WINPEC Working Paper Series No.E1617
March 2017

the Working Paper Series "Systematization of foreign language education and classroom management in Japan: Cooperation between classes in English, German, French, Chinese, Korean, Spanish, Russian, and Japanese"

The Practice of Teaching English to Prepare Japanese Students for English-Medium-Instruction Courses in an Era of Global Competition for Knowledge

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Abstract

Since the 1990s, higher education institutions worldwide have been offering a growing number of English-medium-instruction (EMI) degree programs. This rapid globalization movement has been predominantly top down, promoted by policymakers and university boards, and little has been reported in the way this change has affected language teaching curricula and actual classroom practices, and what challenges educators face today. This paper reports a case where an EMI program has been expanding with foreign and returnee students, but faces the issue of how to integrate the majority of home students into the system by means of reforming the English curriculum, promoting learner autonomy, and systematizing lecturers' interdisciplinary collaboration.

Key words: content and language integrated learning, English-medium instruction, globalization, learner autonomy

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* This article is a part of the Working Paper Series "Systematization of foreign language education and classroom management in Japan: Cooperation between classes in English, German, French, Chinese, Korean, Spanish, Russian, and Japanese"

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1. The Introduction of English as a medium-of-instruction (EMI) program

Since the early 1990s, Japanese universities have been under increasing pressure to reform their own systems in order to meet "the global standard" for more flexibility, diversity, and transparency, and to boost their global competitive edge. Bidirectional academic mobility has been accelerated in the process, (1) encouraging Japanese students to study abroad and (2) recruiting top quality foreign students to Japan. There has been a growing awareness toward the need of students for study abroad to gain international experience, learn a foreign language, and develop cross-cultural communication skills that will enhance their global employability. Today's generation has to be prepared to work in an English-speaking workplace. At the same time, higher education institutions worldwide have been competing to attract foreign students who will become elite human resources for the future and will contribute to the well-being of the world's community[1].

As pointed out in the literature (see, for example, Amano, 2013, 2014; Kariya, 2014, 2015; Morizumi, 2015), a number of top-down factors have been functioning as catalysts for this rapid academic globalization movement. The Japanese government plays the key role in initiating and supporting the opening up of universities, largely motivated by earnest calls from the business and corporate sectors. It is these politically powerful and thriving corporations that have been seeking global human resources, "*gurobaru jinzai*," who can bring them success in ever-fiercer industrial competition. Furthermore, universities themselves have a strong internal motivation to recruit international students for their institutional survival to fill in the gap created by the

rapidly shrinking population at the age of university enrolment that is the result mainly of the decreasing birthrate. Foreign pressure also exists in the form of international rankings of universities. The world rankings of universities, such as QS or THE (Times Higher Education), have come to set the new shared standard among universities in different countries, giving rise to an awareness of a global institutional hierarchy and fueling competition. In this system, the relatively low number of foreign students and that of foreign faculty members are often key factors lowering the rankings of Japanese institutions, while giving advantage to institutions that use English as their primary language.

In this globalization context, a substantial number of Japanese universities now offer English-medium-instruction (EMI) degree programs that allow students to graduate having taken only English-medium academic subjects. Although the implementation of such programs has been spreading worldwide, this trend is by no means free from criticism. As we have been warned by several researchers, such as Knight (2008) and Toh (2016), running EMI courses in non-English speaking states is not only fighting a losing battle against their counterparts in English-speaking states, but also risking damaging their own local language and scientific traditions. Kariya (2015) argues that the EMI program makes sense only if Japanese universities focus on what only Japan can offer to the world, such as its accumulation of knowledge through being the first non-Western country to succeed in modernization. Despite such reflections and hesitations, many leading universities in the non-English speaking states are still keen to develop an EMI degree program, as they see benefits in remaining

members of the mainstream academic world, where English has been established as a *lingua franca*, the shared language for communication.

Meanwhile, EMI programs in Japan have been attracting students mainly from Asia. According to research by JASSO (Japan Student Support Organization) in 2015, the total number of foreign students in Japan is 208,379, out of which 152,062 study in higher education (JASSO Press, 31 March 2016). With Chinese, Vietnamese, and Korean students being the top three nationalities, 92.7 percent of foreign students in higher education come from geographically close states in Asia. Although many of these students take Japanese-medium degree programs sitting alongside Japanese students, a growing number of students are taking the EMI degree programs that Japanese universities now offer. The majority of the students who register for such programs learned English as a foreign language. Therefore, English in these programs indeed functions as a lingua franca (Iino & Murata, 2016; Kirkpatrick, 2006).

This paper provides a case where the EMI program has been functioning as a top-down force to change the goals, curriculum, class management, and social environments of English teaching practices at a private Japanese university. We will look at how the School of Political Science and Economics (SPSE) at Waseda University has begun to reform and innovate the English curriculum in order to prepare home (Japanese) students for EMI degree courses.

