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A Comparative Study on English as a Medium of Instruction in Mongolia, South Korea, and
Japan—Analysis of Policies and Practices in Private Universities

By

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Abstract

A Comparative Study on

English as a Medium of Instruction in Mongolia, South Korea, and Japan—Analysis of Policies and Practices in Private Universities

This study explored the implementation of policies for English as a medium instruction (EMI) at six private universities in Mongolia, South Korea, and Japan and investigated the challenges they face. In the course of the study, it also identified the driving factors that influenced these universities to adopt EMI programs and the role of program implementers in making key decisions related to EMI. Lack of studies on Mongolia, lack of comparative studies across nations, and lack of research on private universities led the researcher to take this study.

Except for one study on EMI in Mongolia (Gundsambuu, 2019b), the implementation of EMI in higher education in Mongolia is little studied. Thus, this study made a contribution to discovering in-depth the phenomenon in the Mongolian context. Comprehensive research by Macaro et al. (2018) found that a high proportion of the studies were ‘case studies of one institution using mixed methods’ and comparative studies amongst institutions and/or amongst countries were lacking. In South Korea and Japan, empirical studies on EMI in private higher education are few. Through a qualitative comparative case study design, this study examined EMI programs in six private universities in three countries from the perspectives of those involved with the implementation process. Data were generated via 45 interviews with senior and junior administrators, and faculty members.

The results of this study indicate similarities across the six-case study institutions that the rationales for implementing programs taught in English are grounded in 1) a desire to raise their international profile in the field of international higher education with a focus on 2) increasing the number of international students and 3) developing the international competencies of graduates for the global job market. For South Korea and Japan, the decrease in the number of college-age students and the decline in the population were identified as strong factors that affect higher education institutions to implement EMI.

External and sideways factors are seen also as rationales for the decision on the adoption of EMI at the six case-study universities. In particular, the external factor—global university

rankings—influences the case-study universities to implement or extend their EMI programs. The study by Deem et al., (2008) concludes that universities in Europe and Asia have a quest to establish world-class universities through their performance in publication and research output in English. In contrast, the findings of this case study present a different view. The case-study universities wish to approach their ambitious goal to become a top university in the region, or Asia, or in the world in part through the introduction of EMI programs.

This study also identifies a sideways factor that influenced the case-study institutions to adopt EMI—international collaborations in establishing joint and dual degree programs in English. Higher education institutions are nowadays increasingly engaged in international collaborations to achieve the goal of being internationally acknowledged and recognized. To do so, higher education institutions are now rushing in opening joint/dual degree programs with universities abroad and programs for international students (Dewi, 2018). The findings of the study present that the case-study universities have established an international office that manages the EMI programs, exchange programs, and recruitment of international students. The case-study universities unanimously supported the idea that establishing joint/dual degree programs and exchange programs in English with partner universities abroad have had a greater impact on the introduction of programs taught in English.

Another distinct feature of this study is that it investigated whether the initiative to establish the EMI program was a top-down policy or if it was rooted from bottom-up initiatives and the roles of the program implementers. The findings from this study report both top-down and bottom-up initiatives for establishing the programs. This study also finds that program implementers, faculty members, in particular, are not well represented in the decision-making process. Although they are the key implementers of the programs, their voices are not well reflected in the decisions and it may create some potential challenges in the implementation process of the programs and may raise concerns about the quality of the program. Administrative, managerial and institutional challenges were found to be the most challenging obstacles to program implementation at these six case-study universities. In particular, obstacles relating to insufficient funding, lack of capable human resources, and need for recruitment of more international students are prominent. Other types of challenges, such as linguistic and

cultural difficulties are considered minor and can be solved easily in a shorter time than the above two types.

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List of Acronyms/Abbreviations

ACBSP	Accreditation Council for Business Schools and Programs
ADB	Asian Development Bank
CLIL	Content and language integrated learning
EFL	English as a foreign language
EMI	English as a medium of instruction
EAP	English for academic purposes
ESP	English for specific purposes
GATS	General Agreement on Trade in Services
HE	higher education
HEIs	higher education institutions
ICEF	International Consultants for Education and Fairs - South Korea
IoHE	internationalization of higher education
JASSO	Japan Student Services Organization
KOSIS	Korean Statistical Information Service
MECSS	Ministry of Education, Culture, Science and Sports – Mongolia
MEXT	Ministry of Education, Culture, Sports, Science and Technology - Japan
MOE	Ministry of Education
NIEPR	National Institute for Education Policy Research - Japan
OECD	Organization for Economic Co-operation and Development
QSWUR	QS World University Rankings
THEWUR	Times Higher Education World University Rankings
TGU	Top Global University
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Scientific and Cultural Organization
WCU	World Class University
WTO	World Trade Organization

CHAPTER I. THE RISE OF ENGLISH AS A MEDIUM OF INSTRUCTION

1.1 Introduction

EMI is spreading rapidly throughout the non-Anglophone academic world. With the increasingly mobile student, faculty and researcher populations, English has become “the academic lingua franca” and can be seen as an indispensable tool for any education system or higher education institutions (HEIs) that want to remain globally competitive (Dearden, 2015). EMI phenomenon is described as being, in all probability, an unstoppable train which has already left the station (Macaro, 2017). The growth of EMI is particularly well documented (Dearden 2015; Wächter et al., 2015) with recent figures from Europe suggesting that in 2007, 2,389 EMI programs offered in Europe increased to 8,089 by 2014 (Wächter et al., 2015). As Dearden (2015) notes, there is a fast-moving worldwide shift in non-Anglophone countries from English as a Foreign Language (EFL) to EMI for academic subjects.

Following the global trend of internationalization, Mongolian HEIs plan to increase EMI courses and programs in order to improve their competitiveness, and ultimately to become internationally visible at least in Asia (Gundsambuu, 2019b). The global university rankings motivate the Mongolian government to push its national universities to pursue internationalization. At the institutional level, national universities put a greater emphasis on rankings, research output to journals with high impact factors, international collaboration and delivery of courses in English (Gundsambuu, 2019b). There are several reasons for the growth of EMI in Mongolia. These include increasing the employability of domestic graduates; promotion of international collaboration; generating more income by recruiting international students, and strengthening domestic and international profiles (Gundsambuu, 2019b). These four reasons are interrelated. Private universities promote international collaboration via joint and dual degree programs in English to generate more income. Private universities pay much attention nowadays to the employment ratio of their graduates due to the increasing demands of international and domestic business organizations to hire graduates who will be able to function internationally. English language knowledge is one of the main requirements for employment.

There are various factors for the growth of EMI initiatives in Japan. As Ishikawa (2011) emphasizes, internationalization of higher education (IoHE) is one of the factors for the growth of EMI in Japan. The first goal for IoHE was to recruit international students, for example, the

100,000 international students plan by the government (Umakoshi, 1997). However, Ishikawa (2011) claims that the goal rather connected to national security, relationships with neighboring countries, trade imbalances, an improved political presence in Asia, and a demonstration of Japan's presence on the world stage. In other words, recruiting international students and providing them with Japanese education along with a positive memory of Japan is an application of Japan's 'soft power' (Brown, 2017). Japan promoted soft power through exchanges (Green, 2016). EMI programs were offered at that time for short-term visiting students from Europe and North America (Ota, 2003).

The understanding of the growth of EMI since 2000 shifted to a different concept of IoHE which is connected to the maintenance of Japan's competitiveness in the world economy. Japan's government saw internationalization, including EMI, as a necessary strategy for universities as part of sustaining the socioeconomic position in an increasingly globalized competitive world market (Ishikawa, 2011). Competition among universities has become global and this resulted in the global university rankings (Green, 2016). Rankings are important not only for the reputation of a university but also they are a driver of change (Hazelkorn, 2017). As Brown (2017) notes, since 2004, Japanese national universities have become more flexible and open to reforms, including EMI, due to the changes in the corporations. With regard to the international rankings, both the Japanese government and some Japanese universities have been striving toward a goal to have more Japanese universities positioned higher on the lists of world rankings. Currently, only Tokyo University (listed in 46) and the University of Kyoto (74) appear in the top 100 universities rankings (Times Higher Education, 2018). University leaders see that having EMI courses and programs is a way for some institutions to climb the rankings, as the proportion of EMI courses is a factor in the evaluation criteria of some rankings (Brown, 2014; Kirkpatrick, 2014).

Like Japan, the Korean government has been implementing a variety of different projects to internationalize its universities and increase the number of EMI courses. For the growth of EMI in the country, there have been several driving forces. The first driving force was the 1997 financial crisis in South Korea. In order to overcome the financial crisis, Korea's government proposed a shift to a knowledge economy and has pursued several projects as part of its plan to internationalize universities (Kang, 2018). The key projects included Brain Korea 21, Study

Korea, and World Class University. The government encourages EMI implementation at the university level through these policies for IoHE.

Another driving force behind the growth of EMI is the international and domestic rankings, such as QS World University Rankings (QSWUR), Times Higher Education's World University Rankings (THEWUR), Chosun Daily and JoongAng Daily. In order to improve their positions in the rankings, universities have adjusted their policies and strategies to fit the evaluation criteria (Kim. E.G, 2017). For example, the domestic ranking JoongAng Daily put in its evaluation criteria the internationalization process including the proportion of EMI courses (Pillers & Cho, 2013).

The next important factor is the need to recruit international students to fill the continuous decline in the number of Korean entrants due to the nation's fallen birthrate. The policy behind the recruitment of international students is the government's support to balance the gap between the number of inbound and outbound students. In 2004, the ratio between the degree-seeking Korean outbound students and inbound international students in Korea's HE was 9.5:1 (105,839 vs. 11,121) and the ratio reduced to 2.6:1 (140,560 vs. 53,636) (Kim. S.J, 2017). The establishment of joint-degree programs and other international collaboration programs through EMI is another factor for reducing the gap and bringing more international students. As Kim, Kim, & Kweon (2018) argue, EMI has expanded because of two major motivators. One is that EMI was used as an index of internationalization of an individual institution. Other is Korean government itself because the government has been granting financial support to universities for adopting an EMI policy.

At the institutional level, Korean universities themselves have taken various measures to encourage the expansion of EMI courses. The measures include the requirements for domestic students to take a certain number of EMI courses before their graduation. There is also a mandatory requirement for all newly hired faculty members to teach EMI courses (Tsui, 2017). This shows that universities hire scholars who are able to teach EMI courses and require students to take EMI courses.

1.2 Research Problem

This study focused on three problems. First, although research on EMI is growing, a small number of studies focuses on higher education (HE) in the Asia region. As Walkinshaw, Fenton-Smith, and Humphreys (2017) argue, the EMI phenomenon took its initial form in Europe when the 1999 Bologna Declaration created a European Higher Education Area. Therefore, the first major reports on EMI tended to focus on the European context.

Second, very few comparative studies across nations exist. One large-scale comparative study is the British Council's study that focused on the HE language policy at the national level in fifty-five countries (Soler-Carbonell, 2015). Other comparative studies focused on EMI policy in national universities that have partnership agreements with universities in Anglophone countries (Rinehart et al., 2017). However, EMI policies of *private* institutions at the national and institutional levels have not been studied in comprehensive comparative ways. Comprehensive research by Macaro et al., (2018) that reviewed 83 studies of EMI in HE found that a high proportion of the studies were 'case studies of one institution using mixed methods' and comparative studies amongst institutions and/or amongst countries lacked.

Third, there is a lack of research on the faculty members' involvement in the decision-making process of the adoption of EMI policy at the institutional level. Faculty members are one of the key stakeholders and implementers of the EMI policy. Few studies show that HEIs have consulted staff about the issue related to EMI (Ali, 2003) and the government forces HEIs to use EMI without consultation of implementers (Kirkpatrick, 2017a).

Therefore, this study focuses on exploring the following main problems/gaps in the literature: 1) how the EMI faculty members delivering EMI programs contribute to the decision-making level of EMI policy and 2) the implementation of EMI programs in private institutions of countries in Asia.

1.3 Purpose of the Study

The primary goal of this study is to explore factors that drive private institutions to adopt EMI policy and how the EMI policy is implemented in the non-Anglophone countries—Mongolia, South Korea, and Japan. In order to reach this research goal, EMI policies and practices at two private institutions from each country are analyzed and compared drawing on

“Top-down, Bottom-up, and Sideways” model of Miles Rinehart et al., (2017) and “External factor”, the concept of Cho (2012) and Piller and Cho (2013) to understand how the government or the Ministry of Education (top-down), department or faculty’s initiative, request, or feedback (bottom-up), and partner overseas institutions (sideways) and various university rankings (external) have influenced or are influencing these private institutions to adopt and implement EMI.

1.4 Research Questions

To answer the above problems, the following research questions are addressed,

1. What are the key drivers of policy on adoption of EMI in private higher education institutions in Mongolia, South Korea, and Japan?
 - How do the faculty members and administrators perceive the rationales?
2. How do government (top-down), faculties and departments (bottom-up) and external agents (external and sideways) influence EMI practices in these institutions?
 - How are the faculty members involved in the decision-making process related to EMI?
3. What are the challenges around the implementation of EMI policies and practices in private institutions?

1.5 Significance of the Study

This study is important for several reasons. First, this study will provide administrators and policymakers with the understanding of the values and mindsets of the program implementers in Mongolia, South Korea, and Japan. In particular, this provides information on what might and might not work when considering policy initiatives that focus on EMI or other internationally focused educational activities.

Second, the results of this study will be of practical value to institutions that intend to embark upon or expand their EMI programs. Category of the rationales for and characteristics of, challenges in implementing EMI will enable administrators and faculty members to make informed decisions about how to improve and develop existing and future EMI programs.

Third, the study will contribute to the body of knowledge in the field of policy on IoHE

and its implementation in Mongolia, South Korea, and Japan. It will help understand the newly emerging landscape and EMI in the countries in the region. In particular, this is the first study that investigates the IoHE in Mongolia, including EMI in depth; thus, it will add new findings in the literature.

Finally, since EMI is a major component of internationalization in HE, this study will add to the broader literature on the IoHE in non-Anglophone countries, but also as a foundation for future study in other non-Anglophone countries.

1.6 Conceptual Framework

According to Maxwell (2013, p.39), a conceptual framework is a “system of concepts, assumptions, expectations, beliefs, and theories” that supports and informs the research. It helps the researcher to approach the study and as well as it guides the research, informs the research questions, data generation, and provides structure for analysis. Based on the existing literature and the relevant theories, this study explores possible reasons for EMI adoption including the sideways and/or external factors, the influence of top-down or bottom-up initiatives, as well as challenges the private HEIs in three countries face when implementing their EMI programs (see Figure 1). The visual conceptual framework (Figure 1) depicts these underlying research questions as well as the researcher’s main assumptions based on existing literature.

