will be more successful.	3.68	1.01	1.03	−0.03	2.40	7.10	32.30	40.80	12.90	4.50
40	Japanese culture can be shared around the world.	4.12	1.07	1.15	−0.25	1.50	5.10	16.30	44.90	21.00	11.10
41	there is more interaction with different cultures around the world.	4.56	0.98	0.96	−0.46	0.80	2.10	5.60	41.70	30.70	18.60
42	we all share the same international culture.	3.73	1.18	1.39	−0.10	3.90	9.20	28.00	35.00	16.10	7.40
43	international borders are disappearing.	3.39	1.15	1.32	0.05	5.70	13.40	35.60	29.70	11.10	4.00
44	more sharing of knowledge by people around the world which will lead to better lives for everyone.	3.55	1.11	1.24	−0.03	4.30	10.20	33.20	35.30	11.70	4.90
45	the global culture is converging.	3.61	0.97	0.93	0.14	1.90	6.50	37.40	39.40	9.90	4.00
46	Globalization is good for me.	4.04	1.08	1.16	−0.23	2.40	3.60	20.30	44.20	18.80	10.20
47	I benefit from globalization.	3.64	1.08	1.16	0.02	3.30	7.10	34.90	36.00	12.70	5.40
48	Globalization has a positive impact on my life.	3.79	1.04	1.09	−0.05	2.20	6.40	27.40	43.30	13.50	6.40
49	My life is becoming better because of globalization.	3.66	1.06	1.12	0.07	2.50	8.10	32.80	38.70	11.40	5.70
50	Globalization has a positive impact on the people around me.	3.70	1.02	1.05	−0.02	2.40	7.20	30.50	42.40	11.50	5.10

51	Globalization is good for my community.	3.61	1.05	1.11	0.06	2.90	8.20	34.50	37.60	10.80	5.00
52	Everyone in Jaan benefits from globalization.	3.06	1.10	1.22	0.27	8.60	17.10	44.90	19.30	6.50	2.60
53	Globalization benefits Japanese companies.	3.78	0.98	0.96	−0.11	1.90	5.80	26.70	46.90	12.70	4.90
54	Japan will be enriched through globalization.	3.81	1.00	1.00	−0.04	1.70	6.10	26.60	45.10	13.40	5.70
55	Globalization leads to stronger Japanese companies.	3.75	1.10	1.20	−0.29	3.80	7.50	24.40	42.40	15.00	5.30
56	Everyone is a winner because of globalization.	2.52	1.21	1.46	0.60	24.20	23.90	34.60	9.20	4.60	2.10
57	The world is better because of globalization.	3.51	1.12	1.25	−0.33	6.30	10.00	26.60	42.10	10.20	3.50
58	We have nothing to fear from globalization.	2.83	1.27	1.62	0.32	18.60	18.10	35.30	17.30	5.80	3.20
59	It's good that the world is becoming closer.	4.21	1.08	1.16	−0.44	2.20	3.60	12.20	45.50	22.10	12.20
60	Globalization will cause more conflict in the world.	3.35	1.09	1.20	0.25	5.10	10.70	43.80	26.40	7.60	4.60

Note. M = mean; SD = standard deviation; Skew = skewness; Kurt = Kurtosis; 1, 2, 3, 4, 5, 6 = points on the Likert-scale;

+ Items 1-45 begin with the stem *Globalization means*;

asterisk (*) indicates that the item was removed from the factor analysis due to ceiling effects.