2. Globalization reform at work: progress and challenges

2.1. Background

Waseda University, one of Japan's leading private universities, accepts the largest number of foreign students and sends out the largest number of home students abroad of all universities in Japan. In 2015, the University had a student population of 52,078, out of which 4,412 were international students with college student visas (with 86 percent coming from Asia). It has 459 exchange agreements with partner universities in 81 countries. In 2009, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) selected Waseda University as one of 13 universities for the "Global 30" Project, targeting the creation of English-taught programs for international students at the undergraduate/postgraduate levels. In 2014, MEXT also selected Waseda University for the "Top Global Universities Program," providing funding of 420 million yen to promote the "Waseda Ocean Concept – the establishment of education-research networks for its openness, diversity and fluidity." By the time of its 150th-year anniversary in 2032, the University, for instance, ambitiously aims to (1) make sure that all Japanese students will have gone abroad to study before graduation; (2) increase the number of foreign students to 10,000 (20 % of all students); (3) increase the number of foreign faculty members to 400 (20% of all faculty members)[2].

In September 2010, the School of Political Science and Economics (SPSE) of Waseda University started an EMI undergraduate program[3]. Table 1 shows the 32 nationalities of students enrolled in this English-taught program. Whereas a certain diversity can be observed, the domination of Asian students such as Chinese, Korean, and Taiwanese, as well as Japanese returnees, is apparent in the distribution of the home countries of foreign students in the SPSE. (See Table 1 for the distribution of nationalities a t SPSE.) This is in

contrast to Table 2, where the host countries of Japanese students studying abroad are predominantly English-speaking countries such as the U.S.A. and the U.K., though with an even greater diversity. In 2015, 87 freshmen enrolled in the EMI program, that is, 8.7 percent of the total number (991) at SPSE. The total number of non-Japanese students who registered in either Japanese- or English-based programs was 283 at the undergraduate level and 364 at the postgraduate level in 2015 (see Figure 1). There were 201 English-medium instruction (EMI) courses, such as *Political Process*, *Health Economic*, and *International Relations of Japan*, offered in 2016 (see Figure 2). All these figures show that globalization has been gradually progressing.

Table 1: Home countries of students enrolled as EMI students at SPSE, Waseda University

NATIONALITY	2010	2011	2012	2013	2014	2015	TOTAL
BOLIVIA	0	0	0	1	0	0	**1**
BRAZIL	0	0	0	1	0	0	**1**
CANADA	0	0	1	1	0	0	**2**
CHINA	7	8	10	18	24	27	**94**
FINLAND	0	0	0	0	1	0	**1**
FRANCE	0	0	0	1	0	0	**1**
HONG KONG	0	0	0	1	0	0	**1**
INDIA	0	0	0	1	2	0	**3**
INDONESIA	0	0	1	0	1	2	**4**
IRELAND	0	0	0	1	0	0	**1**
ISRAEL	0	0	0	0	1	0	**1**
JAPAN	1	5	10	19	25	15	**75**
KOREA	12	11	12	11	15	11	**1**
LEBANON	0	0	0	0	1	0	**2**
MALAYSIA	1	0	0	0	0	1	**1**
MOLDOVA	0	0	0	0	0	1	**1**
MONGOLIA	0	0	0	0	1	0	**1**
NETHERLANDS	0	0	0	0	1	0	**1**
NEW ZEALAND	0	0	0	1	0	0	**1**
PERU	1	0	0	0	0	0	**2**
PHILIPPINES	0	0	0	0	0	2	**1**
ROMANIA	0	0	0	0	1	0	**2**
SAUDI ARABIA	0	0	0	0	0	2	**6**
SINGAPORE	1	1	3	1	0	0	**72**
SWEDEN	0	0	0	1	1	0	**2**
TAIWAN	5	3	0	5	10	18	**41**
THAILAND	0	0	0	0	1	4	**5**
U.K.	0	0	1	0	2	0	**3**
U.S.A.	1	0	0	1	2	4	**8**
VIETNAM	2	3	1	1	0	0	**7**
TOTAL	**31**	**31**	**39**	**65**	**89**	**87**	**342**

Table 2: Host countries of Japanese students studying abroad from SPSE, Waseda University