The two practical constructs that guide this study are Knight and de Wit’s rationales for internationalization (1997; Knight, 2004) and the typology of implementation challenges facing EMI derived from the studies by Tsuneyoshi (2005), Bradford (2015), and Susser (2016). Knight and de Wit (1997; Knight, 2004) put forward five widely recognized rationales—political, economic, social-cultural, academic, and branding—of HEIs in their pursuit to IoHE. These rationales are drawn in this study to formulate the data generated and guide the analysis of the reasons given by program implementers in EMI programs about why they are conducting the EMI programs.

As for challenges, Tsuneyoshi (2015) identified linguistic, cultural, and structural challenges, which HEIs face when implementing EMI. Later Bradford (2015) divided the structural challenges into two categories: administrative and managerial and institutional. Susser (2016) added some inputs to the gaps in the typology of the challenges identified in the previous

two studies. The updated typologies of challenges were used in the study conducted by Rakhshandehroo and Ivanova (2019). Accordingly, these typologies of the challenges are applied in this study as a construct through which to generate data and an application of systematic categorization from which to create a further analysis. These two constructs sensitize the researcher to concepts that help the data generation and interpretation. In particular, these two constructs guided the research to answer the first and third research questions.

This study also draws on the theoretical concepts of Rinehart et al., (2017), Cho (2012), Piller and Cho (2013), and Kaplan and Baldauf (1997) particularly in data analysis. For example, Rinehart et al., (2017) concluded from his comparative study of EMI in two countries, Ukraine and Kazakhstan that the establishment of international collaboration—international joint/dual degree programs encourage the introduction of EMI policy. Cho (2012) and Piller and Cho (2013), on the other hand, argued that HEIs around the world are competing for ‘global excellence’ measured by high positions in global university rankings. As some indicators in the global university rankings include the number of research publications in English, international students and international faculty members, rankings are thought to be a key driver behind the expanding use of EMI.

Finally, according to Kaplan and Baldauf (1997, p.196), decision-making process towards a language policy comes in two modes: ‘bottom-up’ and ‘top-down’ planning. Kaplan and Baldauf observed that most traditional language policy and planning processes are those of the ‘top-down’ process. This process constitutes people with power and authority who make language-related decisions for groups, often with little or no consultation with the ultimate language learners and users. In contrast to the top-down policy of EMI in a broader context, a few examples of the bottom-up initiative has been documented in the implementation of EMI programs. A bottom-up initiative becomes a more systematic and institutionalized plan (Dafouz, Camacho, & Urquia, 2014). These theoretical concepts will be used to seek answers for the second research question of the current study.

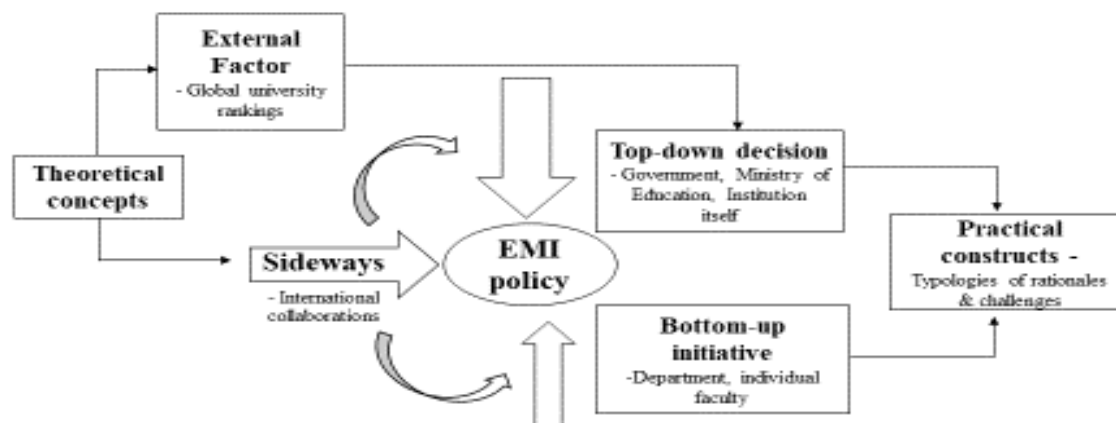


Figure 1 Conceptual Framework

1.7 Overview of the Dissertation

This dissertation is organized into seven chapters. Chapter I will provide the introduction to the study by giving background on EMI in the three countries, Mongolia, South Korea, and Japan. Then, it will discuss the research problem, the purpose and questions of the study, and its significance. Finally, the conceptual framework to guide this study will be outlined and the key terms will be defined.

Chapter II will discuss the concept of IoHE in a broader context, including its definition and rationales and explore each case-study country's profile, including their HE systems, reforms, and national policies and strategies within the concept.

Chapter III will review the literature relevant to EMI programs and EMI. It will review EMI in the Asia Pacific Region and explore drivers of EMI and external and sideways factors that influence decision-makers to adopt EMI policy and whether the decision to introduce EMI is

based on top-down or bottom-up initiative. Then, it will discuss challenges in implementing EMI at the national level.

Chapter IV will report the study's methodology and research design including research paradigm, methods, data collection and analysis and ethical considerations. It will also reflect on the issues of validity and translation of interview data.

Chapter V consists of two sections. The first section will draw out the results of the research that are generated from the document, fieldwork, and interview data analysis, starting with an overview of participants and followed by the presentation of individual case-study institutions per research question. Then the second section will report the results of the cross-case analysis generated across the six case-study institutions.

Chapter VI will discuss the findings in relation to the main research focus and literature review. This section will start with the presentation of the overview of the main findings from this study and then discuss the results according to the research questions.

Chapter VII will present the implications and conclusions of the findings offering both theoretical and practical implications for policy-makers, institutions, and researchers. The chapter will state the limitations of the study, contribution to the literature, future areas for the proposed research.

1.8 Definitions of Key Terms

English as a Medium of Instruction

Madhavan (2014, p. 2) defines “*EMI essentially refers to the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language.*” In this study, the EMI refers to classroom instruction conducted through the medium of the English language and it excludes the language education.

EMI Programs

EMI programs are the HE programs that use English exclusively as language instruction in countries where English is not the official language of instruction in HE. This study refers to EMI programs in both undergraduate and graduate levels. However, this study excludes

programs in which the content is taught predominantly, but not entirely in English, or in a mix of English and the domestic or another language (Bradford, 2015).

EMI Course

In this study, the term, EMI course, refers to one unit of teaching course that typically lasts one academic term. It is not used synonymously with class.

Non-Anglophone Countries

In the study, the term refers to countries where English is not the domestic or primary language of instruction in the education system.

Internationalization

“Internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003b, p.2)

International Students

International students are students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin (UIS, 2018a).

Rationales

This study uses this term as synonyms to reasons, motives, motivations, and drivers in order to prevent from misunderstandings of the term.

CHAPTER II. SETTING THE SCENE

2.1 Internationalization of Higher Education

In recent years, the term “internationalization of higher education” has become one of the hot issues (Brandenburg, Hudzik, Ota & Robertson, 2013). As Hudzik (2015) explains, IoHE is not a homogenous concept but more of a global concept of interrelated dimensions. IoHE has many aspects including organized cross-border mobility of students and faculty, foreign language learning, internationalization of curricula, cross-border institutional partnerships in joint research, joint degrees, and branch campuses (Hudzik, 2015). As EMI is a part of the larger phenomenon of the IoHE, it needs to situate the study within this literature and then discuss EMI and its rationales in the case-study countries. In order to give background to IoHE, this chapter provides an overview of the evolution of the concept of internationalization. Then, its wide variety of rationales for internationalization in HE are discussed. This is followed by individual sub-sections on HE systems, reforms, and national policies for internationalization in Mongolia, South Korea, and Japan. These subsections report the results generated mainly from the documentary analysis.

2.1.1 Definition for IoHE

Over the past two decades, there has been much discourse and debate about internationalization. As Knight (2004) highlights, the term has appeared globally in the education sector in the early 1980s. Since then, the term has evolved. However, there is no agreed-upon definition for IoHE. There are definitions proposed by Arum & van de Water (1992), Knight (1994), and Van der Wende (1997).

Arum & van de Water (1992, p.202) proposed that internationalization refers to “*the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation.*” In the 1990s, Knight (1994, p.7) defined it by introducing an organization approach, as “*the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution.*” However, Knight’s definition was criticized by Elliot (1998). Elliott (1998) emphasizes the role of government providing a definition, “*Internationalization is to be understood as a systematic,*

sustained effort by the government to make higher education institutions more responsive to the challenges of the globalization of the economy and society”.

Later, Soderqvist (2002, p. 29) offered another definition of IoHE as “*a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies*”. Soderqvist’s definition focused more on teaching and learning, thus it was considered not comprehensive (Knight, 2005).

Reviewing these definitions as an evolution of definitions at the institutional level and limitations as a comprehensive definition, Knight (2004) updated her previous definition and developed a new definition at the national, sector, and institutional levels. Knight (2003a, p.2) proposed the following working definition, “*Internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*”. Then, she provided in detail a full description of specific terms and concepts that she used in the definition. Currently, this definition is widely cited for the IoHE (Bradford, 2015).

In recent years, the term ‘comprehensive internationalization’ was used in many works by the American Council on Education (Hudzik, 2011). Comprehensive internationalization is defined,

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.” (Hudzik, 2011, p.6).

The above definition has a number of important implications from context to rationales for internationalization. Having provided that comprehensive internationalization can be organizing paradigm for the institution as a whole, or academic department or professional programs, Hudzik (2011, p.10) pointed out that it affects a broad spectrum of people, policies, and programs in the institution and leads to more challenging change.

This study draws upon Knight’s (2003a) definition of internationalization in the core of its discussion of EMI at the national and institutional level and its implementation in practice at

the institutional level in the three countries, Mongolia, South Korea, and Japan. The rationales for these countries to view and adopt EMI differ in the education system and HEIs in terms of policies and practice. HEIs in the countries employ EMI to internationalize their institution. However, this study does not claim that the presence of EMI makes an institution internationalized.

2.1.2 Rationales for Internationalization

Rationales for internationalization (Knight & de Wit, 1997; Knight, 2003a; de Wit, 2000) are generally categorized into four groups by researchers in the field: academic, social/cultural, political, and economic. According to Knight & de Wit (1997), rationales can be described as motivations for internationalization and different rationales imply different means and ends to internationalization (de Wit, 2000, p.12). In other words, the diversity of stakeholder groups in HE will have different rationales.

In addition to the four categories, Knight (2004, p.21) added a new category, *branding*. Institutions are giving importance to branding or developing a strong international reputation and their interest in branding leads them to seek out accreditation or quality assurance services from international accrediting bodies. Further, Knight (2004, p.22) provided input to the rationales for internationalization by distinguishing them between the national and institutional level. These five categories, plus additional national and institutional level rationales (see Table 1) are discussed below.

Table 1 Rationales driving the internationalization

<i>Rationales</i>	<i>Existing rationales</i>
Political	Foreign policy National security Technical assistance Peace and mutual understanding National identity Regional identity
Economic	Economic growth and competitiveness Labor market Financial incentives
Social/Cultural	National cultural identity Intercultural understanding

Academic	Citizenship development Social and community development Extension of academic horizon Institution building Profile and status Enhancement of quality International academic standards
Branding	International dimension to research and teaching National and international accreditation
Level	Of Emerging Importance—National and Institutional Levels
National	Human resources development Strategic alliances Commercial trade Nation building Social/cultural development
Institutional	International branding and profile Income generation Student and staff development Strategic alliances Knowledge production

Source: Knight (2004, p. 23)

Political rationales for internationalization rooted from the development process of nation-states, and the dominance of European models of HE in colonies in the Americas, Africa, and Asia (de Wit, 2000, p.12). This political rationale changed after the United States of America (USA) gained international power after the Second World War. Universities in the United States started to develop area studies, foreign language training and study abroad when they were supported by federal funding. To maintain and expand its influence, the U.S expanded educational and international exchanges (for example, Fulbright). Supra-national entities, such as the European Union also pursue activities in this field (Wächter et al.,1999, p.20). The European Union is fostering HE cooperation under political agreements such as the New Transatlantic Agenda, the Barcelona Declaration, the Lomé Convention, to mention a few, in order to enhance the influence of Europe in the world (Wächter et al.,1999, p.20). As de Wit (2000, p. 15)

emphasized, the political rationale after the Cold War changed from the political to the economic. However, political rationale remains important.

Economic rationales for internationalization remain the driving force for cooperation and exchange in research, technology, and education development programs (de Wit 2000, p. 16). Economic rationales are pursued due to the increasing global labour force, joint international research and development projects for international competency, and marketing of HE as good in the international market. As Wächter et al., (1999, p.17) noted, universities around the world compete for strengthening their income base through the provision of education services to foreign customers. Anglophone countries like the United Kingdom, Canada, Australia, New Zealand, and the USA gain more advantage in this competition. In addition, these countries gain more experience in international marketing strategies to recruit international students through national organizations, such as Australia's International Development Program, Institute of International Education in the USA and New Zealand Education Trust. In addition, countries, such as the USA, Australia, the UK, Canada, Netherlands, and Germany focus on international activities, such as opening of distance education program (This type of education is often supported by consortia which consist of private companies, such as Motorola University, World Learning Network) (van der Wende, 1997, p.29) and creation of off-shore campuses to attract international students in order to find alternative sources of income (Wächter et al.,1999, p.18).

National cultural identity, intercultural understanding, citizenship development, and social and community development are the social and cultural rationales for internationalization (Knight, 2004, p. 23). These rationales place more emphasis on understanding foreign languages and cultures, the preservation of national culture and respect for diversity through internationalization.

According to Knight (2004, p.3), academic rationales focus on the integration of international dimension into research, teaching and academic standards, institution building, and enhancement of institution's profile, status, and quality. There is an assumption that integrating the international dimension into teaching, research, and service enhances the quality of a HE system (Qiang, 2003, p.253). The notion of enhancing the quality of education is linked to the idea that internationalization serves as a positive change for institutional building (Qiang, 2003, p.253).

HEIs are giving high importance to *branding* for a strong international reputation (Knight, 2004, p.21). Institutions and companies are competing for the market of recruitment of international fee-paying students, offering for-profit education and programs, selling education services, such as language testing and accreditation. For branding, institutions strive for accreditation from national and international accreditation bodies, such as the Accreditation Council for Business Schools and Programs (ACBSP). Education providers strive for creating an international reputation and name brand for their own institution to place the institution in a higher position for competitive advantage (Knight, 2004, p.21).

