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論　文　内　容　の　要　旨

氏　　名　（石倉佑季子）	
論文題名	Do English-Medium Programs Make Japanese Universities and Key Stakeholders International?: Examining Impacts, Outcomes, and Challenges of a Global 30 Program （国際化拠点整備事業（グローバル３０）の英語学位コースによる 高等教育の国際化の成果に関する研究）

論文内容の要旨

Abstract

Implying the importance of spreading Japanese culture and value overseas and strengthening national identity, Japan has been striving to internationalize higher education. English-medium programs and courses are one of the strategies for internationalization of higher education in non-English speaking countries seeking to be globally competitive. In 2009, Japan pushed forward a new "Englishization" policy with "Project for Establishing University Network for Internationalization" or the Global 30 Project (G30) as it is more commonly known. It aimed to attract more international students through establishing English-medium degree programs while also enhancing the international learning environment for both international and domestic students. The ultimate goal of this project was to nurture them into internationally competent individuals.

Thirteen selected universities played a key role in leading university internationalization for G30 in Japan between 2009 and 2014. Through G30, selected national universities implemented English-medium undergraduate degree programs for the first time. English-medium degree programs allow students to study and gain a degree without mastering the local language. While this may make it easier to attract students, it is questionable whether or not simply changing the medium of instruction helps universities internationalize their campus and key stakeholders. In addition, what are the key components to successfully internationalize through English-medium programs? These are two issues this study seeks to address.

The research offers an in-depth investigation of one English-medium undergraduate degree social science program (hereafter SOC Program) offered by a national university (University A) as a G30 initiative in order to gain insights into the possibilities and limitations of this kind of strategy for internationalization in the Japanese context. It seeks to identity how a major HE provider set about, for the first time, developing and delivering an EMI program that expected to attract some of the top students from around the world. SOC Program was identified for the case-study treatment on the basis of commitments made to quality enhancement in promotional literature by the university in order to observe and evaluate specific practices introduced ensure quality of program. An in-depth case study approach was chosen in order to gain inside perspective of the internationalization process. Past studies on EMI lacks showing insights of the university internationalization.

The research itself was broken down into three studies. Study One focused on the wider institutional response to the G30 initiative and campus environment to the challenge of developing, for the first time, two English-medium undergraduate programs. Study Two is an investigation of one of the two new G30 undergraduate programs, the SOC Program and focuses on the task of internationalizing teaching and learning both for the G30 program students and some of

their peers on regular Japanese-medium and short-term exchange programs. Study Three is an investigation of the specific goal central to the G30 project of nurturing globally competent students. It evaluates the extent to which intercultural competence can be nurtured in the international classroom with or without specific teaching and learning interventions.

Critically examining one program at a national research university, this research revealed that G30 Project generally and the SOC Program specifically have positively impacted internationalization and quality teaching and learning practices at University A. This has been achieved by the program leaders taking deliberate steps to avoid creating an international isolated teaching and learning community by opening up program contents to the wider campus community. This step, and the efforts to ensure quality, have positively influenced student teaching and learning. As a result, this study demonstrates that some of the goals of the G30 initiative have been realized through this program and is able to identify what these enablers were. Finally, this research confirms what has been pointed out in studies of international programs in different cultural setting regards the need for well throughout interventions. It similarly confirms that international and intercultural learning takes place when academic staff strategically and intentionally intervene in student learning.

In March 2014, G30 reached the end of 5-year project funding cycle. Selected G30 universities now take responsibility for sustaining their programs. Also there have been increasing demands of internationalizing campuses through the creation of English-medium programs more widely in Japan, and also in non-English speaking countries. Reflecting on 5 years of G30 implementation through this research provided lessons to learn for future internationalization initiatives. This research can contribute to international program implementation and development at higher education institutions, especially English-medium programs or courses in a setting where the dominant language base is not English.

Key words: Internationalization of Japanese Higher Education, Internationalization at Home, Global 30, English-Medium Programs, Teaching and Learning, Intercultural Competence

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論文審査の結果の要旨及び担当者

氏　名	石倉　佑季子		
	(職)		氏　名
論文審査担当者	主 査	教授	山本　ベバリーアン
	副 査	教授	吉川　徹
	副 査	准教授	**齊藤貴浩**
	副 査	准教授	Don Bysouth

論文審査の結果の要旨

Thesis Title: 「Do English-Medium Programs Make Japanese Universities and Key Stakeholders International? : Examining Impact, Outcomes, and Challenges of a Global 30 Program」

The above titled doctoral thesis produced by Yukiko Ishikura was examined by the doctoral committee listed above with Professor Beverley Yamamoto as the chair. In light of broader guidelines produced by the Graduate Schools of Human Sciences and in line with international practice, we examined the thesis on the basis of the following three criteria:

Original Contribution: Does the dissertation entail the production of new and original research knowledge?

Quality: Does the dissertation demonstrate quality in a variety of elements?

General Is there quality of presentation with regard to production?

Further details of the descriptors used in the assessment are available on request.

Original Contribution

The research represents an **original contribution** to the literature on the internationalization of higher education in Japan. With a focus on the implementation of a G30 program at a national university in Japan, the research is timely, revealing significant aspects of internationalization practice, and provides for further areas of credible investigation. While the research is not original or novel in terms of methodology or conceptual approach, it does represent a sustained empirical investigation of a topical issue in international education, an area that has received very little in-depth examination previously, and does provide for some insights into practices of internationalization, English medium instruction, and institutional culture within a Japanese national university setting. We will elaborate on some of these points.

