

English-medium Degree Programs in Internationalization of Japanese Universities: Conceptual Models and Critical Issues

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This study first examines the current upsurge of English-medium Degree Programs (EMDPs) in Japanese higher education and the rationale for EMDPs in the context of internationalization strategy. Based on the numerous and qualitative data collected about all undergraduate EMDPs at Japanese universities, three different models of EMDP are conceptualized according to their profiles and features. The analysis and discussion will be done about the features and issues in the following EMDP models: Global Human Resource Development model, Crossroad model and *Dejima* model. Finally, this paper concludes with a discussion of the comprehensive picture of Japanese EMDPs and recaptures the concept of internationalization in the Japanese context for further development.

Key Words: internationalization, higher education, Englishization, international student, model

1. Globalization, Internationalization and “Englishization” of Higher Education

Globalization has become a ubiquitous concept that brings movement and mobility of people, ideas and knowledge. Higher education institutes are one of the agents that mediate the mobility. As de Wit (2008) indicates, “higher education is not merely passively responding to globalization but has become an active player in the global arena” (de Wit 2008, 3). Internationalization of the sphere of higher education is a multifaceted process defined as “the process of integrating an international, intercultural or global dimension into the purpose, function or delivery of higher education at the institutional and national level” (Knight 2008, 21). Key components of internationalization include mobility programs, international students or scholars (so-called “Internationalization Abroad”) and campus-based activities to promote international or intercultural understanding (“Internationalization at Home”) (Ibid.).

Among implementation of internationalization at higher education levels, one of the most tangible outcomes in the world is the introduction of English as a medium of instruction (EMI) in university programs. So-called “Englishization” is a phenomenon that you can witness all over the world in the higher education sphere (Kirkpatrick 2011). Many non-English-speaking countries are stepping up their numbers of education programs through the medium of English, either partially or entirely. According to recent data (Wächter and Maiworm 2008, 2014), the number of English-taught programs increased from 725 in 2001 to 2,389 in 2007, and to 8,089 in the present day. The largest absolute number was identified in the Netherlands (1,078), followed by Germany (1,030), Sweden (822), France

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(499) and Denmark (494). With growing regional mobility through the Erasmus program, European higher education studies have paid notable attention to English-medium instruction at universities.

The introduction of English-medium programs at higher education levels, the European policy of education and student mobility, and the consequences and critical issues of EMI at European universities have been discussed in previous studies (Doiz et al. 2011, 2012, 2013; Coleman 2006; Wilkinson 2005; Phillipson 2009). According to Wilkinson (2013), for instance, a case study of a Dutch university shows that EMI brought an ethical issue about national government funding for programs that might lead to its national language being excluded from the practice of specific academic domains. Through using English as a medium of instruction, English-medium Degree Programs (EMDPs) cast questions on educational and structural features of each higher education institute as well as the purpose of internationalization in non-English-speaking places. Here, the term EMDPs is used to indicate the educational body in the university; it is an umbrella term to include those programs offered in the formation of courses, departments (faculty, or *gakubu* in Japanese), and entire universities, as will be described in detail later.

While EMDPs primarily expanded in the European region, they are a relatively new phenomenon in Japan. Since EMI itself has been implemented for decades mainly at Japanese national universities, there are several case studies regarding EMI with special focus on particular programs (Tsuneyoshi 2005), and policy implementation regarding EMI by the Japanese government is also the center of several research efforts (Lassegard 2006; Bradford 2013). However, studies about EMI programs are limited to internationalization policy focusing on EMI or case studies of an EMI program with special purpose. No study has primarily revealed a comprehensive picture of English-medium Degree Programs, which are now increasing in numbers under the internationalization strategies and policies of Japanese higher education.

Building on the previous research in this area, the aims and objectives of this study are to reveal the holistic picture of Japanese EMDPs and the particular features of each EMDP, focusing on undergraduate programs and analyzing the Japanese context of internationalization. How does the current implementation of EMDPs meet the purpose of internationalization policy? What is the implication of EMDPs as one of the rising internationalization phenomena to re-think and capture the feature of internationalization of Japanese higher education? What organizational, educational and structural features and issues do EMDPs bring into Japanese universities?