To make clear the categories of above five rationales, Knight (2004) distinguished the rationales between national and institutional level. At the national level, rationales that drive internationalization at HE include human resource development, strategic alliances, commercial trade, nation-building, and social/structural development (Knight, 2004). In contrast, there are many factors that influence institutional level-rationales. These factors differ from mission, student population, faculty profile, geographic location, founding sources to local, national, and international interests. Institutional level rationales cover international profile and reputation, student and staff development, income generation, strategic alliances, and research and knowledge production (Knight, 2004).

When analyzing the rationales for internationalization, it is important to consider the stakeholder groups in HE. As Qiang (2003, p.254) classifies, there are stakeholder groups in three sectors: government, education, and private sectors. The government sector includes different levels of government, supra-national bodies to national, regional and local. In particular, the government sector includes education departments and government units for science and technology, foreign affairs, culture, economic development and trade which are engaged in the international dimension of HE. The education sector includes, of course, different types of institutions like colleges, polytechnics and universities, professional associations, research and scholarly groups, the students, teachers and researchers, and administrators. The final sector comprises of various interest groups such as manufacturing, service and trade companies whether they are local, national or transnational in ownership.

2.1.3 National Policies for IoHE

IoHE is considered to be at the forefront of policy agendas around the world and many governments consider IoHE as a strategic priority (Crăciun, 2018). In her study, Crăciun (2018, p. 100) highlights that IoHE is mainly a European and a developed country phenomenon. Further, she noted that the countries with IoHE policies receive a great amount of share of internationally mobile students and internationally mobile students are highly concentrated in economically advanced countries, especially Anglophone countries. However, support for internationalization at the state level is limited as there are very few nations with an IoHE policy agenda, little state funding, and a lack of formal administrative structures to manage internationalization (Helms, 2015).

In European countries, three levels of systems have been established for the implementation of internationalization policies (van der Winde, 1997). The first level is the individual HEIs where special offices for international affairs are established. This process enables HEIs to establish numerous international contacts and networks. In particular, at the institutional level, infrastructure for internationalization including new offices and positions, new international activities, and international programs, internationalized curricula, and teaching in other languages (mainly English) are created.

The second level includes the intermediary organizations that play a major role as national agencies for international cooperation and exchange in HE. In a number of countries, quasi-governmental and independent organizations (mostly nonprofit) organizations play a key role in the implementation of IoHE policies. They receive government funding to develop and administer government-sponsored programs and initiatives. In some cases, they are supported by other funds (Helms, et al., 2015).

The last level is the ministries responsible for the national policies of IoHE. Most often, it is the government body for oversight of HE. Ministry of Education (MOE) or a similarly named government body implement internationalization policies. Other ministries or agencies may take the lead or be actively involved in policy and program design and implementation depending on the focus areas and activities for internationalization policies (Helms, et al., 2015).

Internationalization is understood as a systematic and sustained effort by governments that is aimed at making the HE system of a certain country more responsive to the requirements

and challenges related to the globalization (van der Winde, 1997, p.34). These requirements concern all aspects of HE, academic programs, research, students and graduates, faculty and staff, management and administration, and these efforts include a larger range of HE reforms (van der Winde, 1997, p.34).

As Talik (2011, p.120) notes, global trends reveal the following dominant characteristics of the process of IoHE:

- a growth of mobility of students and academic staff;
- the internationalization of curricula; expansion of double degree programs;
- the dominance of English;
- the increasing trend of exporting of education and research services to developing and emerging countries;
- a rapidly growing transnational partnership and networks in study and research fields, as well as international education consortia;
- the implementation of international research schemes; and
- the rapidly growing supra-regional coordination of national policies of HE.

Compared with other parts of the world, there has been a rapid development of IoHE in Asia. As Huang (2007) assumes, many countries in the region focus on IoHE in many ways, for example, Taiwan focuses on study abroad, twinning programs, and online learning, Singapore targets external distance education programs and foreign university branch campuses whereas Japan develops student exchange or movement and Hong Kong and China have been an exporting students to programs in other countries. .

Internationalization policies cannot be isolated from the broader developments in HE (van der Winde, 1997, p.251). Therefore, this section, as mentioned above, adopts the Knight's definition of internationalization to investigate national policies for IoHE in Mongolia, South Korea, and Japan in a broader context. The following sections discuss the HE system and national policies and initiatives for IoHE in the three countries of the study.

2.2 Mongolia

In this section, the historical background and contemporary national profile of HE in Mongolia are summarized to provide context for the study. First, the HE system and reforms of Mongolia are profiled, followed by the national policies for internationalization. Mongolia is a landlocked country occupying over 1.5 million square kilometers of land area (ADB, 2019). The total population of Mongolia is 3.08 million and the per capita gross domestic product (GDP) is \$3.9 thousand as of 2015 (Statistical Office of Mongolia, 2015).

2.2.1 Higher Education

The history of HE in Mongolia dates back to the communist period that existed from 1924 to early 1990. The first national HE institution, National University of Mongolia (NUM) was established in 1942 with three faculties: medical, pedagogical, and veterinary in Ulaanbaatar (Gantsog & Altantsetseg, 2003). Since then, several faculties: physics, mathematics, natural sciences, social sciences, economics, laws, languages, and literature were developed. Due to the increasing needs and demands of teaching staff for secondary education schools, the National Pedagogical Institute was founded in 1951. In 1958, the zoological-veterinary medicine faculty at the NUM was transformed as the Agricultural Institute. Following this trend, the Medical Institute was formed from the medical faculty at the NUM in 1961. The polytechnic faculty that was established in 1969 as part of the NUM was also reformed as the Polytechnic Institute in 1982. The Russian Language Teachers' College of the NUM became the Russian Language Institute in 1982 (Weidman & Yeager, 1998). Later in 2004, the Khovd University separated from the NUM in 2004 (Khovd University, 2004).

During the communist regime, the government of Mongolia fully subsidized all costs of HE including tuition fees and played a key role in decision making, planning, and development process of HE. Since the 1990s, a large number of private HEIs have been founded when the government of Mongolia ceased most of its funding for the national HEIs by only covering the utility costs. The Mongolian HE was entirely free. However, a student fee structure was introduced in 1993.

The total number of students studying in HE level amounts to 157,138 in 2017. The gross enrollment ratio of secondary education graduates to HE is 65.6% in 2018 (UIS, 2018b). Table 2 shows that the enrollment ratio looks quite stable.

Table 2 Enrollment ratio in HE

Higher education	2010	2015	2016	2017	2018
Gross enrollment ratio %	53.73	68.05	64.02	64.16	65.6

Source: UIS (2018)

As of 2017, 95 HEIs including public, private, and international branches, are operating in Mongolia (MECSS, 2017).

2.2.2 Higher Education Reforms

The reform in HE in Mongolia can be outlined in three main phases: 1942-1990, 1990-2010, and post-2010. The first phase happened in a socialist system as a way of establishing more national HEIs, separating units from the first national university. Under the communist system, all costs of HE were fully subsidized by the government. During the second phase of reform, the government of Mongolia made a policy of ‘cost-sharing’ to shift a greater portion of the burden of payment to individuals and transfer the public expenditure on education to a student loan (Gantsog & Altantsetseg, 2003). At that time, the country transferred from centrally planned economy to market economy and the country experienced economic crisis. Hence, public expenditure on education as a percentage of GDP remained constant funding of HE shifted to student loan (Gantsog & Altantsetseg, 2003). As part of this, the government also legalized the establishment of private universities and branch schools of foreign HEIs. The third phase of reform in the HE sector is from 2010 when the government of Mongolia decided to merge national universities in response to the growing demand for internationalization. The goal was to increase the competency of national universities in the international HE market, in particularly in Asia.

The second and third phase reforms in HE were successfully supported by the funds, technical assistance grants, loans and projects from both bilateral and multilateral sources,

including USA, Germany, Canada, Japan, Korea, European Union, World Bank, and Asian Development Bank (ADB) (Weidman & Yoder, 2010). One of the major ongoing projects in HE reform is the Higher Education Reform Project of the ADB that started in 2011. This project expects to have three outputs by 2024: improved quality and relevance of HE programs, 2) improved the effectiveness of HE governance, management, and financing, and 3) improved equity and access.

Steiner-Khamsi and Stolpe (2004) summarize that deregulation, privatization, and the introduction of tuition fees were the main features of HE reforms in most of the Central Asian countries after 1990. An important part of reform in HE was the privatization of HEIs. After the Soviet Union collapsed and stopped its loans and aid to Mongolia in the early 1990s, the country sought ways to fund the national HEIs because of the budget shortage in the education sector. One of the solutions included privatization of HEIs on a management contract basis. WB supported this concept of privatization and sent its social sector privatization team to Mongolia in 1995-1997 to develop a proposal. Following the proposal, the government of Mongolia passed a resolution in 1997 to approve a list of organizations to be privatized, including HEIs (Legal Info System, 2017).

As Gantsog and Altantsetseg (2003; p.8) point out, the privatization of HEIs was conducted in two ways: 1) introduction of contracting out the management of institutions; and 2) establishment of private institutions. For example, under the first category, administrative control of five state HEIs was transferred to private ownership. The state-owned University of Finance and Economics was the first privatized in 1997 under a management contract. The University of the Humanities was privatized in 2003 (ADB, 2008b; Holzhacker et al., 2009). The same year, Ulaanbaatar University was privatized (OSF, 2004). Later, this process of transferring the management captured the Institute of Technology (former Food and Technology College), Institute of Engineering and Technology (former Technical and Technology College), and Institute of Design and Arts (former Design and Arts College) (MECSS, 2017).

When the government of Mongolia legalized allowing the establishment of private university, a number of private professional training institutions offering mainly foreign languages, business courses, and non-degree programs were reorganized into private HEIs. It

was the beginning of the expansion of private HEIs in Mongolia. This resulted in the rapid development of private HEIs.

2.2.3 National Policies for IoHE

This section explores factors that help explain why Mongolian HEIs adopt a policy toward IoHE in global and local contexts and what actions and strategies they are taking for internationalization. Currently, there is no survey or study that has specifically focused on IoHE. There are a few studies have focused on the impact of globalization and internationalization in HE. Previous studies focused on the impact of globalization on HE (Gantsog & Altantsetseg, 2003; Altantsetseg, 2006), educational expansion in HE (Agvaantseren & Hoon, 2013), a strategy for internationalization in one national institution (Jargalsaikhan, 2015), and IoHE in private universities in Mongolia (Gundsambuu, 2019a).

At the national level, the Mongolian Sustainable Development Vision—2030, enacted by the Mongolian Parliament in 2016, set an ambitious goal to have at least four Mongolian national universities recognized internationally for research in Science, Technology, Engineering and Mathematics (STEM) fields. It indicated,

Build a science and technology cluster and park in accordance with priority development areas, and ensure that no less than four Mongolian universities are ranked among Asian top universities (Partnership for Action on Green Economy, 2017; p.28).

This goal is pushing national universities to intensify their research, launch numerous projects for internationalization, and submit all necessary documents to popular international university ranking agencies for assessment purposes.

There is no data on Mongolian HEIs in the popular ranking systems, such as THEWUR, Academic Ranking of World Universities, and QSWUR. However, the MOE in Mongolia is cooperating with the QS ranking system to rank Mongolian universities starting from 2020. In order to become internationally recognized through these rankings, Mongolian national universities need to focus more on research and number of publications as it is one of the key indicators. As Hu (2017) reports, the proportion of online scientific papers from Mongolia

reached 315 in 2016 but dropped to 252 in 2017.

Mongolian HEIs are also changing their fundamental missions, hoping to become international universities. According to Altbach, Reisberg, & Rumbley (2009), at the institutional level, a large number of universities around the world aim to produce ‘global citizens’ with ‘global competencies’ by adopting extended missions under internationalization. Mission statements of a number of Mongolian HEIs highlight that their aim to become “global”, i.e. an internationally recognized university. Mission statements from several major national and private HEIs state their aim to become research-oriented and leading institutions in Asia and the world (Gundsambuu, 2019b).

Within the initiatives and policies of IoHE, the government of Mongolia in cooperation with its national universities strives to build up a comprehensive university campus outside the capital city Ulaanbaatar (Government of Mongolia, 2010a). The goal of the policy is to integrate the national educational system to international dimensions and support the transformation of national and private universities to the campus model. One of the main reasons for this campus model is that the infrastructure of Mongolian national universities, especially campus including all necessary facilities of sports, laboratory, and library, are not well developed. The government of Mongolia asserts that building up a comprehensive campus will lay a solid infrastructure base for adapting the national universities’ strategic development goals and improving teaching and research quality. This comprehensive campus development plan will allow the integration of educational resources among the national universities. This means that national universities will be able to share resources, develop interdisciplinary research, and pursue a coordinated external relations strategy.

With the goal to improve the quality of HE through internationalization, the government merged national universities from 42 to 16 in 2010 (Government of Mongolia, 2010b). Private HEIs have also started to merge voluntarily following the government policy. The number of private institutions which amounted to 129 in 2004 reduced to 79 in 2014 and consequently to 74 in 2017. The main reason for the rapid expansion of private HEIs was that there has been a rapid increase in enrollment of students. In addition, the government eased its rules and regulations on HE in the 1990s.

Another example for internationalization is the policy on the curriculum. The government passed an order (MES, 2014) to follow the UNESCO International Standard Classification of Education. Accordingly, 817 fields of studies were reduced to 181 in 2014. This reform has been a crucial step to decrease the number of bachelor programs and to meet the market demand for HE and improvement of quality.

In addition, external assessment and accreditation have become necessary to improve the quality and status of HE in Mongolia. Currently, 74 universities qualified for national accreditation (MNCEA, 2017). The accreditation of HEIs was voluntary-based until 2016 when the government made it mandatory for all types of HEIs to go under accreditation (Legal Info System, 2017). In recent years, international accreditation started to play an important role. ACBSP accreditation in business, for example, accredited 13 institutions and is processing 8 more institutions, while the Accreditation Agency for Degree Programs in Engineering, Informatics, Natural Sciences, and Mathematics has accredited several programs at national universities.

2.4.4 Critique

There are several critiques and issues in HE concerning the unstable policies on HE, political authority on national HEIs, the quality assurance of HE, and budget and finance.

