The purpose of this paper is to clarify and emphasize citizenship qualities for a global multicultural society through foreign language education and to build and develop a conceptualized model of global citizenship in English language education in Japan. This paper addresses citizenship qualities for the global society in English language education in response to globalization. First, English language learners learn how to respond to global issues with people from different cultural and linguistic background. Second, English language learners participate in global education, which fosters citizenship qualities in global society, and develop intercultural communication competence as part of their English language education.

This paper utilizes the foreign language policies of multicultural societies in Australia and Europe. Foreign language education in Australia and Europe aims to foster citizenship qualities and intercultural communicative competence, which incorporates intercultural competence with communicative competence. The foreign language policies and foreign language education in Australia and Europe provide a compelling case for the role of English language learners in the global education and foreign language education in Japan. From the perspective of fostering citizenship qualities in multicultural societies, a critical reading and evaluation of the foreign language policy of Japan; specifically, English language education shows an emphasis on language learning proficiency without intercultural competence, which enables foreign language learners to succeed at intercultural communication in multicultural societies. Foreign language stresses linguistic and cultural knowledge without regard for culture as practice. This paper views foreign language education in the context of an
expanding global society and suggests a concept English language learning in global education.

This paper conceptualizes English for Global Citizens (EGC), which is an approach to English language education that aims to foster the learner's identity as a global citizen and provides opportunities for learners to participate in the global society. This concept of EGC is developed by acquiring the qualities of global citizens, including knowledge, skills, and attitudes and by using the philosophy of education from global education.

A model of EGC is developed, which is based on the experiential language learning model. The experiential language learning model respects the learner as a whole person, requires learners' active participation, and sets clear purposes of communicating in English. These characteristics of the experiential language learning share the philosophy and methodology of global education: therefore, this paper adopts the experiential language learning model to the model of EGC. The model of EGC makes connections between global issues and learners by using five phases: (1) Concrete Experience & Reflective Observation: Local Perspective Phase, (2) Concrete Experience & Reflective Observation: Global Perspective Phase, (3) Abstract Conceptualization: Global Perspective Phase, (4) Active Experimentation: Act Locally Phase, and (5) Reflective Observation: Change Personally Phase. By using the model of EGC, this paper introduces one example of an EGC practice.

In conclusion, this paper notes the challenges of the concept and the model of EGC for the future. In addition, this paper argues the needs of developing citizenship qualities in foreign language education in Japan from the global and local perspectives.