Appendix B
Factor Analysis of PAGS

No Items	F1	F2	F3	F4	F5	F6	F7	F8	F9
Factor 1: Personal Benefits from Globalization (a = .90)									
48 Globalization has a positive impact on my life.	0.876								
47 I benefit from globalization.	0.819								
49 My life is becoming better because of globalization.	0.807								
50 Globalization has a positive impact on the people around me.	0.740								
46 Globalization is good for me.	0.699								
51 Globalization is good for my community.	0.488								
Factor 2: Universal Benefits from Globalization (a = .78)									
56 Everyone is a winner because of globalization.		−0.722							
58 We have nothing to fear from globalization		−0.655							
52 Everyone in Japan benefits from globalization.		−0.597							
57 The world is better because of globalization.		−0.573							
Factor 3: Negative Impact of Globalization (a = .50)									
60 Globalization will cause more conflict in the world.			0.776						
37 Globalization means our culture in Japan will be damaged.			0.600						
28 Globalization means the gap between rich countries and poor countries will widen.			0.580						
Factor 4: Benefits of Globalization for Japan (a = .84)									
21 Globalization means Japanese companies can better compete in the world.				−0.867					
22 Globalization means Japan will become stronger.				−0.831					
55 Globalization leads to stronger Japanese companies.				−0.473					
40 Globalization means Japanese culture can be shared around the world.				−0.444					
54 Japan will be enriched through globalization.				−0.426					
53 Globalization benefits Japanese companies.				−0.405					
Factor 5: Global Spread of English (a = .87)									
13 Globalization means English has become a lingua franca.					0.707				
11 Globalization means people can connect with others around the world by using English.					0.695				
12 Globalization means English is used as a tool to bring different people together.					0.654				
6 Globalization means my country needs people who can speak English.					0.651				
7 Globalization means Japanese companies now require workers who can use English.					0.623				
14 Globalization means people use English to access information from around the world.					0.599				
15 Globalization means people who can use English can travel easily around the world.					0.483				
Factor 6: Potential Cultural Contact (a = .80)									
33 Globalization means I can learn about other culture more easily.						−0.787			
32 Globalization means I can teach foreigners about Japanese culture.						−0.704			
31 Globalization means I can get knowledge about others more easily.						−0.608			

36 Globalization means we meet other cultures in Japan.	−0.482

Factor 7: Impact on my Future Career (a = .86)

18 Globalization means I will have more competition in my future career.	0.675
1 Globalization means English is necessary for my future job.	0.675
3 Globalization means I need English for my future career.	0.650
19 Globalization means I will have more chances to work abroad.	0.628
16 Globalization means I have more career opportunities in the future.	0.522
17 Globalization means my future career will be brighter.	0.486
20 Globalization means I will have to work harder to find a good job.	0.477

Factor 8: Converging Cultures (a = .75)

43 Globalization means international borders are disappearing.	−0.754
45 Globalization means the global culture is converging.	−0.572
42 Globalization means we all share the same international culture.	−0.571
44 Globalization means more sharing of knowledge by people around the world which will lead to better lives for everyone.	−0.484

Factor 9: English in my Community (a = .60)

10 Globalization means it's easier to find people speaking English in Japan.	0.777
8 Globalization means more and more English can be seen in my community.	0.510
9 Globalization means the Japanese language is in competition with English in Japan	0.450

Appendix C
Descriptive Statistics for PAGS Factors

Factor	a	K	M	SD	Skew	Kurt
1. Personal Benefits from Globalization	0.90	6	3.74	0.86	1.11	−0.03
2. Universal Benefits from Globalization	0.78	4	2.98	0.91	1.39	0.22
3. Negative Impact of Globalization	0.50	3	3.61	0.80	1.28	0.09
4. Benefits of Globalization for Japan	0.84	6	3.87	0.79	1.14	−0.17
5. Global Spread of English	0.87	7	4.74	0.76	1.05	−0.73
6. Potential Cultural Contact	0.80	4	4.04	0.87	1.27	−0.22
7. Impact on my Future Career	0.86	7	4.40	0.83	1.25	−0.46
8. Converging Cultures	0.75	4	3.61	0.83	0.93	0.14
9. English in my Community	0.60	3	3.56	0.88	1.39	0.10

Note. a = *Cronbach's alpha reliability coefficient*, K = number of items, M = mean; SD = standard deviation; Skew = skewness; Kurt = Kurtosis.