HOST COUNTRY	2000	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	TOTAL
AUSTRALIA	0	5	4	1	2	2	4	3	3	0	1	3	1	1	2	3	**35**
AUSTRIA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
BELGIUM	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	**3**
BOTSWANA	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	**2**
BRUNEI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	**3**
CANADA	1	3	3	3	2	3	2	2	1	4	4	5	4	2	3	1	**43**
CHILE	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	**2**
CHINA	1	1	2	5	4	12	10	6	3	12	12	19	15	10	4	7	**123**
CUBA	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
CZECH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**
DENMARK	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	**2**
EGYPT	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	**1**
ESTONIA	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
FIJI	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
FINLAND	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	**2**
FRANCE	1	1	4	3	2	5	3	5	4	4	4	0	4	9	8	8	**65**
GERMANY	1	0	4	3	3	2	3	2	3	0	1	2	7	2	4	7	**44**
GUATEMALA	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
HONG KONG	0	0	0	1	0	0	1	0	0	0	0	2	0	1	2	1	**8**
INDONESIA	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	**3**
IRAN	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
IRELAND	2	0	1	0	1	1	0	4	2	1	1	0	2	3	0	4	**22**
ITALY	0	0	1	0	3	0	1	1	0	0	1	2	3	1	1	4	**18**
JORDAN	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	**1**
KUWAIT	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
LATVIA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**
LITHUANIA	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	**1**
MALAYSIA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	**4**
MEXICO	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	**2**
NETHER-LANDS	0	0	0	1	0	0	1	0	0	1	1	2	0	4	2	3	**15**
NEW ZEALAND	1	1	1	0	0	1	0	0	0	1	0	1	0	0	2	2	**10**
PHILIPPINES	0	0	0	0	0	1	0	0	0	0	0	2	3	1	2	2	**11**
PORTUGAL	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	**1**
RUSSIA	1	0	0	0	0	0	2	0	0	1	0	1	0	1	0	0	**6**
SAUDI ARABIA	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	**1**
SINGAPORE	1	2	0	1	0	0	0	0	0	0	1	0	1	0	3	4	**13**
SLOVAKIA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**
SOUTH AFRICA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**
SOUTH KOREA	0	1	1	0	2	3	3	1	1	1	2	6	4	2	3	7	**37**
SPAIN	1	2	1	0	1	1	0	0	0	0	3	3	1	0	1	1	**15**
SWEDEN	0	2	0	0	1	0	4	1	0	0	2	4	2	2	3	1	**22**
SWITZER-LAND	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	**4**
TAIWAN	2	0	0	1	0	1	0	0	1	1	1	0	1	4	6	4	**22**
TANZANIA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**
THAILAND	0	0	0	1	0	0	0	0	0	0	0	2	0	0	2	3	**8**
TUNISIA	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	**1**
TURKEY	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	**2**
U.K.	8	11	5	6	5	4	10	7	9	7	8	10	7	14	10	13	**134**
U.S.A.	9	32	34	37	45	32	38	31	31	32	40	54	73	101	101	83	**773**
VIETNAM	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	**1**
TOTAL	**29**	**63**	**63**	**65**	**72**	**69**	**83**	**64**	**58**	**67**	**86**	**120**	**132**	**164**	**171**	**166**	**1472**

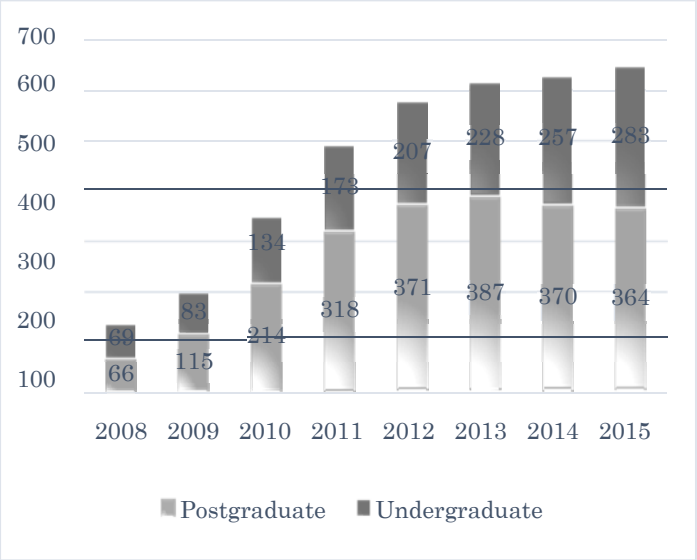

Figure 1: Total number of international undergraduate/postgraduate students at SPSE, Waseda University

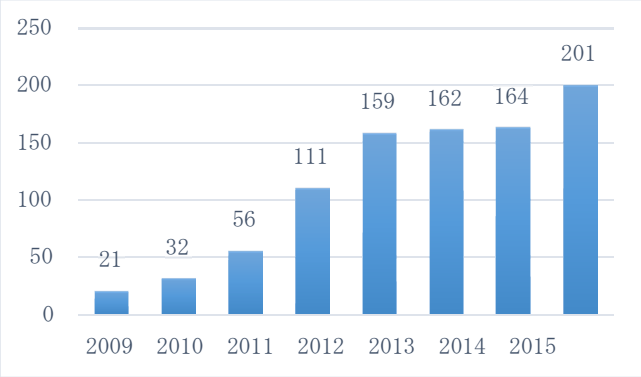

Figure 2: Total number of EMI courses at SPSE, Waseda University

As proclaimed in "*Seikei* Vision 150," published in May 2014, the faculty has made a long-term plan to achieve a Japanese-English bilingual education system where the ultimate ratio of Japanese-medium students and English-medium students will be two to one. Japanese-English bilingual education ("hybrid education" in the original term) implies that Japanese-medium students will take some credits from the EMI program, whereas international students will take some courses in Japanese. That way, Japanese and international students will be in friendly rivalry, trying to learn from each other's knowledge and experience. Although these were the original pictures drawn, after