To discuss and answer the above research questions, this paper will proceed as follows. In chapter 2, the rationales for implementing EMDPs at Japanese universities will be analyzed through policy analysis regarding international students and development of global human resources. Following the methodology of data collection in chapter 3, the author conceptualizes undergraduate EMDPs into three models according to their profiles, then analyzes and discusses the features and issues of each conceptual model in chapter 4, since the method of implementation and features of EMDP differ at each university. In the conclusion, the author will sketch the integrated discussion of all findings and will also

discuss some implications of this research.

2. Development of EMDPs in Japanese Higher Education

In the process of internationalization of Japanese higher education, the Japanese language as a medium of education can be a barrier for international students who intend to study at Japanese universities. As EMDPs are considered to be a key driver of the flow of both local students and foreign students, the introduction of EMDPs in Japan has been discussed in two relevant entailed policies and political discussions: “International Student Policy” and “Policy of Global Human Resources Development.” The following is the analysis of each policy related to the introduction of EMDPs at Japanese universities.

International Student Policy

The flow of international students typically mirrors global disparity between either North and South or West and East. Japan has been traditionally a receiving country of international students as one of the economic giants situated in the non-Western part of the world. Currently, Japan accounts for about 3.5% of all mobilized students in the world (OECD 2013) and the Japanese government has been focusing on receiving foreign students rather than sending their own local students overseas. Now, other contestants in East Asia such as Singapore, Malaysia and Hong Kong are attempting to internationalize their higher education and have tried to develop themselves into regional education hubs by exporting their higher education services (Ng 2012). As GATS includes transnational higher education as an industry to provide educational service, receiving students from overseas has also been considered as an educational export that brings increased revenue, high-skill human resources and even political, social, academic and cultural ties with sending countries. In 2008, with the intention to increase the number of international students in Japan, the Japanese government announced the “300,000 Foreign Students Plan” (MEXT 2008). It aims to increase the percentage of foreign students from the current 3%+ up to 5%, and also to sustain the market share of worldwide international student mobility along with the expected worldwide increase by 2020.

As measures to increase the number of overseas students in Japan, the government proposed five main systematic challenges. The first is development of academic courses taught in English, which allows non-Japanese speaking students to obtain degrees by studying only in English. The leaders of this implementation are top-tier universities that have received “Global Center of Excellence” funding beforehand. More than 100 new English-taught courses offering degrees, EMDPs in this paper, have been created within selected universities of the “Global 30 project (G30)” so far. Within the practical strategy, Global 30 projects have supported universities to create “English Courses,” which enable students to obtain a degree only in English, and to establish 33 undergraduate and 123 graduate programs in 13 leading universities (seven national and six private universities) by October 2013. An EMDP is, or can be, the main attraction for international students, not only for G30 member universities, but also for

other universities. However, we still do not know how the other universities other than G30 members create EMDPs and what their characteristics are.

Global Human Recourse Development and Related Global Projects for Universities

In the meantime, the Japanese younger generation's so-called "inward tendency" has been a center of concern by the government and global industries in Japan. In recent decades, the number of outgoing students has decreased as a result of decreasing population, massification of Japanese higher education, diversification of study abroad destinations, the long-term economic deterioration at home, prolonged season of job hunting for new university graduates and other related factors (Yokota and Kobayashi 2013). With a huge demand for developing global human resources ("*Global Jinzai*") who can positively meet the challenges and succeed in the global field, especially from the industrial side for improving global competitiveness of Japanese industry and enhancing the ties between nations, the government created several projects to promote the internationalization of the university education in Japan (MEXT 2012). The Council on Promotion of Human Resource for Globalization Development has also been established and is run by relevant Cabinet officials. Its interim report stresses the importance of English communication skills and creation of English-medium courses in higher education for Japanese students to be global human resources. The importance of English-medium courses is also emphasized for promoting students from overseas to study abroad in Japan.

This demand for global human resources is closely connected with government policies such as the Project for Establishing University Network for Internationalization started in 2009 ("Global 30") and follow-on Top Global University Project ("*Super Global Daigaku Sousei Shien Jigyo*") started in 2014, which also intend to promote internationalization of Japanese universities for the purpose of elevating international competitiveness and fostering students and researchers to play active roles in the global arena. This concentration of government funding to a dozen leading universities brought certain disparities among Japanese universities in terms of their internationalization figures; however, concentration of government funding to the leading universities is considered to be necessary to push them up to be world-class institutions.