The MOE is the government body that maintains authority in all spheres of HE in Mongolia. Resulting from the Parliamentary election in every four year, the policies of the government changes accordingly. This instability at the highest decision-making level has had negative impact on the HE development, reforms, and policies. Particularly, it has a negative impact on the autonomy of national HEIs because the MOE appoints their rectors (Bat-Erdene et al., 2010, p.17). The newly appointed rectors just follow the policies of the ruling party that won the election. As a result, it limits the representations, involvements, and voices of faculty members in the decision-making process related to all-level operations and policies at their universities. In addition, financing and budgeting mechanism is badly influenced by political changes. Despite the lack of direct financial support, HEIs are controlled by the government in revenue generation and spending, setting their tuition rates and determining salary schemes (Bat-Erdene et al., 2010). These situations remain unchanged for the three cycles of HE reforms.

Accreditation has lost its initial autonomous function based on voluntary and self-motivated stimuli towards HEIs' performance improvement due to the direct authority of government.

In comparison to national universities, it is common that the founder works as a rector in private HEIs. The majority of private HEIs are small and they have rather symbolic governing boards; so decision-making is mainly made by their owners (Gantogtokh, 2018). In the 1990s, the government of Mongolia supported private HEIs by providing resources and teaching staff. As a result, there has been a boom in the establishment of private HEIs. Unfortunately, this has had a negative impact on the quality of HE. The Mongolian National Council for Education Accreditation was established to conduct institutional and program accreditation to maintain the quality of HEIs in Mongolia. Institutional accreditation is compulsory, while the program accreditation is voluntary. However, its board is chaired by the Minister of Education, thus, it is not an entirely independent agency from the MOE. In addition, the quality of Mongolian HE has been questioned and criticized for preparing the graduates due to irrelevant skills and the lack of required abilities in employment, such as critical thinking, foreign language proficiency skills (Bat-Erdene, 2014; Tserendagva & Jamts, 2017).

HEIs in Mongolia face challenges in providing the high quality HE and necessary education infrastructure for students and teachers due to financial difficulties. Although the education share of the total public expenditure remains high, 18.3% (MECSS, 2017), only 10% of spending is allocated to the HE sector. The main source of income for HEIs comes from tuition fees, which comprise about 80% of total expenses and of which 63% is used on salary and related expenses and only 1.6% on research activities (Tserendagva & Jamts, 2017). Again, the Mongolian government regulates the tuition fees of national universities to ensure that it is reasonable. In contrast, private HEIs decide their tuition fee rate.

It can be briefly concluded that the Mongolian HE is heavily dependent on the top-down policies of the government. It is clear that the government, including its implementing body, MOE, regulates all budgeting for national universities while maintaining its authority on the national HEIs and accreditation body for the quality assurance of HEIs.

2.3 South Korea

This section reviews the South Korean HE system and reforms before going on to examine the driving forces for IoHE and policies and initiatives for internationalization. The Republic of Korea (hereafter South Korea) covers about 97,100 sq km areas (KOSIS, 2014) and the population is 51.1 million (KOSIS, 2016).

2.3.1 Higher Education

HE in South Korea is a modern phenomenon (Kim & Lee, 2006). In the 19th century, western-style education was introduced to South Korea and the state schools were opened in 1882 to all Koreans regardless of their social class due to the growing western influence (IQAS, 2016, p.6). In 1886, the government opened its first modern school Royal English School employing missionary teachers who taught English with the help of interpreters. Other schools founded by missionaries, such as Baejae School (1885) and Ewha Women's School (1886) had a great impact on the development of modern education in South Korea (IQAS, 2016, p.6). Later in 1924 when South Korea was under the rule of Japan, the Japanese government opened Kyungseong Imperial University on the model of Japanese imperial universities to educate elites (Kim & Lee, 2006)

The education system including the HE in South Korea has expanded since the liberation from Japan's rule in 1945 due to both cultural factors and timely government policies in Korea's industrialization and democratization (Sakong & Koh, 2010, p.236). The development of Korean education system is categorized into four different stages: organizing the education infrastructure (1945-1959), supporting industrialization (1960-1979), education reforms (1980-1999), and globalizing the education system (2000-present) (Sakong & Koh, 2010, p.238).

In 1946, the Kyungseong Imperial University in South Korea was reorganized into Seoul National University that was modelled on American public university. It was the first comprehensive modern university in Korea with both undergraduate and graduate degree programs. Following this trend, several existing private HEIs were reorganized into American style universities (Kim & Lee, 2006).

According to the HE system, HEIs include four-year universities and colleges, two or three-year junior and technical colleges, and graduate schools. In addition, there are several types

of universities depending on their purposes of establishment, such as universities of education for elementary school teachers, industrial universities for lifelong education, cyber universities for distance and online learning, intro-company universities founded by companies for the needs of their employees, and polytechnical universities for providing job-related skills (KEDI, 2017)

South Korea has developed a top-down system of control of universities and colleges. At the national level, the MOE of South Korea is responsible for the administrative control over planning, implementing, and monitoring educational policies. Other governing bodies, such as municipal, provincial, and regional offices for education control local education system and educational issues in their community (KEDI, 2017). All HEIs are under the supervision of the MOE and they must submit reports of all aspects of their operations to the MOE upon its request (Jones, 2013).

The majority of HEIs are privately owned with some central regulation by the MOE, including admission and enrollment policies. The MOE sets the student admission quotas for the capital region and prohibits universities for having their own entrance exams in order to avoid ‘entrance examination hell’ (Kim & Lee, 2006, p.8) and require all potential students to take the College Scholastic Ability Test to measure students’ mastery of high school subjects (Jones, 2013, p.22).

The private sector has played a key role in the development of South Korea’s education sector. One of the first private HEIs in Korea was the Bosung Professional School (today’s Korea University) that was founded in 1905 (IQAS, 2016, p.7). Private HEIs in South Korea have always been managed under the government’s authority. Private universities autonomously appoint their board of members, set up governance structures and make decisions on their operation. However, private HEIs are under the control of the Private School Law, which emphasizes rules and regulations rather than autonomy (Kim. T, 2008). Private HEIs are required to meet the government’s regulatory requirements on enrollment quotas, admission procedures, the establishment of new institutions, academic courses, financial allocations and expenditure (Kim. T, 2008, p.562).

HEIs’ funding comes from tuition fees, government aid, grants, research contracts, and endowments. Tuition fees constitute a greater portion of funding for all HEIs. Most of the

government funding goes to national and public HEIs while private institutions receive limited government grants and loans.

In 1990, the government of South Korea began to subsidize private HEIs for the first time on a competitive basis to enhance the overall quality of HE (Kim. T, 2008, p.561). However, most private universities rely heavily on tuition fees. Most of them do not generate substantial donations or have any significant amount of accumulated endowments (Kim & Lee, 2006, p.573).

The total number of students studying in HE level amounts to 3,437,309 in 2017 (Korean Ministry of Education, 2017a). The gross enrollment ratio of secondary education graduates to HE is 68.9% in 2017 (Table 3) (Korean Ministry of Education, 2017a). Compared to Mongolia, the tertiary education enrollment ratio is higher. The reason is that since 1980s, Korea's government has begun to strategically invest in human capital development, research, and technological innovation and it has fueled the rapid expansion in education participation. Plus, graduation from top universities in the country leads to high-ranking government's posts and management posts in business sectors (Mani, 2018).

Table 3 Enrollment ratio in HE

Higher education	2010	2015	2016	2017
Gross enrollment ratio %	70.1	68.1	68.5	68.9

Source: Korean Ministry of Education (2017a)

As of 2017, 430 HEIs are operating in South Korea (Korean Ministry of Education, 2017a).

2.3.2 Higher Education Reforms

The government of South Korea promulgated the Education Law in 1949 to set up a new education system and the education policies for HE focused on the expansion between 1948 and 1960 (Lee, 2000, p.63). During the years between the 1960s and 1970s, the government restructured normal high schools into junior colleges and institutions training secondary school teachers into four-year colleges of education.

In 1980, the government of Korea that was formed through a military coup announced the '7.30 Education Reforms' to gain the trust of the people of South Korea. As Lee (2000) summarizes, the reforms included abolition of individual college or university examinations, establishment of graduation quotas of colleges, readjustment of curricula in terms of work load, and initiation of an education tax. Later in 1995, Commission of Education Reform was created under the direct supervision of the President to assist the president in education affairs concerning educational competitiveness (Lee, 2000).

The Commission on Education Reform issued policy proposals in 1995, which were then referred to as the 5.31 Education Reforms. The primary goal of the 5.31 Reforms was the perceived need to restructure the entire education system in preparation for a knowledge-based society (Lee, 2000, p.65). The reform plan also emphasized deregulation, competition, and marketization in HE (Byun & Kim, 2011).

Another major policy for the HE reform was the Plan on the Specialization of Universities in the 2000s. As Choi and Park (2015, p.18) point out, under the Plan, the Korean government restructured the entire HE system through 'specialization' by categorizing HEIs into three groups, such as universities for teaching, research, and technical education. According to the plan, different governments in Korea implemented the following major policies and projects for specializing in HEIs. These included the Specialization of Metropolitan Universities, the Capacity Building for Innovation in Local Universities, the Capacity Enhancement of University Teaching, the Capacity Enhancement for Local Universities, the Advancement of College Education, the Leaders in Industry-University Cooperation Project, and the University Specialization Project.

In 2004, the MOE announced a 'University Restructuring Plan' with an aim to raise the competency and education quality of Korean universities (Kim. T, 2008, p. 562). In the following year, the MOE set out detailed strategies including 1) enrolment cuts, merger and acquisition policies, 2) specialization of the existing private HEIs, 3) incorporation of the national universities, 4) establishment of new university-industry links for regional economic development, and 5) the liberation of domestic education market. The primary goal of the government plan for the restructuring HE was to reduce its size by cutting the annual undergraduate intake by about 15% by 2009 to enhance the quality of HE (Kim. T, 2008, p.562).

In addition, the government developed plans for HEIs to seek mergers and acquisition by providing three different types of mergers and acquisition for both national and private HEIs. Many of the four-year HEIs in Korea had no particular comparative specialization over the others. Therefore, the plan encouraged HEIs, mostly private ones, to establish new professional graduate schools in major fields such as law, medicine, engineering, business administration, public administration, and education.

The University Restructuring Plan was also linked to the government's plan to strengthen regional university-industry links to induce regional economic development. The plan was developed into the New University for Regional Innovation Project or NURI (Kim. T, 2008, p.564). This project was developed to provide encouragement and support to HEIs outside the Seoul metropolitan area and create a 'balanced development of the nation' (Nuffic, 2013, p.8). The project aimed to nurture the development of excellent local workforce and increase the employment rate of regional university graduates through specialized education programs. 109 out of 241 regional universities were selected through a competitive bidding process to receive \$1.4 billion of investment within a period of five years between 2004-2009 (Kim. T, 2008, p.564). In addition, the policy for restructuring Korean HE opened the domestic HE market through the negotiations of the World Trade Organization (WTO) and General Agreement on Trade in Services (GATS). Accordingly, educational migration has become new trend in Korea and the number of Korean students studying abroad has increased. The number of Korean students obtain US doctoral degrees has also increased (Kim. T, 2008).

In 2007, the government of Korea introduced a new quality system for HEIs with a goal to improve the quality of HE (Jones, 2013, p.29). According to the new system, first, HEIs were required to conduct self-evaluation of their education and research activities and disclose the results publicly. Second, the government selected two non-profit organizations to conduct accreditation for HEIs.

There are demographic projects that the number of the college-age cohorts will decrease by one third by 2030. To take measures against it, the government of South Korea has provided subsidies for amalgamation, disclosed the financial information of weak universities, and reduced the student quota for the weak universities (Jones, 2013, p.29). In 2012, the government took strict measure to decrease public support to poorly qualified institutions. In addition, HEIs

had to go for evaluation each year based on eight criteria, including employment rate of graduates, student quotas and tuition fees (Jones, 2013, p.30).

The university structure reform and enrolment reduction policy experienced significant change again in 2015. The government considered that the enrollment crisis in 2020 and 2021 would be even more severe because the enrolment is expected to decline drastically. In fact, the number of newborns declined rapidly in a short period in the early 2000s from 635,000 in 2000 to 492,100 in 2002 (Kim & Lim, 2018, p.141). This means that in years 2020 and 2021 these newborn infants are expected to enroll in universities, which will inevitably lead to a shortage in student recruitment for many institutions.

The low birth rate in South Korea has led to a sharp drop in the number of university-age students and decline in university enrollment rates. This is more prominent in local universities outside the Seoul area. The government of Korea has been encouraging universities to restructure and reduce departments in an autonomous way to produce graduates for the social and business needs. Based on the achievements of the university structure reform, the Korean government launched the second phase of the reform in 2017 (Korean Ministry of Education, 2017b). The goal is to guide universities to pursue specialization, concentrate on graduate education, restructure academic programs, and more importantly, reduce the number of students.

In 2018, the President of South Korea Education proposed HE reform proposals to seek to integrate all state universities into one large university system (Mani, 2018). The goal is to reduce competition between institutions and equalize the changes of graduates in the fierce labor market, which favors graduates of Seoul's top universities. As Mani (2018) reports, other reforms include the adoption of "blind hiring" procedure in the public sector. Under the new guideline, applicants are not required to reveal the name of their universities, GPAs on their application, and family background. However, there is strong resistance to this reform from companies that privilege graduates of top universities in Korea.

2.3.3 National policies and strategies for IoHE

During the Korean HE development which began in 1945 when Korea was liberated from Japanese rule, Korea's HE policies on internationalization were only referred to sending students and scholars abroad to obtain an education from developed countries, such as the USA (Byun &

Kim, 2011). According to Byun and Kim (2011), it could be outlined that there are four main driving forces behind the IoHE. The first factor was the liberalization of international travel. Until the late 1980s, the overseas mobility of students and scholars was very limited and strictly controlled by the government. Since 1989, ordinary citizens of Korea were allowed to travel abroad. Since then, HEIs and individuals have been actively engaged in international activities, such as study abroad, student and faculty exchanges, and establishing sister-school agreements.

After negotiations with the WTO regarding the GATS in 1995, the Korean government announced the ‘Initial Plan for Opening the Higher Education Market to Foreign Countries’ in 1996. The plan focused on opening the Korean HE market to other countries through collaborative curriculums between Korean and foreign universities and the establishment of foreign branch campuses in South Korea. This was the second driving force.

The third driving force was the internal ongoing policies and initiatives for HE reforms. The series of reforms resulted in initiating more aggressive policies for IoHE, especially the 5.31 Education Reform Plan of 1995. As a result of the series of reforms unleashed by the plan, a market mechanism and a concept of global competition were introduced into Korea’s HE policy which resulted in even more aggressive policies for IoHE (Byun & Kim, 2011). The Asian financial crisis in the late 1990s also had an influence on Korea’s IoHE patterns. To save the country from financial crisis, the country took measures for discouraging students study abroad while encouraging international students to study in Korea. These measures included enhancing the quality of domestic HEIs and encouraging the establishment of international branch campuses in Korea.