five years of trial, where we stand today is still a long way from the original target. Both Japanese and international students currently take only courses run in their primary languages. These two types of students have been clearly separated. The main cause of this problem is obvious: the lack of students' language competence.

As far as Japanese students are concerned[4], there are a limited number of students with a sufficiently good command of English to participate in an English-medium class. Japanese students learn in Japanese throughout their time in school, and English has been regarded as a subject to study, not the vehicle through which to study content-specific subjects, as in the EMI program. Students' average scores in TOEFL-ITP testing has shown a certain increase in the reading, listening, and structure sections (see Figure 3)[5], but their English competence level (an average score of 509.8 for TOEFL-ITP in 2016) belongs to the B1 CEFR level—not enough for them to take EMI classes. Indeed, the majority of home students prefer to stay in a traditional Japanese-medium curriculum without challenging a single English-based class[6]. Even if they try, dropout rates are high because of their insufficient English proficiency. In order to encourage students' participation in the EMI courses, the faculty exempts the EMI courses from the current Grade Point Average (GPA) system, the average score of all grades to show the level of a student's academic performance, so that students can challenge these classes without running the risk of lowering their GPA. Only when they succeed will the faculty take their scores into account for the GPA. Even with such a forgiving system, few students are ready to take the plunge.

Figure 3: Development trend of average TOEFL-ITP scores taken as a placement test by first-year students at SPSE, Waseda University

Some faculty members also find their English not sufficient to give lectures to international students (foreign faculty members at Waseda University constituted 8.7 percent of the total faculty in 2015), which is a shared problem among many non-English-speaking states from Asia (see Botha, 2016, for China) to Europe (see Klaassen, 2003, for the Netherlands and Tatzl, 2011, for Austria). As a consequence, SPSE has started to recruit English-speaking foreign and returnee lecturers from abroad in order to ensure the quality of the EMI program, with financial support provided by MEXT. As a result, however, SPSE finds itself in a rather odd situation, where globalization has been progressing, on the one hand, among foreign lecturers and students, while, on the other, domestic lecturers and students, who make up most of the SPSE, stay localized in the traditional Japanese-medium environment. Japanese students, except returnees, are hardly integrated at all in the English-taught program.

This half-hearted globalization endeavor keeps the majority of Japanese lecturers and students in a comfortable mother-tongue zone, while allowing universities to make superficial claims that globalization is in progress. The segregation of foreigners has been a common practice in Japan. Rappleye & Vickers (2015) warn of this kind of phenomenon as the "*Dejima* option." Instead of making an open-or-closed decision, Japanese universities have been grey in creating a space like *Dejima*, the artificial island in Nagasaki Bay that was the only place where the Dutch were allowed to stay for trading during the 17th-19th centuries. In the same way as Dutch merchants were not allowed to go beyond *Dejima*, foreign students and faculty members today run the risk of being dissociated from the core of an institution that stays unchanged. In such a

situation, unfortunately, mutual learning between Japanese and international students is difficult to realize.

In this particular circumstance, though, the goal of the English curriculum in the faculty has become clearer and more specific. The only way to seriously promote bilingual education will be making a certain number of credits from EMI courses compulsory for attainment of the "regular" degree. In order to implement this, students' overall English competence has to be raised. English classes are needed that will prepare Japanese students for English-medium-instruction courses and help them reach the required level of understanding of lectures and participating in discussion, presentations, and essay-writing in political science and economics. Japanese students have to be integrated into this globalization process without sacrificing their learning of content-specific subjects (such as political science and economics, in our case). The next section will introduce the outline of our attempt at SPSE to establish such an education system and class management.

2.2. Curriculum reform

In our current Japanese-based curriculum, English classes are mostly allocated in the first and second years at university, while all other content-specific subjects are taught in Japanese. Figure 4 shows that the English courses are currently independent and end in the second year. Although there is gradual development from skills-based learning (SBL) in the first year to content & language integrated learning (CLIL) in the second year, students do not have an opportunity to make use of their English competence for learning their majors. Sectionalism is strongly rooted here. Although subject specialists teach

courses such as *Reading Political Science in English*, classes are conducted in Japanese using the political science textbook as a source of knowledge. English here is regarded solely as a means of obtaining information, not as a means of expressing one's thoughts to the outside world. In the current system, the EMI program has run predominantly for a specific group of students (foreign and returnee students) who applied specifically for the program.

