

**Summary of Panel Discussion:**

**“What are the Roles of ‘E**



**Takane Ito:** In the globalized world, universities are responsible for providing global education which aims at cultivating the ability to understand “others” with different cultural backgrounds. Given the homogeneity of UTokyo’s undergraduate education, where the vast majority of students and academic staff are male Japanese, UTokyo has developed short-term exchange programs, providing students with a “fake” global campus with cultural diversity unattainable in t`Ö@ee





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**Prof. Mino:** In fact, even in Japanese, writing component is much less than in the US.

**Mr. Stefan Noreen** (Senior Adviser, Office of the President, UTokyo): While decentralization can remain a problem, it also is beneficial as some departments are really advanced in internationalization. The University should learn from successful departments. In response to academic writing, the University held an English abstract writing workshop for graduate students with the help of Australian professor. ~~Which is just~~ ~~integrate~~ ~~nic~~ the beginning but it should gradually expand.

**Question Three:** The writing center in Komaba Campus is dedicated towards the first year students and therefore cannot provide assistance to third or fourth year students, or to Master's or Ph.D. students, who came to seek help for academic writing. I was wondering what student support looks at PKU and Stockholm University.

**Prof. Fu:** PKU also struggles similarly as UTokyo. PKU students are not receiving support from writing classes but from their research groups, which consist of researchers, graduate students or similar peers. Provision of classes is difficult when targeting a large population of students.

**Prof. Hellstén:** Services of support exists.

**Question Four:** Language itself embodies culture, as English tends to be more cordial whereas Japanese can be more hierarchical. I was wondering whether any of you try to use English as a catalyst to connect with students.

## 6. Final Comments by the panelist

**Prof. Kitamura:** International students try to call me by my first name, but the majority of Japanese students in the environment to call me "professor." Difference between faculties is also apparent as well, especially in the Department of Education. Only a limited number of faculty deal with international affairs, which creates a division within the Department.

education offers our students invaluable experience of global learning, irrespective of their (future) fields of specialization.

**Prof. Hellstén:** The key is to continue working in collaboration and mobility. By doing that, we lay the responsibility of the use of English upon each individual. Language in diversity brings value.

**Prof. Fu:** English is inevitably the global language. At PKU, we need to work to design different programs that can meet the needs of students of different levels. We need diversity in the University and must embrace differences in teaching as well.

## 7. Concluding Remarks by the moderator

We all agree that English is important while the reasons may differ. Since there were a lot of good examples on how to accelerate the use of English in