The fourth driving force for IoHE was the impact of the social factors, such as the study abroad expenditure deficit, falling birth rate, and the trend of a decreasing working-age population. Plus, universities needed to attract outstanding international students to boost their international competitiveness (Byun & Kim, 2011).

100,000 international students plan

The government of South Korea has developed several important national policies for IoHE focusing on the recruitment of international students including student exchanges, internationalization of research and faculty staff, and the establishment of overseas university

branches. The first major policy for the recruitment of international students was the 2001 General Plan for Promoting the Recruitment of International Students (Bae, 2015, p.333). The plan set a specific goal to increase the total number of international students to 50,000 by 2010 by increasing the EMI courses, expanding scholarships and housing and simplifying the admissions process for international students.

As a supplement to the previous plan, the government of Korea initiated the Study Korea Project Plan in 2004 with a target of attracting 100,000 international students by 2012 by improving the competitiveness of HE (Jones, 2013, p.30). The project offered more extensive scholarship programs, established a number of Korean education centers abroad, and offered more courses in English in order to provide better accommodation for the international students (Nuffic, 2013, p.8). The reasons of the plan were to enhance the quality of HE, provide highly skilled human resources for Korea, and mitigate the severe financial situation of HE by attracting international students (Jones, 2013; Byun & Jim, 2011). In particular, under this plan, the Korean government began to provide financial support for universities for increasing the number of EMI courses and as a result, the proportion of EMI courses has risen steeply (Kim. J-H, 2013).

Student mobility programs played a major role in recruiting and attracting international students into different areas of HE. The government of Korea designed the CAMPUS Asia Program in 2011 to promote student mobility between Korea, China, and Japan. The program aimed to foster the next generation of leaders in Asia by nurturing young talents for further cooperation (Kim. S-J, 2017, p.316). The program was designed to develop student exchanges, joint and dual degree programs. The Korean government paid about \$2.2 million annually between 2012-2014 and 226 students including inbound and outbound were involved in 2013 (Kim. S-J, 2017, p.317).

In regard to the establishment of foreign branch campuses, the MOE revised the Private School Act in 1997 making it legal for foreigners to open HEIs in Korea (Byun & Kim, 2011, p.476). However, due to the strict requirements for opening foreign university branches and conflicts between the education and economy ministries, no foreign university branch campuses have existed in the Korean education market. Thus, the government promulgated the ‘Special Act on the Establishment and Operation of Foreign Education Institutions’ in 2005 by easing restrictions on the establishment of institutions by foreign universities. As a result, in 2008 the

first foreign branch campus in Korea, the Netherlands' Shipping, and Transport College opened (Byun & Kim, 2011, p.477).

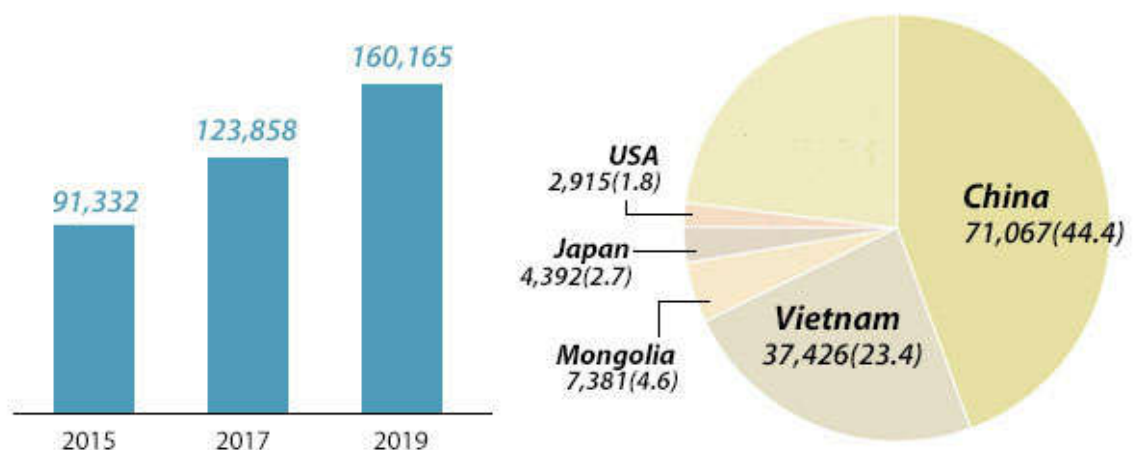
As a result of the Korean government's various policies, the plan to attract 100,000 international students was completed exceeding the target number in 2016 (Min & Kim, 2019).

200,000 international students plan

The Korean Ministry of Education currently pursues a plan to attract 200,000 international students by 2023 by supporting the efforts of universities to attract outstanding international students from diverse backgrounds and enhance the national brand value (Korean Ministry of Education, 2017b). There are several factors behind the policies for increasing the number of international students. First, there is a dramatic decline in the population of college-age cohort students in the country. Korea's demographic decline has shrunk the college-age population and reduced both the number of domestic enrollment and outbound Korean students. The country's outbound student mobility ratio dropped from 113,857 in 2013 to 105,399 in 2017 (UIS, 2019). The MOE predicted the country will be experiencing a surplus of university seats for the first time in 2018 and this number will reach 160,000 by 2023 (Alemu & Cordier, 2017). The second factor is that increased international students' enrollment means an additional source of export revenue and as well as a basis for building stronger trade ties with the important regional markets. It is seen that international students will play an important role in this process (ICEF, 2015).

As a consequence of the Korean government's projects for internationalization in the mid-1990s, the number of international students has rapidly increased from 3,954 in 2000 to 91,333 in 2015 (ICEF, 2019). The proportion of international students studying in HEIs in Korea increased from 123,858 in 2017 to 160,165 in 2019 (see Table 4). As the graph illustrates, China is the most dominant source of international students for Korea. Vietnam continues to be another important source of international students in the country. Other top sending countries include Mongolia (nearly 5%), Japan (3%), and the USA (2%).

Table 4 Inbound students/International students from top sending countries



Left: Total number of international students in South Korean HE, 2015-2019, right: Leading sending countries, 2019. Source: ICEF (2019).

Other internationalization policies

The Korean government's policies also focused on the internationalization of research and academic staff. One of the initial policies in this field was the Brain Pool Project that was launched in 1994 to attract renowned foreign scientists, engineers, Korean scientists and engineers residing overseas (KOFST, 2012, p.4). In 1994-2012, 1,578 foreign research institutes from 54 different countries received the research grants (KOFST, 2012). According to the requirements of the project, an individual researcher is allotted the grant on 3 to 12 months and it can be renewed twice by 12 months up to three years. Research institutes and universities are also applicable to the grant.

The second main policy for internationalizing research and academic staff was implemented in the Brain Korea 21 Project. In 1998, the government launched the Brain Korea 21 Project to raise the international profile of its universities aiming to develop 10 world-class and research-oriented universities and make Korea one of the top 10 countries in the world by the number of research papers in journals in Science Citation Index (SCI) (Byun & Kim, 2011, p.475). According to the plan, the number of publications of internationally recognized research papers has increased and as well as there was significant growth in scholarly exchanges with overseas HEIs (IQAS, 2016, p.9). The Korean government funded master's and PhD students to provide them with a stimulating working environment with opportunities to study abroad

(Nuffic, 2013). In the first phase of the project, 120 HEIs received \$1.3 billion of funding from government annually over seven years to conduct 440 projects. In the second phase in 2006-2013, the government allotted \$2.03 billion to fund selected university research projects in the areas of technology development in collaboration with industry (Kim, T, 2008).

Another project for the internationalization of research and academic staff is the World Class University Project (WCU Project). This project was launched in 2008 as the government subsidy program to recruit prominent researchers from abroad to initiate collaboration with Korean professors and scholars in carrying out research in technological innovations (Nuffic, 2013) and teaching activities within existing academic programs (Byun & Kim, 2011, p. 476). For the three years since the project started, 351 foreign scholars (163 from US, 53 from Korea, and 28 from Japan), ten Nobel Laureates, 35 members of the US National Academy of Engineering, and 29 from US National Academy of Science were recruited and invited for short term (Kim, 2012, p. 77).

The government also launched the Plan to Improve Support and Supervision for International Students (2009) and International Education Quality Assurance System (2011) to attract the best international talents, improve the quality of HE, and set out a standard for international education for all HEIs in Korea (Bae, 2015, p.334). In particular, the plan was implemented to solve the problems related to international students, such as their dropouts and illegal employment. As a result of the project, the information and management systems for international students of each institution and official standards on international education have been enhanced. The latter project required all HEIs educating international students to submit evaluation indicators set by the government. In addition, institutions seeking accreditation from the government had to submit reports on the whole process of recruitment and support for international students.

2.4.4 Critique

There are several critiques about the current HE system and policies, including internationalization, in South Korea. The first critique discusses about the educational attainment in Korea. Indeed, it is strongly correlated with social mobility, income levels, and positions of power. Graduates of top universities in Korea dominate in the country and occupy the majority

of high-ranking government posts and management positions of business corporations in Korea (Mani, 2018). Due to these reasons, competition over admission into top universities has become extremely fierce and parents spend large parts of their income on private tutoring. This extreme competitiveness has created a number of social problems, such as suicide (Mani, 2018).

The accreditation system of Korean HE is also a debatable issue. As Ko (2017) argues, the Korean University Accreditation Institute affiliated with the Korean Council for University Education conducts institutional accreditation that is designed to determine quality assurance of university education and student learning outcomes. HEIs that meet the quality indicators set by the Korean government receive the government funding. The problem is that the evaluation based budget allocation is determined by a report submitted by each university and most universities align their institutional policies more closely to government guidelines regardless of their mission, characteristics of their faculty and students, and even regional location (Kim. S, 2013).

The most critical problem in current HE system of South Korea is the quantity of poor qualified HEIs. To promote quality of HE, a new evaluation system for HEIs was introduced in 2017 in to rank universities in five different categories, from excellent to very poor. HEIs ranked excellent were allowed to reduce their student quota voluntarily, while others were mandatory to cut their students quota, and even were subject to funding cuts, or merger or closure (Mani, 2017). 25 universities were ranked as poor in 2017 and are in danger of closure. The low birth rate is the key impact factor on the closure of the universities (The Korea Times, 2018). Another factor that may influence on the possibility of university closure is the prospect that secondary school graduates will not automatically choose to study at local universities (The Korea Times, 2019). Currently, the number of domestic students studying abroad is still large.

Another quality issue concerns the impact of IoHE on the quality of international students and programs of HEIs in Korea. The criticisms concern that the government has focused on the quantity of international students rather than on improving their quality and programs for them. If HEIs fail to maintain the quality of international students and programs for them, the institutions are not eligible for accreditation. This affects disapproval of visas for international students. In fact, due to the government's policy, it results in lower participation of international students in the Korean HE market. In regard to international students, as Bae (2015) criticizes,

many international students violate the immigration laws of Korea. Among the violations, illegal employment was one of the most serious threats to the society. It was common among the international students to work illegally and some never attended their enrolled schools. HEIs also contribute to this issue. HEIs facing difficulties in recruiting students enough to fill the gap accept international students who came for work-purpose only.

Another critical concern in Korean HE is the government's authority over HEIs. The Korea government controls the HE, regulates the quota of students in HEIs, and more importantly, it decides the funding for them. This limits the HEIs' autonomy and HEIs are dependent on the government authority (KEDI, 2017). The Korean government's power over HEIs will not minimize if the governing body of colleges and universities do not maintain their autonomy (Lee, 2000; Byun, 2018).

2.4 Japan

This section outlines Japan's HE system, reforms and discusses Japan's rationales for IoHE, its current initiatives and strategic approaches for internationalization. It finally presents critiques concerning the current policies for HE reforms and internationalization at the national level. Japan is located west of the Pacific Ocean in the Northern Hemisphere occupying about 378 thousand sq. km of land areas and the population is 126.53 million as of 2018 (World Bank, 2018).

2.4.1 Higher Education

As Yonezawa (2011) noted, the current HE system is rooted in the establishment of modern universities in the late 19th century. In 1877, the Japanese government established the University of Tokyo as the first imperial university with the purpose of training elite leaders and technocrats (NIEPR, 2018a; MEXT, 2018a). Due to the increasing demands, the Government of Japan expanded the imperial universities in all major districts of the nation (MEXT, 2018a). Kyoto University was the second imperial university that was established in 1897, then Tohoku in 1907, Kyushu in 1911, Hokkaido in 1918, Osaka in 1931 and Nagoya in 1939, resulting in seven imperial universities in Japan (Watanabe, Sato & Murasawa, 2018, p.4) and two other imperial universities in foreign territories, one in Taiwan and other in South Korea (Yonezawa, 2011). These imperial universities were comprehensive and organized on the European model (Oba, 2005, p.4). Although the distinguished status of 'imperial universities' was abolished, these universities still have advantageous treatment in financial allocation by the government and as well as they perform higher in global university rankings rather than other universities in Japan (Yonezawa, 2011). The main mission of these universities was to train and produce government officials, professionals, and social elites in Japan (Huang & Horiuchi, 2018).

Along with the establishment of the imperial universities, other forms of universities such as local public and private HEIs were founded. HEIs in Japan are categorized into three groups by their founding basis. It includes 1) national universities that were originally founded by the government of Japan, 2) public universities that were established by the prefecture in which the university resides, and 3) private universities which were established by educational corporations (MEXT, 2018b).

Based on these categories, the national and public universities are established and administered by the government and local authorities respectively, while the private sector is established and operated by school corporations (Huang, 2017). As Huang (2017) describes, national universities are more engaged in basic, applied, and large-scale research, while the local public universities focus on the production of graduates for regional economic development and engage in service activities for the local community. In contrast, private HEIs are more involved in educational activities in humanities and social sciences at the undergraduate level.

The total number of students studying in HE level amounts to 3,591,786 in 2016 (RIHE, 2016a). As of 2016, 777 HEIs are operating in Japan (RIHE, 2016b).

National universities

Before the 2004 HE reform, the government of Japan controlled all universities, but the government's policies concentrated on national universities. Japan's Ministry of Education (MEXT) which is the government body regulated the quality of HE in Japan in both the public and private sectors by setting the standards for a new university or reorganizing existing institutions, including adding a department or adjusting student quotas (Hunt et al., 2016). In other words, the governance structure in the former system was top-down. In the former system, the government also regulated the finance for national universities, while MEXT controlled their assets and debts as government assets and debts. Staff were considered to be civil servants.