There was agreement from the committee that the thesis contains **original ideas, insights and observations**. To date, scholarship concerned with internationalization of education generally and

English medium programs as an internationalization strategy in Japan have relied heavily on reviews of policy documentation and, at best, surface level investigations of policy practice. Ishikura's study is the first investigation to generate data that offers deeper insights into how internationalization is 'done', in one national university, offering multiple viewpoints on two Global 30 programs. The data collection is wide-ranging with qualitative (interviews and observation) and quantitative data collection (student survey and IDI testing) that spans more than 18 months of the life of the five years of the Global 30 program.

A novel aspect of this data collection is that Ms Ishikura has gained **interview and survey data** not only from **students enrolled on the G30 program studied and faculty and administrative staff hired specifically for the program**, but also from **students and faculty who have been indirectly 'recruited' into this internationalization project.** The researcher's direct involvement in the program as a Teaching Assistant for two years of the program gives us rare **ethnographic data**. In addition, in this role, the research also took on an aspect of being **action research**, with the researcher's own intervention's impacting outcomes directly. From the findings reported in this thesis and the viva, we gain insights into the challenges and potential of an EMI undergraduate program in a Japanese national university setting.

It should be noted that Ms Ishikura has had two earlier versions of the findings chapters published in English-medium peer reviewed journals, one Japanese and one international. She has also received much interested in her work at international conferences.

Quality

Overall, we felt that the thesis demonstrates **quality in a number of areas, but not all**. The thesis displays a solid understanding of contemporary approaches to the research topic. Ms Ishikura has clearly identified an area of investigation, created credible research questions and employed a methodology that is suitable to the study objectives. The author has executed the research and presented her results at a level sufficient for two journal articles to be accepted as a result of a peer-review process in two publications carrying other work on internationalization, English medium programs and course delivery and intercultural competency.

In terms of literary review, Ms Ishikura has offered a workmanlike, wide-ranging overview of relevant research relating to the research field and has been able to summarize this competently. Generally, however, there is a lack of critical engagement with the literature and Ms Ishikura is only just starting to gain her voice in terms of commenting with a strong critical disciplinary perspective on previous research. Much more work in this area is needed, but it is our view that the review does reach

and transcend a benchmark level in terms of the descriptors employed.

The data collection was carried out on the basis of due ethical considerations and procedure, and with accountability regards the output of findings. **While the analysis of data is sufficient, it not inspirational.** Ms. Ishikura has generally stayed at surface level observations and has not applied critical questioning to the data. The presentation of quantitative data could be greatly enhanced. In places the thesis reads as more like a program evaluation, than a more in-depth examination of the interview and questionnaire data obtained. While the author does situate the work as comprising 'action' research, our feeling is that the leap from data to broad recommendations is often accompanied by a lack of critical analysis.

It is clear that the analysis of **Study Two and Study Three were of sufficient standard to the publishable in peer reviewed journals,** nevertheless, the writing does not yet demonstrate 'mature and independent thinking' and the conceptual framework utilized was not sufficiently developed. In Study Two, the final section on the role of the TA lacks clarity and come across as overly prescriptive. It is not clear whether or how these recommendations link to the data gathering process. In parts the thesis reads almost like a program evaluation, rather than an in-depth examination of the interview and questionnaire data obtained. While the author does situate the work as comprising 'action' research, our feeling is that the leap from data to broad recommendations is often accompanied by a lack of critical analysis. In addition, there is inadequate evidencing of this part of the fieldwork. If based on active participation as a TA, then we first need to see some field notes to show how over the period of one or two years these conclusions were reached.

Overall, Ms Ishikura's thesis **demonstrates competency and but not excellence**. At the same time, there was unanimous agreement by the committee that **the author *undersells* the data** – there are numerous interview extracts provided, in addition to quantitative analysis of questionnaire data, but often these appear to receive scant analytic attention. There is plenty of very rich data here that should be the focus of a critical analysis.

General

While the thesis is generally competently written, it has **some deficiencies** in terms of written **composition and structure**. There are some confusing sections in the thesis with regard to structure. As just one example, on pp. 112-13 there is an overview of a thematic analytic procedure provided, with a summary of three themes identified in the research. However, it is not clear to me why this section provides summary of themes given it is the end of a chapter – a chapter that *precedes* any empirical chapter. Some reorganization is clearly required, and the link

between analysis methods, summary of analytic findings, and pertinent discussion needs to be made clearer.

We would also suggest some further work on the introductory and concluding sections to highlight the methodological/conceptual issues of dealing with interview and questionnaire data, and perhaps also to provide some further statistical examination of data presented (e.g., where tables are presented of percentages of Japanese vs. Non-Japanese students, it would be appropriate to provide total sample sizes and perhaps some chi-square results or similar indicating significant differences in percentages).

Finally, there are numerous grammatical errors that need urgent attention. These need urgent attention. Nevertheless, with further editing the thesis would much better represent the researcher's hard work and the quality of her data. While there is agreement that **this thesis more than adequately reaches the benchmark for a pass,** we strongly recommended revisions to be made to the latter chapters, including the findings and conclusions.

Committee Chair Beverley Yamamoto July 15 2015