INTERNATIONALIZATION OF HIGHER EDUCATION IN JAPAN: ENGLISH MEDIUM INSTRUCTION AND A CALL FOR TRANSNATIONAL JAPANESE CAMPUSES

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OVERVIEW

The growth of English in higher education and EMI

Analysis of internationalization of HE in Japan

A call for Japanese transnational campuses
THE GROWTH OF ENGLISH IN HIGHER EDUCATION

Part One
Increased importance placed on English language education AND education through English:

Globally we are seeing trends towards greater use of English at primary level in many school systems, as well as a trend towards the use of English medium instruction in secondary science and technology classes. From Chile to Korea, we have seen major proposals for the greater use of English across the educational system (Pennycook, 2010, p. 677)
Figure 10.2: Language shares in total academic publications over the past 100 years (adapted from Montgomery, 2013, p. 90)
Figure 2  Share of Publications in Five Fields of Natural Science

Chart created by Toyoda Nagayasu (President of Suzuka University of Medical Science) based on data from Thomson Reuters.

Source:
115%

Increase of EMI programs in Europe

1/2

International students learning through English

Internationalization

Englishization

12 years
POSITIVE EFFECTS

• Rankings, reputation, education quality
• Tange and Jenson (2012) observe a difference in perception of internationalization of higher education in Europe (commercial vs academic)
• European universities see internationalization as a way of “attracting and keeping the best brains from around the world to help develop their own knowledge economies” (Shen, 2008: 223).

CRITICISMS

• view international students as “‘empty vessels’ to be filled with Euro-American knowledge” (Singh 2005, p. 10)
• ‘no frills’ highly commercial approach to international students (Forbes-Mewett & Nyland, 2012, p. 191)
• Australia: 3rd biggest export “industry”
INTERNATIONALIZATION IN JAPAN

kokusaika

Global 3 0

Re-inventing Japan

gurobaruka

Go Global Japan

Top (Super) Global Universities
INTERNATIONALIZATION IN JAPAN (ROSE & MCKINLEY 2017)

- kokusaika
- gurobaruka
- Re-inventing Japan
- Go Global Japan
- Global 3 0
- Top (Super) Global Universities
TOP GLOBAL UNIVERSITY PROJECT

Go Global Japan

Type A
Type B

Top Global University Project
<table>
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“The TGUP has been a cumulative effort, essentially combining the objectives of all three prior established internationalization projects. In terms of English language education, it targets both English language skills development of domestic students as well as EMI. While the policy is worded to include all ‘foreign languages’, the finer details of the policy point to English as the main language driving the internationalization of higher education in Japan—especially in terms of language education and English-taught domestic programs aimed at both the international and local market. Thus, although not explicitly stated in the policy, implementation of the policy in Type B universities will likely manifest in an increase in the presence of English at the institutions, as well as an increase in programs taught through the medium of English.” (Rose & McKinley, 2017)
NODES CLUSTERED BY CODING SIMILARITY

- Partnerships
  - Global graduates
    - Global profile
  - International collaboration
    - Increase ranking
    - General Internationalization
      - Research output
  - Faculty internationalization
    - Japanese language and studies
    - Attract international students
      - English language
RESEARCH OUTPUT

• the most heavily coded node
  • evident in source material from 30 universities
  • 85 references to research in total

• Examples:
  • Chiba University stated it will launch initiatives to make it “a university promoting world leading education and research”.
  • Many of the Type A universities linked research output to plans to increase the world ranking of the university.
  • While research output was at times linked to international collaboration, and attracting international faculty, the role of English in this collaboration was not explicitly stated in the source documentation.
ENGLISH LANGUAGE PLANNING

• Only 17 universities explicitly outlined English language planning objectives (G30 difference)

• Some were explicit:
  • Sophia University to increase “English-conducted classes to 22.8 % from 13.6 %”.
  • Hiroshima University to increase “foreign language taught courses” to 50% across the university.

• Some were less language-focused:
  • Rikkyo (double degree collaborations)
  • ICU & TUFS (bilingual and multilingual students)
  • Tokyo University (Japanese, English and LOTEs)
DISCUSSION POINTS

• TGUP expands on the objectives of previous three policies
  • Separate objectives of Type A & B emphasize the role of research in internationalization

• While Type A universities do not explicitly focus on Englishization, it is a likely side-effect of its research objectives
DISCUSSION POINTS

• TGUP indicates more positive framing of internationalization in comparison to previous policies
  • Rather than the rhetoric of ‘drumming up student numbers’ of G30, the TGUP seeks to internationalize for academic incentives to develop an international knowledge economy.
  • Somewhat parallel with European motives of internationalization (Tange and Jensen, 2013)
DISCUSSION POINTS

- TGUP has lessened the rhetoric of ‘othering’, which has a long history in language policy (see Hashimoto, 2013)
  - Kokusaika sought to internationalize Japanese society while maintaining Japanese nationalism
  - Global 30 created courses for ‘others’
  - TGUP emphasizes the development of EMI courses for both the domestic and international student body (Global Human Resources)
  - Does TGUP pave the way for Japanese transnational campuses?
DOES INTERNATIONALIZATION = EMI?

- Education in a transnational, intercultural space that transcends national perspectives such as those of “study abroad” and “internationalization at home.” (Starcher, 2013, U of Bath)

  *Internationalization* [edit]

  As an English-language program based in one of China’s largest cities, Peking University HSBC Business School has been making significant influence on campus in recent years. Currently, about 40% of PHBS faculty are non-Chinese, and the school has expanded to include universities such as Columbia University, University of Pennsylvania, and Oxford University. The school appeals to international students interested in taking advantage of the Chinese financial and business markets.
JAPAN’S TRANSNATIONAL CAMPUSES?

• ESL programs
• Undergraduate with mandatory study abroad
• Graduate studies