In 2004, Japanese national universities acquired the status of national university corporations (NUCs) and they became more autonomous. This reform was one of the most significant reforms in Japanese HE. This reform is described in detail in the Japanese HE reforms section (see more Section 2.4.2). To briefly mention about the reform, the major innovations included an increased autonomy in their management, including use of budget, personnel management (non-public servant status), a management system centered on the president, the participation of external experts in the decision-making process, and a third-party evaluation system. Moreover, MEXT allots each university an operational grant, including staff salaries on the basis of their medium-term plan (Oba, 2006). The duration of the medium-term plan is six years. Tuition fees and entrance fees are an additional source of revenue for NUCs. National university teachers and other staff members are not regarded as civil servants. It allowed flexible

forms of recruitment, salary structures, and other issues related to personnel. The president is allowed to nominate non-faculty staff. Previously, the MEXT nominated all high-level staff, such as secretarial members and other directors.

Although the national universities have become largely autonomous, they are still subsidized significantly, in particular, still dependent on the government budget. There remain distinct limitations on university autonomy. As Hunt et al., (2016) argue, MEXT retains the power to set tuition fees, student quotas, and rules. Any substantial change in programs or department at a national university must be notified to MEXT and in some cases, MEXT requires its approval (Hunt et al., 2016).

Private universities

Similar to national universities, the history of private institutions traces from the late 19th century when the University of Tokyo was founded. Among the first private schools offering HE was Keio University that was established in 1858 by the Japanese educationist Fukuzawa Yukichi (Zhang, 2013). Before, private schools had no university status until the promulgation of the University Order in 1918 (Oba, 2004, p.1). The University Order set the establishment of single-faculty universities and private universities (NIEPR, 2018b, p.5). In 1920, the Keio and Waseda institutions achieved university status (MEXT, 2018e).

Until 1975, private universities received no government subsidies and their main source of revenue was based on students' tuition fees. Due to limited funding, private universities were traditionally offering HE in a few areas such as humanities, social sciences, business, and law (Maruyama, 2008, p.2). Since the legislation of "Promotion and Subsidization for Private Institutions", the Government of Japan has been allotting subsidies to private institutions. Initially, the Government of Japan aimed to subsidize private HEIs up to 50% of the current expenditure of private HEIs through the Promotion and Mutual Aid Corporation (Maruyama, 2010, p.61). However, the government failed to reach the level. As of 2010, private HEIs receive subsidies of about 12% of expenditure (Maruyama, 2010, p.61).

The government subsidies for private universities have three purposes: to improve the quality of education in private HEIs, to reduce household burden in relation to HE costs, and to improve the financial management of private HEIs (Maruyama, 2012). However, tuition fees

have never been cut even though private universities receive public subsidies (Maruyama, 2012).

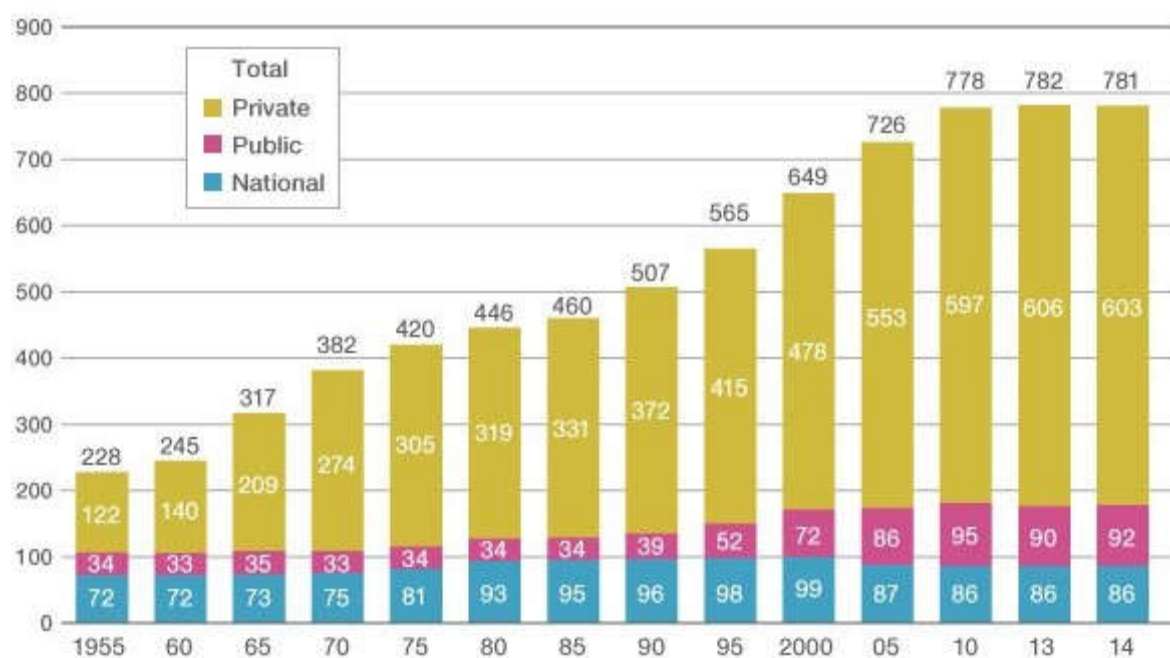
Incorporation of national universities reflected on the private universities. The Second Article of the Private School Law (2004) required all private HEI to become university corporations and universities that received this status were prevented from making a profit education provision (Hunt et al., 2016). In contrast, universities were exempted from the government regulation if they establish a university in the special zones which were indicated in the 2003 Structural Reform Special Zone Act (Hunt et al., 2016). However, there is no example available to an education provider that successfully re-located itself to a deregulated area.

Expansion of HE

The expansion of Japan's HE system started in the early 20th century when the Higher Education Act granted formal recognition to Japan's HE private sector (Hunt et al., 2016). Furthermore, a number of colleges, both public and private, were given an opportunity to seek university status in the 1920s. Later on, it resulted in 56 HEIs in Japan, including seven imperial universities in 1943. This number of HEIs increased to 81 private universities, 70 national and 17 local public universities by 1949 (Oba, 2004).

In the 1960s and 1970s, Japan experienced a rapid expansion in HE system. There were 245 universities and 280 junior colleges in 1960. These numbers reached 420 universities and 513 junior colleges by 1975, while the number of students attending universities including graduate schools increased to 1.7 million by 1975 (Oba, 2003). The expansion of HE intensified in the 1980s and early 1990s resulting in 699 (97 national, 76 public, and 526 private) HEIs in 2003 (Oba, 2004, p. 4). The growth of the Japanese HE system reflected the Japanese economic growth (Hunt et al., 2016).

Table 5 The number of universities in Japan, 1955-2014



Source: Kazuyoshi (2015)

Table 5 illustrates that the number of universities, especially private ones in Japan has shown a sharp increase since the establishment of the HE system. One of the factors behind the expansion was the extensive changes, which were made to the Standards for Establishment of Universities in the 1990s, relaxing the procedures for obtaining official recognition as a university. Thus, from one point, it is no wonder that an increasing number of universities are now struggling with under-enrollment. Another important factor for the expansion of private HEIs was the introduction of student loans in HE. The increase in student loan take-up reflected the increased participation of HE students from lower incomes families (Hunt et al., 2016).

Universities are now competing with one another to recruit more applicants. Before, for decades, Japanese universities had many more applicants than openings, and students had to go through the ordeal of the “exam war”—years of intensive study to prepare for rigorous entrance examinations (Kazuyoshi, 2015).

Establishment of foreign branch campuses

During the second expansion of HE in the 1980s, about 40 branch campuses of American

universities were opened in Japan with a variety of structural forms, such as single university branch campuses, system branches, consortial arrangements among groups of American universities (Aoki, 2005, p.5; Aspinall, 2013, p.144). By the 2000s, the majority of these campuses were closed or owned by Japanese HEIs. As Aoki (2005, p.6) claims, the campuses of foreign universities ended their operation because they did not seek accreditation from the Japanese government. Consequently, the students enrolled in those branch campuses could not receive the same benefits as those in Japanese universities, such as student discounts on public transportation, government's financial aid and ultimately the biggest loss for the students was that they were not eligible to apply for admission to the graduate programs of Japanese public universities.

Currently, a few international branch universities are operating in Japan including Temple University, Far Eastern State University, Tianjin University of Traditional Chinese Medicine, Beijing Language and Culture University, Alliant International University, McGill University's MBA, and Lakeland College (MEXT, 2015).

2.4.2 Higher Education Reforms

When Prime Minister Nakasone took power in 1982, he made some changes in HE system under his education reform. Nakasone's reform in HE included the softening of entrance examinations at HEIs, known as '*exam hell*', diversification and specialization and improvement in graduate studies in HEIs due to the shrinking university-aged population in Japan (Hood, 2001).

Another Nakasone's reforms included the first time clarification of roles of national, prefectural and local governments by providing a technocratic roadmap to embed structural transformation into practice (Burnett & Wada, 2007, p. 5). The transformation included a five-day school week, the promotion of a skills/outcomes-based curriculums, a liberalized HE market, and anti-bullying.

In 1984, the National Council on Education Reform was founded as an advisory body to the Prime Minister and the organization recommended to MEXT a wide range of issues for implementation, such as the establishment of University Council, enhancement of graduate schools, HE financing policy, organization and management of universities. Among the

recommendations, one focused on the abolition of subject areas to enable universities to decide their own curricula. This idea was reflected in the 1991 amendment of the Standards for the Establishment of Universities (Oba, 2005).

To make universities internationally competitive, the 2001 Policies for the Structural Reform of National Universities aimed to realign and consolidate national universities, introduce private sector's management into national universities, adopt a third-party evaluation at national universities. Some of the goals of the policies were implemented during the 2002 and 2004 HE reforms. Examples are that the private sector's management methods were introduced into national universities while institutions enjoyed more flexibility of structural change in faculties and departments (Oba, 2005).

The biggest reforms in HE known as 'big bang' reform (Goodman, 2005) had a great impact on the HE history of Japan. This reform was launched in April 2004 when then the government of Japan granted autonomy to its national universities. In other words, national universities in Japan became independent agencies/corporations (Goodman, 2005; Aspinall, 2013; Yamamoto, 2004) that have power to settle issues by themselves, for example, hiring or firing staff, deciding their own budget, reviewing their academic programs and adjusting the payments for individual staff. Before this reform, every single decision was decided by MEXT.

Within the framework of the reform, the budgets for the national universities were cut considerably. By doing it, the proportion of academic staff was reduced by reassigning 125,000 employees in national universities to the private sector to bring the number into line with private university staffing levels (Goodman, 2005, p.2).

The next important aspect of the 2004 reforms was the development of a rigorous assessment. All universities including private universities became subject to compulsory evaluation by third-party evaluation agencies certified by MEXT (Yamada, 2018). The 2004 reforms eased the procedure for obtaining the external accreditation for the establishment of new departments or courses (Goodman, 2005, p.3). Previously, it was very difficult for those who wanted to open a new faculty or department and even a new HE institution. They had to be assessed and controlled by MEXT and the process lasted for several months to years.

According to the assessments, all national universities are required to develop and propose concrete plans. NUC must submit self-evaluation documents annually to the MEXT

corporate evaluation committee for assessment. Depending on the result of the evaluations, the budget for the national universities is determined. MEXT also imposed an annual one percent budget cut on NUC with the purpose of forcing them to take more effective actions for governance and management (Yamada, 2018). Although the new management structure allows flexible management, the allocation of funds by the government for NUC firmly influences their management, research, teaching and learning (Yamada, 2018). It is argued that in recent years, NUC have tended to adopt policies that encourage science and technology fields rather than humanities and social sciences.

Another important aspect of the 2004 reforms was the introduction of a greater emphasis on transparency and accountability in the HE sector. HEIs were required to send all statistical data, such as financing, students, and academic affairs to the MEXT and as well as to make the information open to the public (Yamada, 2018). This action intended to help students to make an informed choice about which institution they would be entering.

In 2014, the government established the University Portrait in order to promote improvement in the quality assurance among HEIs and increase their accountability. The same year, two important laws, the School Education Act and the National University Corporation Law, were amended (Yamada, 2018). One of the key revisions of these laws indicated clarification of the role and authority of university presidents, vice presidents, and faculty meetings. The leadership of university presidents were strengthened, while the authority of faculty meetings was weakened at national universities.

Since the 2004 major reforms in HE, two important documents, the Basic Plan for the Promotion of Education (2008-2012) and the Second Basic Plan for the Promotion of Education (2013-2017) have accelerated the implementation of initiatives toward internationalization. The first important document touched the issues for increasing the number of international students, concerns of other developing issues such as the inward-looking orientation of young people and the decline in Japanese students at overseas universities while the latter document focused on the qualitative change in university education and development of global human resources (MEXT, 2019b).

2.4.3 National Policies for IoHE

This section discusses Japan's policies and initiatives for IoHE from a broader perspective. First, it introduces the history of early international activities in education that the government of Japan launched its first big plan for IoHE. Second, the government's projects and initiatives for IoHE since 1983 to 2018 are reviewed. Finally, this section analyzes the rationales for IoHE in Japan.

When Japan opened its door to the outside world during the Meiji period, a small number of Japanese students were sent to the Western countries to study for mainly military matters (Aspinall, 2013, p.41). This was the beginning of international activity. It is said that these students greatly contributed to the future development of Japan at the time of the Meiji restoration. After the Meiji Restoration in 1868, MEXT was founded with the support from the elite samurai who had experience or connection with the West. The first model of education was based on the French system which was the only Western education system at that time (Duke, 2009, p.71).

In 1873, MEXT opened seven foreign language schools with foreign instructors, but all schools except Tokyo Foreign Language School were closed due to lack of funding (Aspinall, 2013, p. 44). Fortunately, the new Meiji government was generous to finance study abroad programs to send 174 students to study abroad between 1868 and 1870 (Marshall, 1994, p.36). The programs aimed to learn from the West. The number of young people who studied abroad reached over 900 by 1880 (Marshall, 1994, p.37). The study abroad programs were followed by other programs to invite Western scholars and scientists to Japan. These visiting scholars and experts provided expertise in almost all areas such as law, economics, and military technology to mention few.

When Japan experienced economic growth, the government of Japan moved to the next phase of internationalization. The Organization for Economic Cooperation and Development (OECD) made a report titled Review of National Policies for Education: Japan in 1971 by reviewing the Japanese education policies (Watanabe, Sato & Murasawa, 2018, p.6). Here the organization recommended Japan to set up initiatives for internationalization, provide educational opportunities and financial assistance to developing countries to build their education systems. Soon, the government of Japan established the Japan International

Cooperation Agency (JICA) in 1974 to support economic and social infrastructure development, human resource development, and institutional building and to contribute to the economic and social development of developing countries in East Asia (Watanabe, Sato & Murasawa, 2018, p.6). In response to the suggestions by the 1971 OECD report, one action that Japan took was to host 100,000 international students. This had a great significance on the internationalization of Japanese HE (Huang, 2006, p.105).