In the wake of the aforementioned policies and social demand, Japanese universities have also been keen to introduce English-medium Instruction (EMI) in their higher education to enhance internationalization. In summarizing the above discussion, the rationales as the driving force of introducing EMDPs will be organized in the following three areas:

1. *Increase of international students attending Japanese universities*

To increase the number and to attract diverse international students who would not enroll in a program conducted in the Japanese language

2. *Cultivate domestic students as "global human resources"*

To prepare Japanese students to work in a global market and to cultivate them as a global workforce within the realm of the domestic university

3. *Build the international competitiveness of Japanese universities*

To sharpen the profile of Japanese universities through raising international indicators and to establish them as “world-class universities”

However, introduction of EMDPs at the undergraduate level is still in the early phase. According to the data of G30 project outcomes, more than 80% of EMDPs have been introduced at the graduate level. Nevertheless, EMDPs in the couple dozen leading universities have huge support by the government, and new programs will be established continuously. Though G30 universities are sort of the frontier of EMDPs, there are still other universities conducting EMDPs under their own internationalization strategies and rationales.

The following chapters detail the methodology of data collection, research findings, and discussion of all undergraduate EMDPs in current Japanese higher education.

3. Data and Conceptual Framework

This study uses a selected dataset of undergraduate EMDPs that is corrected by the “Internationalization of Higher Education of Japan and Korea: Comparative Study” project supported by The Research Institute for Independent Higher Education. It also relies on comprehensive analysis and arguments about those same undergraduate EMDPs as well as postgraduate EMDPs in both Japan and South Korea (Shimauchi 2016). This paper particularly focuses on EMDPs at the undergraduate level because English-medium education to this point has been mostly implemented at the graduate level. Implementation at the undergraduate level is still developing, though it has certainly expanded in this decade. Therefore, examining the features and critical issues of English-medium undergraduate programs can provide us important insights and implications for future development.

The original data were collected from the websites of universities at which EMDPs exist as well as disclosures of official information reports provided by each university. The following data can explain the features of EMDPs: majors and academic fields the EMDP provides; the international student ratio of each EMDP; the received government funding project; whether the university is national, public or private; and the method of implementing EMDPs into existing programs. Regarding the numbers and ratios of domestic and international students, the most recent data available was taken from each website. The actual EMDP program names are excluded in the analysis so as to respect the privacy of the institutions.

Supplemental data collection has been done by email and door-to-door survey, but some universities do not disclose some data such as exact number of current international students. Even though the primary purpose of this paper is providing a comprehensive picture of Japanese undergraduate EMDPs, the limited data set cannot be generalized in terms of its weak statistical power; therefore, the author visited five EMDPs in each model, which will be proposed in the next chapter, in 2012 to 2013 and interviewed professors and administrators to complement the detail information. These interviews as qualitative data set will help to visualize the detail pictures and to develop understanding of

each EMDP. Interviews are one-on-one, in-depth, semi-structured and conducted with five faculty members and two administrative staff members who are in charge of the respective EMDPs. Personal information including names, titles, nationalities and related profiles are not disclosed to protect privacy. All interviews are conducted by the author, mostly in Japanese but two in English language.

4. Findings and Discussion

Overviews

This study found that there are 38 EMDPs at the undergraduate level in Japanese universities as of the 2013 academic year. The installation of EMDPs at the undergraduate level is a recent implementation in most Japanese universities. The majority (28) of the 38 EMDPs were established after 2010 and more than 90% (35) after 2000. A few EMDPs have long histories because these universities, through chance or necessity, are based on Christian philosophy and have accommodated the children of resident officers from foreign countries, especially from the United States, since the beginning of the occupation after the Second World War, and also students of Japanese nationality who returned to Japan after long stays overseas. We can say that EMDPs in traditional Japanese universities are a completely new phenomenon and more programs are scheduled to open up continuously.

Indicators as to whether the universities are national or private also explain some of the tendencies of Japanese EMDPs. Private universities dominate (i.e., 13 out of 15 EMDPs) in the majors of International Liberal Arts, Global Studies and International Studies; of the 22 EMDPs majoring in Social Science and Humanities, 18 are in private universities. By contrast, national universities dominate the field of science-related studies. At the same time, all programs at national universities receive funding from the G30 project and the majority of programs are conducted in science and engineering, including fields such as agriculture, medical science and biology.