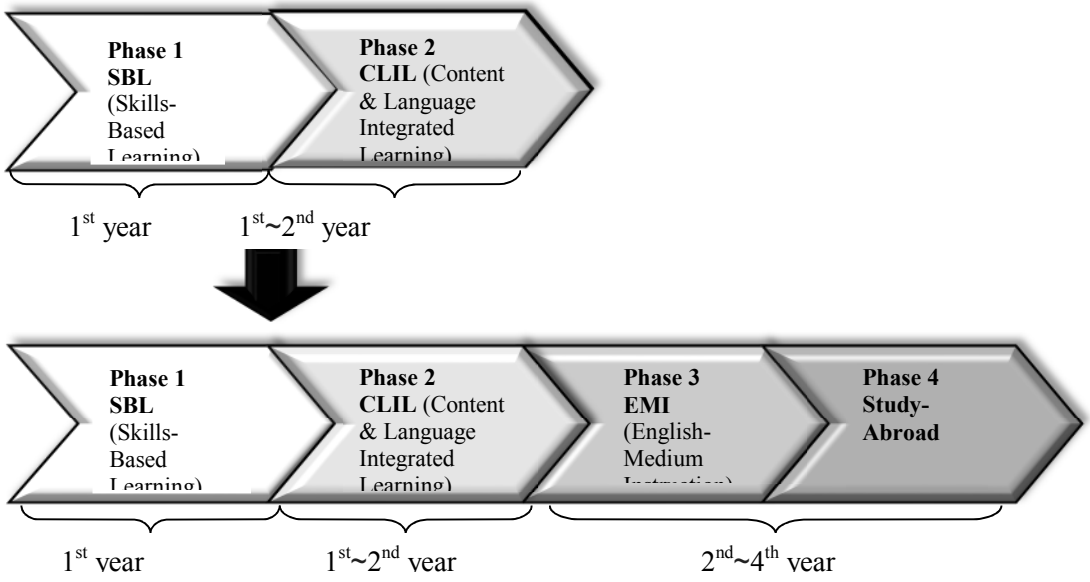

Figure 4: From the separate model toward the integrated model

The main curriculum change is an attempt to integrate English education into a bigger picture of the overall curriculum of the faculty, so that students can take the knowledge and skills that they gain in the language classroom further by taking content-specific EMI subjects and/or by studying abroad. Students should be exposed to English for the full four years at university, gradually moving from skills-based learning to learning English though content (CLIL), and further to learning content in English (EMI) (see Figure 5). Students should move from English for General Purposes to English for Specific Purposes (English for Political Science and Economics) on the vertical axis, and at the same time move from controlled language learning to uncontrolled language acquisition on the horizontal axis. Such integration inevitably requires interdisciplinary collaboration between language specialists and subject specialists.