100,000 International Students Plan (1983-2003)

At the national policy level, the aim of Japan's internationalization during the early postwar period was to promote student exchanges and mutual understandings with other nations (Watanabe, Sato & Murasawa, 2018, p.1). In 1983, Prime Minister Nakasone proposed Plan for Acceptance of 100,000 International Students. One of the reasons for this plan was the drive to internationalize HEIs and Japanese society.

According to the Plan, the following measures were planned to implement. These included,

- a. Expanding the Japanese (MEXT) scholarship;
- b. Assisting other Asian countries governmental scholarships financially in order to accept more international students;
- c. Building university residences for international students;
- d. Consolidating Japanese language education courses for international students and the system of Japanese language teachers' training;
- e. Developing schemes to assist privately financed international students financially and tuition reduction scheme for privately financed international students; and
- f. Establishing international student centers at national universities (Ota, 2003, p.37).

To implement the above measures in a comprehensive way, the government of Japan set different agencies, the Council for Promoting Acceptance of International Students and the Ministerial Council for Promoting Acceptance of International Students. These bodies aimed to implement measures concerning the plan in cooperation with municipal governments and private/business sectors. In addition, the Ministry of Justice eased its immigration regulations regarding the issuance of student visas and permission of working off-campus for a maximum of 28 hours a week (Ota, 2003, 38).

As Ota (2003, p.38) noted, MEXT's increasing budget for incoming international students and various volunteer groups and non-governmental organizations' support for international students had a great impact on the growth of international students in Japan. The economic growth and science and technology development in Japan had also played an important role in attracting international students during the first decade of the Plan.

After the evaluation for the first decade of the Plan, the Administration Inspection Bureau of the Management Coordination Agency suggested in 1993 the following measures for further consideration. Main suggestions focused on concentration of international students in local cities, development of a system of recruiting international students in Western countries, encouragement of universities to form a mission of accepting international students, development of short-term programs in English for non-degree seeking international students from Europe and the USA, and supporting of international research and academic activities with former international students.

As suggested by the above agency, MEXT established the Advisory Committee on Promotion of Short-Term Student Exchange Programs in 1995 (Ota, 2003, p.40). MEXT viewed that short-term exchange programs could be effective and significant schemes to encourage students to study abroad and foster their intercultural competency. When the major national universities started to offer courses and programs in English, the short-term student exchange programs increased.

The number of international students reached the target of 100,000 in 2003 and the proportion grew to 123,829 by 2008 (Watanabe, Sato & Murasawa, 2018, p.7). This result led the government of Japan to make the next ambitious goal, '300,000 International Students Plan' in 2008. The Plan aims to accept 300,000 international students by 2020. This plan is discussed in the following section.

The 300,000 International Students Plan (2008-2020).

In 2008, the government of Japan set a new target to recruit 300,000 international exchange students based on its success on the 100,000 International Students Plan. Although the number of international students reached over 141,000 in 2010, the number slightly declined to be around 138,000 in 2012 due to the impact of an earthquake disaster that happened in 2011

(The Japan Times, 2013). In addition, the number of Japanese domestic students studying abroad has declined since 2004 due to the reasons of low English proficiency, economic factors, the job-hunting system, and credit transfer (Lawson, 2012; Shimmi, 2011). The purpose of encouraging domestic students was to help them acquire the skills and competencies that will enable to be an active player on the global stage in the future. That's why the government of Japan planned to recruit 300,000 international students in order to promote the internationalization of Japanese universities by assisting them to attract the best talents and researchers from foreign countries.

Table 6 Growth in the number of inbound international students

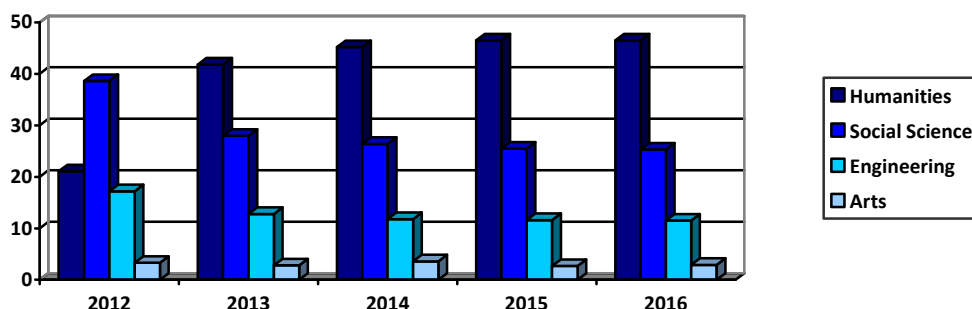
Year*	Number of students in HEIs and Japanese language institutions	Annual increase	Annual % change	Number of students in HEIs	Annual increase	Annual % change
2012	161,848	-1,849	-1.1%	137,756	-319	-0.2%
2013	168,145	6,297	3.9%	135,519	-2,237	-1.6%
2014	184,155	16,010	9.5%	139,185	3,666	2.7%
2015	208,379	24,224	13.2%	152,062	12,877	9.3%
2016	239,287	30,908	14.8%	171,122	19,060	12.5%
2017	267,042	27,755	11.6%	188,384	17,262	10.1%

Data source: JASSO (2017a)

*As of each May 1st

According to JASSO (2017a), the number of inbound international students studying in Japan as of 2017 reached 267,042 which showed an increase of 27,755 (11.6%) compared with the result of last year (see Table 6). The majority of international students studying in both HEIs and Japanese language institutions in Japan are from Asia, especially from China and South Korea. Recently, there has been an increase in students from South-East Asian countries, such as Nepal, Vietnam, Indonesia, Thailand, and Shri Lanka. None of the major sending countries uses either Japanese or English as a first language, thus second language learning issues remain even with the move to expand EMI courses and programs (Rakhshandehroo & Yamamoto, 2017).

Figure 2 The percentage of tertiary international students by the top four major fields



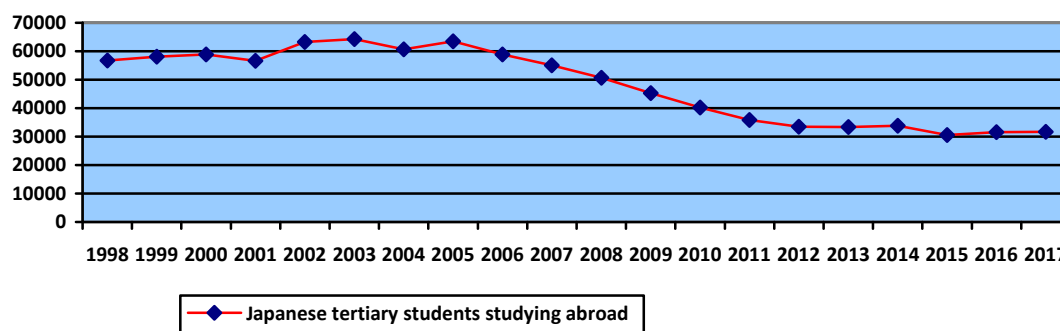
Data source: JASSO, 2017b

The majority of international students studying in HEIs in Japan enrolled in Humanities and Social sciences followed by Engineering and Arts. In 2012, for example, the Social Sciences were the most popular field for international students, but in 2013, this trend has shifted to the Humanities and this field has remained still in the top until today (see Figure 2).

Based on the statistics of the number of international students, the Japanese government's 300,000 international students plan may seem approachable to its target. However, international students in Japan are still not linguistically diverse and in 2016, 249,242 (93.3%) of the international student are from Asia, in particular, 40.2% of all international students were from China (JASSO, 2017a). One scholar argued that Japanese universities can no longer rely on a large number of Japanese-speaking Asian students, particularly from China (Aspinall, 2013).

In terms of the outbound student mobility, the government of Japan set to double to the number of Japanese students studying abroad to 120,000 by 2020 in the Global Human Resources Development Project (Yonezawa, 2014).

Table 7 Outbound internationally mobile tertiary students



Data source: UNIS (2018)

The data in Table 7 exhibit that the number of Japanese tertiary students studying abroad was stable in the 2000s showing a slight increase. However, the number has drastically declined since the 2010s. This raises an issue that Japan's inward-looking younger generation is no longer interested in travelling or studying abroad. Several factors such as economic woes, tightening employment situation, and declining job security for young people have affected the situation (Ishikawa, 2011).

To achieve the ambitious plan, MEXT in Japan has been carrying out various measures for the internationalization of universities. The main projects for internationalization include the Global 30 Project, Re-Inventing Japan Project, Go Global Japan Project, and Top Global University Project.

Global 30 Project (2009-2014) known as G30 was a five-year project that was launched by MEXT in 2009 with the purpose of establishing a university network for internationalization. The project provided financial support to universities to support their efforts to create a university-wide environment for internationalization by attracting excellent international students and faculty members (The Japan Times, 2013).

Thirteen universities were selected to offer degree programs in English with government support of more than \$ 140 million of budget for the period of 2009-2014 (Watanabe, Sato & Murasawa, 2018, p.8). The 13 G30 universities include Doshisha University, Keio University, Kyoto University, Kyushu University, Meiji University, Nagoya University, Osaka University, Ritsumeikan University, Sophia University, Tohoku University, University of Tokyo, University

of Tsukuba, and Waseda University. The selected 13 universities were expected to implement a variety of approaches to internationalize academic systems and campuses and enhance inter-university network for sharing educational resource and other inputs including the establishment of overseas office which all Japanese universities would be able to use jointly (MEXT, 2018c).

The year before the G30 Project launch at the 13 universities, the number of international students studying at these universities amounted to 16,000 (13.5% of the total number of international students at all Japanese universities). In 2013, the number reached over 28,000 international students while the number of foreign faculty members increased by over 700 from 2,374 in 2008 to 3,097 in 2013. Through the G30 Project, 155 new degree programs in English were opened (The Japan Times, 2013). The courses are offered by these universities under the G30 Project were for preparing students for companies that need international and domestic human resource (Mori, 2011, p.65).

Re-Inventing Japan Project (2011-Present). MEXT launched a new subsidy program named “Re-Inventing Japan” Project in 2011 with a total of budget of over \$20 million (Watanabe, Sato & Murasawa, 2018, p.8). The project aimed to

foster human resources capable of being globally active and to assure the quality of mechanisms for the mutual recognition of credits and grade management through an international framework, by giving financial support to efforts for the formation of collaborative programs with universities in such countries as Asia and US, that conduct study abroad programs for Japanese students and undertakes the strategic acceptance of foreign students (MEXT, 2018d).

The expected outcomes of the project were to increase the number of exchange students between Japanese and overseas partner universities, strengthen the mutual understandings and cooperation through the development and implementation of educational programs with overseas partners, and reinforcement of government commitments made through high-level diplomacy.

In 2012 when the MEXT indicated in its policy to primarily fund programs that promote exchanges between Japanese and international students of ASEAN countries, 14 projects were

selected from the 71 applicants from universities in Japan. The evaluation report of the 14 projects (see JSPS, 2018a) says that these 14 projects realized the purpose in general in line with the original plan and raised the expected result.

Go Global Japan Project (2012-2016) was developed by MEXT in 2012 with \$1-2 million of budget per university each year. The project prolonged five years in 42 projects proposed by the selected universities (Watanabe, Sato & Murasawa, 2018, p.9). The aim of the project was

to help overcome a tendency among Japan's younger generations to be 'inward-looking' and to foster with wide global perspectives who can tackle challenges and excel within the international arena, ultimately improving Japan's global competitiveness and strengthening its ties with other nations (JSPS, 2018b).

Under this project, 42 universities were selected in two categories, A-all university promotion and B-special type. Universities in category A were supported to run the project through the whole university while the universities in category B were accepted to run the project in certain departments and graduate schools. This project promotes a range of initiatives at each university including enhancing English education and developing an international exchange program.

Top Global University' Project (2014-Present). The government launched Top Global University' Project in 2014 by investing in domestic universities to be ranked among the top 100 universities in the global university rankings over the next decade. The project aims to support domestic high potential universities for world-class education and research and enhance the international compatibility and competitiveness of HE in Japan.

The total annual budget of \$77 million is being distributed to the selected universities per year from 2014 until 2023 (Watanabe, Sato & Murasawa, 2018, p.9). The project is categorized into two types, A (Top Type) and B (Global Traction Type). The A-type universities are intended to conduct world-leading education and research while the B type universities promote the internationalization of Japanese society (Top Global University Japan, 2018). 37 universities

(13 universities as Type A; 24 universities as Type B) were selected to carry out measures for IoHE and university reform.

In order to achieve the respective goals for the common performance indicators, each of the selected universities is taking various approaches for internationalization. The common performance indicators include the goals for internationalization, governance, and educational reforms. The goals for internationalization include increasing the number of full-time international faculty members and Japanese faculty who obtained their degrees from foreign universities; to increase the number of international students; to increase the number of courses taught in English; to develop English syllabi; to adopt a flexible academic calendar to mention few. The goals for governance are to introduce an annual salary system, tenure-track system, and employ high potential administrative staff who meet the standards of proficiency in foreign languages.

The goals for internationalization include to increase the number of full-time foreign faculty members and Japanese faculty who obtained their degrees from foreign universities; to increase the number of international students; to increase the number of courses taught in English; to develop English syllabi and to adopt a flexible academic calendar to mention few (Top Global University Japan, 2018).

Another approach by MEXT to IoHE includes the Program for Promoting the Enhancement of Research Universities. 22 HEIs were selected in 2013 to receive over \$60 million for the period of ten years in combination with the Top Global University Project (Watanabe, Sato & Murasawa, 2018, p.15). This program encourages HEIs to accelerate the production of a number of publications appearing in highly influential academic journals that are published in English.

Rationales for internationalization

Historically, Japan has been promoting international activities, including students and scholars' exchanges in its HE policies and many government-led initiatives such as, as mentioned above, the 100,000 International Students Plan and 300,000 International Students Plan. These policies and initiatives have been motivated by Japan's desires to promote mutual understandings and to enhance Japan's position in the greater global competitiveness (Bradford,

2015, p.67). The elements of the four rationales for IoHE (de Wit (2000, p. 12) are perceived in Japan's main rationales. These rationales are political, economic, academic, and social/cultural. Amongst them, the political and economic rationales have gone through radical changes.