This tendency also reflects the nature of Japanese higher education. With the long-term strong financial support from the government, national universities have the ability to contribute to the development of Japanese technology in the fields of science and engineering. On the other hand, private universities, which constitute about 80% of all existing universities in Japan, play an important role in developing various kinds of interdisciplinary studies in humanities and social sciences, and this has contributed to an increase in access to higher education. These private universities are mostly well-known, large-scale urban institutions that have relatively large student bodies within various departments.

The demography of EMDPs also shows the difficulty of providing new English-medium programs in science fields for Japanese universities presumably without governmental support because of their tradition and budget constraints, so the possibility of increasing the number of interdisciplinary studies in private universities is a reasonable option.

The Formations of EMDPs

Regarding how the EMDP is implemented into an existing university program, the term “programs” in this paper contains various formations. There are three different formations of EMDP: as a “course,” as a “department” and as an entire “university.” Some EMDPs exist as an embedded “(English-medium) course/track” (“*co-su*”) within an existing department (“*gakubu*”), in which the department is basically conducted in the Japanese language. Students enrolled in this English-medium course can obtain a degree by earning credits within the course. Others are implemented as an independent and entire English-medium department, and some universities conduct English-medium education throughout the entire institution.

Among the 38 EMDPs, there are only four English-medium universities. Three of the four are situated in local areas, and one is in a city; none of them are G30 members. The prestige and popularity of each university among Japanese students varies. For example, one university has succeeded in being regarded as highly competitive to enter, while another struggles to meet its student quota. Only one has been successful in attracting a number of degree-seeking international students.

Eight EMDPs established as independent departments are situated at domestically well-known private universities that accommodate a large student body. All the English-medium departments have similar majors in interdisciplinary studies such as International Liberal Arts and Global Studies, which are collective entities of various academic fields and disciplines. Establishment of the English-medium department in interdisciplinary studies might be the most feasible and realistic way for the majority of private universities in terms of the validity and effectiveness of conducting EMDPs, since English-medium education leads to a series of challenges. As several professors and administrators indicated, there are constraints on the faculties’ and students’ capability of conducting and engaging in English-medium classes in a professional field and also concerns relating to the coexistence with existing Japanese-medium programs. Interdisciplinary studies like “international liberal arts” can provide various kinds of learning opportunities to concentrate on a certain field and can meet a variety of needs of diverse students with various backgrounds. International and global studies can also broaden their studies into generalized education for students in EMDPs who have different levels of language competency and sometimes various educational and cultural backgrounds.

On the other hand, this research reveals that the majority of EMDPs in Japanese universities are established as a “course.” Twenty-six EMDPs out of 38 are one course within an existing Japanese-medium department, enabling a small number of students to obtain a degree in English. These course-type EMDPs are visible especially in G30 programs and also some private universities in local areas, which seem not to have the capacity to conduct an EMDP as a whole department. For instance, University A provides an English-medium course called Global Studies as a one of the major courses within the International Liberal Arts department, in which the other major courses in this department are conducted in Japanese as a medium of instruction. Most of the necessary credit for obtaining a degree can be covered by classes in the Global Studies course offered in English, but the number of classes is limited.

Some other English-medium courses created under G30 projects have been established for accepting international students, so several existing departments often collaborate to offer English-medium classes to meet the needs of international students, enrolling them in the English-medium course in a cross-departmental manner.

As these three types of formation (English-medium university, English-medium department and English-medium course) show, EMDPs have been implemented in different manners according to the capabilities and profiles of the host universities. To analyze EMDPs in more detail, this study organizes three conceptual models based on the student demography of each EMDP. Students demography is a crucial indicator to explain the nature of EMDPs and is closely connected with the other features such as the initial purpose of the programs, majors, faculty members and their nationalities, general characteristics, and issues and challenges in each EMDP model. Following are detailed descriptions of the model concepts, along with the related features above, through data and interviews.

Conceptual Model—The Features of EMDPs

Global Human Resource Development (GHR) Model

Global Human Resource Development (GHR), *Global Jinzai Ikusei* in Japanese, is the policy buzzword to indicate the development of future workforce who can contribute in Japanese society. An EMDP in the GHR model has a majority of Japanese students who have been educated in the domestic educational system. The GHR model curriculum focuses heavily on acquiring internationally recognized competency such as foreign language skills. The majors begin with “international”—such as International Liberal Arts or International Studies—and cultivate Japanese students as global talent and to make them fit for the global market for the sake of Japanese society. While some EMDPs have a certain number of international students under their exchange programs in order to send out Japanese students under the vision of global education, most universities have only a few degree-seeking international students.