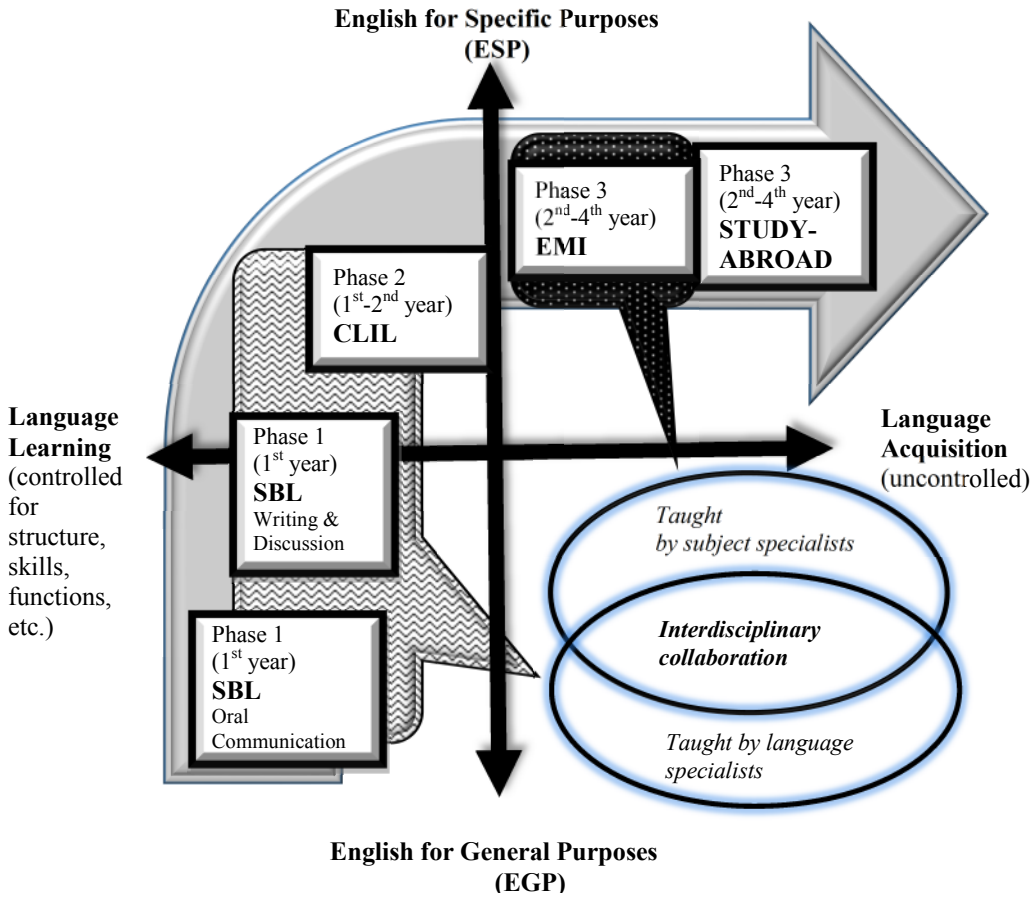

Figure 5: The two-dimensional transitional model: From EAP to ESP, from LL to LA

Table 3: Sample courses: SBL, CLIL, and EMI

	Skills-based learning		**Content & language integrated learning**		**English-medium-instruction program**
sample course title	*Academic Writing and Discussion in English Level α*	*Academic Writing and Discussion in English Level β*	*Readings in Social Issues*	*Regional Studies: Changing Politics in Postwar Japan*	*Intermediate Seminar: Politicians and Rhetoric*
targeted students	1st year home students	1st year home student	1st year home students	2nd year home students	2nd~4th year home/international students
main goals	-to understand basic grammar -to understand the basic intra- and inter-paragraph structures -to write essays (250-500 words) using different types of logical structures -to express opinions through active participation in discussion	-to write essays (500 words) using different types of logical structures -to learn how to write a research paper (how to choose a topic, how to use databases, how to write references) -to make an oral presentation on a project	-to learn vocabulary in political science and economics -to critically read the texts of a range of social issues -to take active part in class discussion -to develop deeper thoughts on the topics that arise	-to deepen knowledge and understanding of changing politics in postwar Japan -to increase the ability to read English-language materials -to express opinions through active participation in discussion and writing	-to gain knowledge about political discourse analysis -to learn the role of metaphor and rhetoric in the language of political leadership -to conduct a project to analyze the language of a political figure
no. of students	12	12	24	40	15
main text-book	Oshima, A & Hogue, A. (2013) *Longman Academic Writing Series Level 4: Essays (5th)* Pearson Education ESL.	Folse, K & Tison, P. (2015) *Great Writing Level 5 From Great Essays to Research (3rd)* National Geographic Learning, Cengage Learning.	Newell, A.P. & Jewel, M. (2016, eds.) *Language, Economics, and Politics: 12 Perspectives.* Waseda University Press.	Kabashima, I & Steel, G. (2010). *Changing Politics in Japan.* Cornell University Press.	Charteris-Black, J. (2005). *Politicians and Rhetoric: The persuasive power of metaphor.* Palgrave Macmillan.
main assign-ments	-weekly review quiz -on-demand grammar exercises -seven short essays (ranging from 250 to 500 words) -class discussion	-weekly review quiz -four 500-word essays -2,000-word research paper -10-min oral presentation on the project	-weekly vocabulary quiz -two 60-min paper exams including vocabulary, reading comprehension, and free composition	-weekly opinion writing -two 60-min paper exams including vocabulary, reading comprehension, and free composition	-20-min oral presentation on the project -4,000-word research paper

2.3. Challenges in class management

Now, let us look at some sample classes from each phase of learning in our curriculum. Table 3 shows five example courses in which the author has been directly involved. We will look at the two highlighted courses for more detail.

Phase 1: Skills-Based Learning (SBL)

The phase of SBL focuses on the encouragement of students' output ability. English teaching in Japan has been biased toward reading and grammar, as these are the main components of the entrance examination. Although SPSE has included a paragraph-

writing component in the entrance exam since 2008, the level of students' writing skills at the time of entering the university is far from being sufficient to take an EMI course. The need to test more than 6,000 applicants on a single day makes it impossible in practice to offer any oral communication component at all in the exam. Even after entering the university, conventionally large-sized language classes, with 30 to 40 students, have also given rise to various undesirable effects, such as the typically passive attitude of learners. The SBL phase is to help supplement the traditionally weaker elements of students' language skills, which the university is largely responsible for.