The noteworthy feature of the GHR model of EMDPs is a robust curriculum for English language learners or at least emphasis on excellent support for English language learning. For instance, about three fourths of all faculty members employed at one GHR model EMDP are full-time foreign faculty, and more than half of the foreign faculty hold a degree in the field of English as a Foreign Language. The GHR model indicates in its vision that Japanese students “will not learn English,” but “will learn *in* English.” However, EMDPs following the GHR model actually tend to focus on learning English itself to push up students’ English competency because some students have difficulty pursuing academic work in English, and that is closely connected with the quality of university education.

Some of these programs even let students acquire an English teacher’s license, which enables them to be English teachers at secondary schools in Japan, as the main desire of a numbers of students is simply to improve their English skills according to the interviews. Additionally, the curriculum in the GHR model tends to have Western-related studies such as American Literature or British Culture, and

the nationalities and academic background of the foreign faculty are primarily of Western origin.

Close observation of the features of the GHR model reveals that they have been influenced by their environment and the social status of the universities. Some GHR model EMDPs located in comparatively rural areas have difficulty meeting student quotas as the population of Japan is decreasing. In addition, these universities are not well-known worldwide, or even nationwide, so they initially, but also subsequently, have difficulty in attracting international students. One GHR model EMDP has recently become highly competitive among Japanese students since it boasts a 100% employment rate of new graduates and has become a familiar name within Japanese society. For most GHR model EMDPs as well, English-medium education is an advertising pillar to some extent, which can make a difference when compared to neighboring universities and might bring in more domestic students.

Crossroad Model

The reason the author calls it a “crossroad” is that this type of EMDP usually prepares two tracks in its curriculum, one for Japanese students and one for degree-seeking international students, the latter of which typically constitute 30–70% of the total student body. Similar to a crossroad, two paths begin from different starting points but intend to cross each other academically and culturally in the middle during college. Crossroad model EMDPs and the curriculums themselves were initially designed to accommodate diverse students, both foreign-born learners from many countries and purely domestically educated Japanese students.

Among the eight Crossroad model EMDPs, five embed interdisciplinary studies called Global Studies and International Liberal Arts, while the others are in Japan Studies, International Relations and Environmental Studies, which also take an interdisciplinary approach and prepare various kinds of seminars in the Social Sciences and Humanities fields. The nature of the curriculums of these programs is that they usually contain Japanese Area Studies including Japanese Culture, Japanese Politics and Economics, Japanese Literature and Japanese language learning. While Japanese students prefer to take courses such as International Cooperation, International Business or foreign languages, international students tend to choose majors or classes in Japanese Studies. Having two tracks in the Crossroad model literally means that each batch of students has a different learning process within the EMDP. Domestic students must be “international” and international students must be “Japanophiles” (i.e., well-versed in all things Japan).

Due to the fact that Crossroad model EMDPs require both academic and practical infrastructure including international faculty, administrators who are capable of managing international affairs, feasible and fulfilling curriculum, scholarships and student dormitories, only certain kinds of universities are capable of sustaining Crossroad model EMDPs. As a result, Crossroad model EMDPs currently exist only at G30 member universities and also several private universities that have either nationwide/worldwide prestige, well-established overseas publicity or strong financial background.

Dejima Model

Dejima means “exit island” in Japanese and is the name of an isolated artificial island built in 1634 in Nagasaki, in the southwest part of Japan. It was used during the Edo period (from 1603 to 1868) when interaction between Japan and foreign countries was forbidden and *Dejima* was the only place where trading and cultural exchange with foreign countries was allowed. Like *Dejima*, this model of EMDP accommodates degree-seeking international students in a segregated program where Japanese students merely join to study together during their study abroad experience in Japan.

Intentionally or consequently, most EMDPs created by G30 projects turn out to be this *Dejima* model. Among them, several G30 programs have been criticized by evaluators and the general public for using “our taxes” for the certain EMDPs that accommodate only around a dozen international students despite the huge influx of governmental funding, basically paid by Japanese taxpayers. The critics and issues focus on the discussion of cost and benefit of EMDPs, and the question of whom EMDPs should serve.