In the 1st year of a student's study, a "tutorial language learning program" offers a class of four students and a tutor for intensive oral communication practices as a required course for every student (see Nakano's chapter in this book for details). We are currently in the process of developing another SBL a new writing course named AWADE (Academic Writing and Discussion in English). This is also intended to be compulsory for all first-year students at SPSE from 2018 (see Table 3 for detail). When students take EMI classes at SPSE or abroad, they need to be able to write an essay and/or research paper. If they are to work in a global corporation or institution, writing a logical argument in English will be an inevitable part of their work. As writing skills are required of students not only at SPSE but across all faculties, the new program is being developed with the collaboration of language-teaching specialists from different faculties in the centralized language-teaching bureau[7]. As the success of this writing course opens a door to the spread of EMI programs on campus, the university supports the project, providing funding and administrative assistance. Full-time writing specialists are being hired for

the project. We are currently in the middle of a two-year preparation period prior to the commencement of the course. There will be a total of sixteen test classes running in 2017 to gather data for pre-implementation analysis.

Students will take two consecutive courses (α/β), each of which runs twice a week in the quarter system (7-8 weeks). The α course will start with practicing grammar and writing paragraphs, moving on to writing essays based on different modes of logical thought, such as process, cause/effect, comparison/contrast, and argumentation. The course will be intensive, as students submit weekly essays (from 250-500 words), which will be marked by a web-based instructional writing tool (ETS's *Criterion*[8]) and a teacher. Approximately 12 students will be allocated to each class, enabling them to participate actively in class. There is also included a flipped element, in that students view a short video lecture on grammar and structure, and answer a quiz based on the video online, before coming to class. In-class time is devoted to exercises, developing writing, and discussion. The subsequent advanced course β will run for another quarter, focusing on writing a research paper.

Phase 2: Content & Language Integrated Learning (CLIL)

CLIL can be defined as "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and the language" (Coyle, Hood, & Marsh 2010, p. 1). Although CLIL is a time-effective and efficient two-in-one approach for students, running CLIL courses essentially requires teachers to have expertise both in language-teaching and in subject-specific knowledge. As this inevitably increases the workload for the teacher, interdisciplinary collaboration can offer a practical solution.

In order to develop an elementary CLIL course at SPSE, four language specialists and four subject specialists worked together as a team in 2008 to publish an in-house textbook called *World Views: English for Political Science & Economics*. Reading materials were selected by the subject specialists, and a variety of tasks (vocabulary, pre-reading, post- reading, and grammatical revision sections) were written by the language specialists, with the aid of the subject specialists. Students read each chapter and think of the answers to the questions prior to the class, so the class hour is spent mostly on discussion for a deeper understanding of the topic.

After the textbook had been used for some years, a new interdisciplinary collaborative textbook was developed and has recently been published (*Language, Economics, and Politics: 12 Perspectives*, Newell & Jewel (Eds.), 2016). Each of eleven faculty members wrote a chapter based on his or her specific field, as reflected in the title of the textbook, and the editors (language specialists) added vocabulary explanations and tasks to each chapter. The existence of full-time language specialists with faculty status in the School has helped to realize such collaborative work by responding to the needs of the curriculum as a whole. However, these reading classes are currently taught by twenty part-time lecturers who may not necessarily have a grasp of specialist knowledge relating to the topics in the book. Considering the fact that language teaching at universities relies heavily on part-time teachers, the difficulty for curriculum developers (full-timers) lies in how to organize and support the already-busy part-time teachers who actually run these courses without substantially increasing their workload. Although several workshops and the web-based support system have been provided,

systematizing the collaboration between full-time curriculum developers and part-time teachers is one of the challenges we face today.

3. A social environment to support language learning: Learner autonomy

Learning a language is never complete in a classroom. Successful learners need to establish learner autonomy, in other words, learners need to be in charge of and take responsibility for their own learning (Holec, 1981). Yet, it is also a teacher's role to guide learners to becoming autonomous by gradually increasing freedom and independence in the classroom. As shown in Figure 5, students have to move from controlled language learning to uncontrolled language acquisition as suggested by the horizontal axis. One of the expected advantages of the EMI degree program may be the rise of Japanese students' academic requirements up to "the global standard," where Japanese students, being favorably influenced by diligent international students, have to work harder and more independently than in a mono-cultural setting. Eventually, when they study abroad, they need to make their own plans and use appropriate strategies to maximize their learning.

In order to promote such development, the university also needs to provide them with institutional support by creating an autonomous learning space with enough information, resources, and guidance so that students can actively explore them. Waseda University offers the following independent centers. Students are encouraged to visit these places to find opportunities to learn more, depending on the goals that they themselves set.