There are also some critics from the recipient side. Even though the EMDPs provide sufficient scholarships to well-selected and presumably qualified international students, some are not satisfied with the conditions of the program since most of the *Dejima* EMDPs have a limited number of classes in English and exist in local areas, so students do not have enough chance to experience urban life and to mingle with Japanese students since most G30 EMDPs are only allowed to recruit students not of Japanese nationality. This is also similar to the *Dejima* namesake.

Another feature of the *Dejima* model is its concentration on the science and engineering fields. Since *Dejima* model EMDPs, mostly G30 programs, should contain an academic field that can attract international students to choose them over foreign programs or a regular Japanese university, these programs consist of topics that Japanese academics have relative superiority in such as engineering and marine biology.

Concluding Discussions and Future Implications

Through this study, we can conclude the following four main features and issues of EMDPs. First of all, the internationalization process through EMDPs in Japan seems to strengthen sector-focused internationalization rather than effecting a university-wide change. Katz (2014) notes that most so-called “global” and “internationalized” programs are isolated in centers, departments, and sometimes schools rather than being diffused throughout the college and university curriculum. This also applies to the EMDPs in Japanese higher education. As this study shows, most of the EMDPs are concentrated in one department and even one particular course. These isolated EMDPs are segregated from the other Japanese-medium programs in terms of screening process, curriculum and requirement for degree and available scholarship. The main reason for this segregation derives from its medium of instruction, English, and its mediating students and faculty members whose numbers are still limited on Japanese campuses.

Secondly, this study also shows that EMDPs are broadly implemented in the various kinds of institutes. In addition to implementation at leading universities, some local and not internationally well-known universities have introduced EMDPs to counterbalance the lack of enrollment of domestic Japanese students. Universities are in a buyer's market and have become a customer-focused enterprise. In this situation, the EMDP sometimes plays an important role as a billboard with catchy words like "internationalization" to differentiate it from competitors. Students may choose this program because they want to develop their English competence, not because they want to utilize English as a tool for gaining academic knowledge. GHR model EMDPs, therefore, have certainly reflected the outcome of this "marketization" phenomenon up to this point. Though their program vision was written with the goal of providing international education, it certainly corresponds with demands and expectations from students and companies.

Thirdly, as stated earlier, introduction of an English-medium degree program is, at least ideally, a strategic decision for all higher education institutes to increase international openness (global workforce development), attractiveness (increase of international students) and competitiveness (sharpening the international profile of the institute). According to this study, however, each model explains and meets a particular rationale. For example, the *Dejima* model EMDPs attract international students, but it is doubtful whether *Dejima* serves to cultivate global citizens among Japanese students. The Crossroad model, on the other hand, meets the first two rationales, but some Crossroad models face the challenge of upholding academic quality within their interdisciplinary studies because of the students' diversity and lack of capabilities. Meanwhile, GHR model EMDPs meet the rationale to cultivate global citizens, but the fact that many programs provide more English learning and Western-focused education, which in most cases means "Westernization," should be considered as an issue of what internationalization actually means.

Lastly, EMDPs show that there is the special feature of "dual directional internationalization" in Japanese higher education. Particularly within the Crossroad model EMDPs, there are two intentions of the curriculum: both to "internationalize" Japanese students and to promote "Japan" to the world market as academic content by targeting international students. GHR model EMDPs serve the former purpose and *Dejima* ones, conversely, focus on the latter one. Japan studies in the Crossroad model also serve to offer Japanese contents to international students and also allow Japanese students to know more about their country.

In the current reality of Japanese higher education, EMDPs have begun attracting an increasing number of international students, but if you closely look at the ratio of international students studying in EMDPs among all international students at a certain university, the majority of international students are still in programs conducted in the Japanese language. Nevertheless, EMDPs continue to expand at an accelerated rate in Japan due to the fact that both the government and universities seek to internationalize their students and institutes under multiple conditions. Supporting this goal, this study will contribute to an understanding of the features of Japanese EMDPs in higher education

based on the conceptual models developed here. Therefore, for further research, more detailed studies about educational practices and outcomes, such as how to cultivate global-mindedness regardless of students' nationalities and facilitate mutual understanding throughout the college experience, should be conducted while paying attention to the different context of each EMDP.

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