W*riting Center*	-	to provide individual assistance for students in preparing reports and presentation scripts, writing graduation theses in English (or in Japanese)
Global Education Center	-	to offer over 3,000 university-wide open courses, including some EMI classes, in a diverse range of fields
	-	to offer centralized language courses to students in any school across the university
Center for International Education	-	to recruit and accept foreign students, as well as to dispatch students abroad
	-	to conduct international education programs and events for international students
	-	to nominate students for scholarships and conduct screening
International Community Center	-	to facilitate interaction among all students, faculty staff, alumni, and the local community
	-	to pool facts, data, and information vital in promoting cross-cultural understanding

The ultimate target of the EMI courses is that our students become independent global citizens who take active roles to find means to solve a number of challenges that the world's community faces today. They need to come out of the classroom and try to find opportunities to develop their knowledge, attributes, and skills to meet the demands of an increasingly interconnected global society.

4. Toward the construction of an effective teaching system

Costa & Coleman (2013) summarize the prerequisites for the success of EMI programs as "funding, pre-implementation analysis, full support from the university board, training for teaching staff, English language training and academic writing support for students, an efficient international office, international exchanges for both students and academics, identification of appropriate content, communication, and collaboration, and institutionalising the effort" (p. 5). As this paper illustrates, since the introduction of the EMI degree program was initiated from the top (MEXT and the university board), there has been relatively good institutional support for English education reform.

What is needed seems to be opportunities for mutual learning among teachers, as the importance of faculty development (FD) has spread only recently in Japan (Suzuki, 2013). The urgent needs of the EMI degree programs and CLIL courses demand that subject specialists learn how to teach in English to those who use English as a lingua franca, or even as a foreign language. It has been reported by Räsänen & Klaassen (2006) that content teachers tend to underestimate the possible negative impact of the use of English on students' comprehension of lecturers. Even when a native- speaker of English is hired as a subject specialist, they should not deliver lecturers in the same way they do in their home countries. They need to consider the level of students' language competence. Attention to detail, such as using visual-aids, handing out a list of technical terminology in advance, trying to speak slowly and articulately with emphasis on key words, or providing various tasks to promote active learning, can increase students' understanding significantly. This is also where language-education specialists can offer their skills and expertise through peer teaching.

Similarly, CLIL teachers can acquire a certain level of knowledge in content-specific subjects with the help of subject specialists. It has been reported by Moore et al. (2015) that interdisciplinary team-teaching often meets complexity and discomfort because of the existence of an academic hierarchy and power asymmetries among the members of a team, tending to be fixed in the current academic marketplace, with little mobility. However, as our CLIL textbook project has exemplified, interdisciplinary collaboration can well be achieved and seems to be the best way to obtain a grasp of each other's discipline and point of view, as well as develop respect for others' knowledge and

expertise. In an atmosphere where global academic competition has been exerting "publish or perish" pressure on lecturers, there is an urgent need for a system where lecturers' commitment to bettering education can be equally valued in order to overcome such difficulties.

At the same time, full-timers who play the role of curriculum developers need to interact with and hear the voices of the part-timers who are, in practice, the key players to conduct classroom practices. Part-time lecturers typically come to campus only a couple of days a week, and are excluded from major policy planning and decision-making processes. These days, especially, the pursuit of transparency and consistency in the language classroom often leads to the excessive systematization of nearly everything in the classroom, such as the syllabus, teaching materials, topics for discussion, assignments, and assessment. Although accountability and quality control in the classroom has to be achieved, there should be some room for an individual teacher to give thought to effective ways and means to deliver knowledge and skills to distinctive learners with specific goals and characters. It is easily imaginable that the "McDonaldized" classroom where the teacher slavishly follows the teacher 's manual (Hayes & Wynyard, 2002), can become uninspiring and demotivating for students. Establishing a system that allows a desirable amount of flexibility and teacher/student autonomy is an extremely important issue today.

Finally, good teaching practices can be realized only when they coincide with extensive research practices. Past research findings are contradictory in the way the EMI classes affect students' language skills and content learning (see Tatzl, 2011 for a

review). In order to shed light on bottom-up reactions to this globalization movement, further research should be done to find out lecturers' and students' perception of and awareness toward English as a medium of instruction based on large-scale long-term surveys and interview-based investigations, as well as looking at how EMI courses may affect the development of students' language competence and of content-specific knowledge.

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Notes

1 Yamagami & Tollefson (2011) point out the university spreads an elite discourse of globalization as an opportunity, whereas Diet discourse tends to delegitimize globalization as a threat to a non-elite audience.

2 The number of foreign students was 5,085 in 2015 and that of foreign faculty members was 144 in 2014.

3 The EMI course at SPSE was named EDESSA (English-based Degree Studies, September Admission).

4 The issue of teaching Japanese to international students is also important, but beyond the scope of this paper.

5 A placement test (TOEFL-ITP) was introduced in 2009, and today students have to take the same test every year to check their progress in English.

6 Only students who score higher than 570 in TOEFL -ITP have been able to replace compulsory English classes with EMI classes since 2016.

7 The Global Education Center at Waseda University.

8 See http://www.ets.org/criterion for details.