According to de Wit (2000, p.13), the political rationales that dominated in the post-Second War initiatives to internationalize HE changed to the economic rationales after the end of the Cold War. The main economic rationales are expressed in several ways, such as 1) an emphasis on internationalization due to the requirements of global labor force needed, 2) joint international research and development projects, and 3) marketing of HE on the international market.

The declining population of university-age student cohort is not only the change that universities must cope with. Japanese universities must also enhance their international reputations in the competitive global market. There is a global trend that many of HEIs are competing for recruiting more international and fee-paying students and offering for-profit education and training programs to reach their annual quotas for incoming students in a way of increasing their international profile. As mentioned above, one of the key internationalization policies, TGU project requires "Top Type" universities to be ranked in the top 100 in world university rankings. Among them, there are seven former imperial universities, including the University of Tokyo and Kyoto University, and six other universities, including Waseda University and Keio University.

According to the characteristics of IoHE in Asia defined by Huang (2007), there are three types of IoHE: 1) an import-oriented type, 2) an import and export type, and 3) a transitional type. Countries, such as Vietnam and Indonesia are the examples of countries that are 1) importing educational programs from other countries, in particular Western countries. Emerging countries like Hong Kong and Singapore are in the second type that import foreign HE activities from Anglophone countries and export its HE activities to other Asian countries, such as mainland China. Countries in the export-oriented category are those in the Anglosphere and their world-renowned research universities are ranked higher in the global university ranking systems (Hazelkorn, 2017). China and Japan import more foreign HE services than they export. However, in recent years both countries have been exporting their own HE services to other countries. These two countries are in the category of transitional type.

As the English language has become the lingua franca (Jerkings, 2014), there is a strong worldwide shift to HEIs that can offer high-quality programs in English (Altbach, 2004). Thus, EMI is seen as another factor that influences a nation's global position. Today, many non-Anglophone countries have been offering EMI courses and programs to increase inward mobility of students who would be unable to participate due to linguistic constraints (Hammond, 2012).

Another main rationale for IoHE in Japan is the global human resource development policy. Over the past few years, the MEXT has prioritized global human resources to enhance Japan's competitiveness in a global knowledge-based society (Wang, 2018, p.29). The 2012 Project of the Promotion of Global Human Resources Development by MEXT aimed to "improve the inward-looking nature of the younger generation in Japan, while also promoting their globalized talent--thereby creating a base from which Japan can improve its global competitiveness and enhance its ties with other countries" (Wang, 2018, p.39). This project also included support for the expansion of EMI courses and the improvement of English language classes (Brown, 2014). In 2012, 40 universities out of 152 applications were selected (17 national, 4 public, and 21 private) (Yoshida, 2017).

Today, the rationales of IoHE in Japan have shifted to economic competition and strategic position-taking on the global stage. This is clearly visible in the Prime Minister Abe's TGU policy that hopes to lead more Japanese HEIs into the top 100 world rankings. However, in reality, although the leading HEIs in Japan retain considerable status at home, most do not do very well in global rankings (Yamamoto, 2018) (see Table 8).

Table 8 Japanese leading universities in global university rankings

	Times Higher Education World University Rankings	Academic Ranking of World Universities	QS World Rankings	University					
	2015	2017	2019	2015	2017	2018	2016	2018	2019
National									
University of Tokyo	23	39	42	21	24	22	39	28	23
Kyoto University	59	91	65	26	35	35	38	36	35
Osaka University	157	251	251	85	101	101	58	63	67
Tohoku University	165	201	251	101	101	101	74	76	77
Nagoya University	226	301	301	77	84	83	120	116	111
Tokyo Institute of Technology	141	251	251	151	151	151	56	56	58
Tokyo Medical and Dental	276	401	401	401	--	--	391	367	352

University									
Hiroshima University	--	*	*	401	301	--	348	322	321
Kyushu University	351	351	401	201	201	201	142	128	126
Hokkaido University	351	401	401	151	151	151	139	122	128
University of Tsukuba	301	401	401	201	201	201	219	250	260
Private									
Keio University	--	*	*	301	301	301	219	192	198
Waseda University	351	*	*	--	--	401	212	203	208

--no data available

*not included in the Top 500

Compiled by the author based on data from each of the world university rankings websites

Table 8 shows a continued decline of Japanese universities—with only two of them, the University of Tokyo and Kyoto University ranked among THE’s world top 100 institutions. Many of Japanese top universities, such as Osaka University, the Tokyo Institute of Technology, and Tohoku University failed to make the cut. The target proposed to Prime Minister Shinzo Abe in 2013 by the government’s council on recovery of education called for having at least 10 Japanese universities among the global top 100 within a decade. But the target seems out of reach (Sawa, 2017). One primary reason that Japanese universities lag behind their overseas counterparts in Anglophone countries is the citations which are one of the indicators in the global rankings. It should be noted that the scores in citations are given only to papers written in English. It is common for Japanese university professors in the field of natural sciences to write their papers in English. However, those in the humanities and social sciences usually write theirs in Japanese and seldom submit them to international academic publications (Sawa, 2017).

2.4.4 Critique

Japan’s demographic structure is changing, the birth rate is declining, and the population is ageing. The number of university-age students dropped to 1.18 million in 2014 from a post-war baby boom peak of 2.49 million in 1966 (Hunt et al, 2016). It is predicted that the number of 18-year-olds to fall below one million by 2031 (Hunt et al, 2016). The high cost of HE is also affecting families for having fewer children and as well as it is one reason for the declining birth.

These demographic changes affect both the number of college students and universities.

In particular, it has a direct impact on private universities, which are largely dependent on student fees. As Akabayashi (2006) argues, MEXT's biased regulations and student quotas for private HEIs impeded their rational and timely decision-making in this fast-growing society. If a private university wants to make a change in their approved program or increase its total enrollment, it needs MEXT's approval. Unfortunately, it is not required of national universities. It is a clear example of biased regulation. Student quotas exist for all types of institutions in the country. However, the most problematic issue is that the amount of subsidy to private HEIs depends explicitly on MEXT's approved quotas. If a private HEI with a 50% lower enrollment rate than the approved quota is likely to face the suspension of government subsidy. The decline in the number of 18 year olds has influenced on the closure of existing universities in Japan. For instance, St. Thomas University (Amagasaki, Hyogo Prefecture) was closed down in 2014, while Tokyo Jogakkan College (Machida, Tokyo) stopped recruiting new students in 2013. (Hunt et al, 2016)

Akabayashi (2006) also criticizes another conflicting issue facing in Japanese HE is the competition between private and public universities. High capable students tend to go to national universities that offer higher quality education at lower tuition rates than private universities. As the number of potential students declines, private HEIs are matched to students who are less prepared. The only way these HEIs can survive is to cut cost and quality to meet the demand from less qualified students.

It should be noted that many studies on the IoHE have discussed and argued about the current policies for IoHE in Japan. Many scholars argued that internationalization policy in Japan primarily focused on quantitative targets (Yonezawa et al., 2009; Kuwamura 2009) and mobility alone cannot succeed in internationalizing a national system of HE (Gayardon, Shimmi, & Ota, 2015).

During the process of the development of IoHE in Japan, the internationalization of the curriculum and of education content was not treated as core issues in the initiatives related to international student mobility. One scholar argued that Japanese universities are not really internationalized and they should find a way to internationalize their curriculums completely, not just partially through the import of an international student body (Ota, 2003). The current situation in Japan is that many HEIs are pursuing what amounts to internationalization in name

only in order to attract both domestic and international students. Many universities have founded new international departments in recent years and offer nothing more than courses in ‘business English’ and a few token international faculties of English conversation (Kinmoth, 2005 as cited in Hammond, 2013). This is far cry from a truly international curriculum that aims to foster international competitiveness, intercultural competency, and global citizenship (Hammond, 2012).

As Ota (2018) criticizes, MEXT’s competitive funding projects such as TGU have a structural problem. There is a tendency that universities which obtain funds from MEXT employ specially appointed professors and contract staff only for the duration of the funding period to move ahead with internationalization on the “island model”. When the provision of funds comes to end, the program established within this scope disappears. In addition, the TGU program, as Ota (2018.) claimed, has a fundamental problem. Raising universities’ positions in the world university rankings and improving the quality of internationalization and international education are not directly connected. The enhancing of quality of education and research through internationalization should go first.

2.5 Chapter Summary

This chapter provided the background to the topic under study. First, it examined the definitions and rationales of internationalization in a larger global context and situated the study within the wider phenomenon of IoHE because EMI constitutes an important part of the internationalization process. In order to understand the reasons why countries and HEIs implement EMI, the chapter examined the rationales for IoHE. Five major rationales were identified, academic, social-cultural, political, economic, and branding. Among the five rationales, the economic rationales and academic rationales are seen as a driving force behind EMI policy in the countries under study.

Second, the chapter presented background on HE systems, reforms and current internationalization policies in HE. Although governments of the three countries conduct a series of policies for HE reforms, the implementation of their policies raises several similar critical debates. The most common debate amongst the countries is the government’s top-down power over HEIs, both national and private. In particular, HEIs are left only one choice to adhere to

their government's strict policy in order to receive financial support. In addition, the quality of HE is questionable, especially in private HEIs. Governments' internationalization policies are also not escapable from debates.

Another distinction of this chapter is the discussion of governments' internationalization initiatives and the rationales and approaches to their initiatives. For both South Korea and Japan, the recruitment of international students has been viewed as one of the prime internationalization strategies and these countries have been aggressively implementing a series of consecutive measures to attract more international students. One of the key reasons behind their aggressive policies is the shrinking pool of potential university-age students.

It should be noted that other rationales (political and economic) such as international joint research projects, marketing of HE in the international market, preparation of global human resource, and positioning universities in global university rankings are seen as the reasons for internationalization. In comparison, the rationales for IoHE in Mongolia look different. The Mongolian government, as a key decision-maker in HE, perceived IoHE as a way to integrate international dimensions into HE in order to improve the quality of HE while pushing national universities to go for internationalization to compete for global ranking, in particular at least in Asia.

CHAPTER III. THE GROWTH OF ENGLISH AS A MEDIUM OF INSTRUCTION IN NON-ANGLOPHONE COUNTRIES

In order to understand the rationales, driving factors, and challenges for EMI in each of the three countries, it is important to review the EMI in a larger picture. Therefore, this chapter first examines the definition of EMI and then reviews the spread of EMI in non-Anglophone countries, rationales for EMI, top-down and bottom-up decisions making for EMI, and the external and sideways factors that are influencing HEIs to adopt EMI policy. Finally, the chapter discusses the challenges of EMI in HE in a global context.

3.1 Introduction

English is currently the most common language of science and technology, and scientific journals in many countries are now switching from the vernacular to English. In specific disciplines, English appears to be the universal language of communication. For example, 98% of German physicists now claim English as their *de facto* working language. They are closely followed by chemists (83%), biologists (81%), and psychologists (81%) (Nunan, 2003; Graddol, 1997; Block & Cameron, 2002). As Tamtam et al., (2012) identify, English has become the dominant language in business, arts, education, and culture, and with the increase of World Wide Web and telecommunication opportunities, English has been recognized as a skill almost obligatory for a modern professional in any field. In addition, English has become the language of international conferences and seminars (Marsh & Laitinen, 2005). Marsh (2006, p.30) highlights that English is being widely developed on two levels. Firstly, it is being increasingly introduced earlier, and more extensively, in the form of language teaching. Secondly, it is replacing other languages as a medium of instruction. EMI phenomenon is described as being, in all probability, an unstoppable train which has already left the station (Macaro, 2017). The growth of EMI is particularly well documented in Europe (Dearden 2015; Wachter et al., 2015).

As Coleman (2006) claims, the main reasons for HEIs to introduce programs and courses taught through EMI are internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability and the market in international students. In other words,

foreign language learning in itself is not the reason why institutions adopt English medium teaching.

EMI is spreading rapidly throughout the non-Anglophone academic world. With an increasingly mobile student, faculty and researcher population, English is used as an international language of communication that is called, “the academic lingua franca”, and can be seen as an indispensable tool for any education system or HE institution that wants to remain globally competitive (Dearden, 2015).

EMI should be differentiated from other confusing terms. As Dearden (2015) notes, there is a fast-moving worldwide shift in non-Anglophone countries from EFL to EMI for academic subjects. Dearden (2015) points out that EMI is confused with many other definitions, such as Content and Language Integrated Learning (CLIL) and Content-based Language Teaching, EFL, English for Specific Purposes (ESP), and English for Academic Purposes (EAP).

There are several definitions of EMI. The most commonly used EMI definition is the Oxford Center’s: “The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2015; p. 2). However, this definition is too general and it did not specifically differentiate academic subjects whether the English language learning is included. There is another definition by Madhavan (2014, p. 2), “EMI essentially refers to the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language.” By providing this definition, the author argues that EMI is not the same as the CLIL; it is not a substitute for EAP, and it is not a refashioning of ESP.

Susser (2016), divided EMI definitions into three categories: geographic, linguistic, and structural. The geographic category includes Dearden’s (2015) definition, while the linguistic category refers to Taguchi’s (2014, p.7) definition of EMI, “English-medium education refers to curricula using EMI for basic and advanced courses to improve students’ academic English proficiency.” Indeed, this definition focuses on the linguistic characteristics, such as improving English proficiency and skills of students. However, it did not indicate other roles of EMI, such as teaching academic subjects, not including language-focused, through English. The definition provided by Han and Singh (2014, p.7) fits in the structural category. Their definition of EMI is

“EMI is an approach to internationalizing university education that requires the structuring of organizational learning of the processes of change; developing the expertise of innovation leaders and skilled teachers committed to researching EMI in their own discipline.” However, this definition does not define EMI, but its implementation.

Having reviewed the definitions of EMI, this study applies the definition of EMI proposed by Madhavan (2014). EMI is perceived as teaching academic subjects without explicit language learning aims in a country where English is not spoken by a majority of the people. This definition best fits this study because not only it excludes English language learning academic subjects, but also it clarifies English as neither the official nor the first language that the majority of the population speak in the case study countries.

3.1.1 EMI in Asia Pacific Region

As Walkinshaw, Fenton-Smith, & Humphreys (2017, p. 2) summarize, Asia Pacific is rushing into EMI policy in HE for several reasons: 1) the role of English as the main language for trade, commerce, diplomacy, and scholarship; 2) the growth of HE sector in the Asia Pacific; and 3) policy actions of governments in Asia Pacific in relation to internationalization.

As for the first reason, English has become the lingua franca of many trade and economic cooperative organizations such as the Association of South-East Asian Nations (ASEAN), Asia-Pacific Economic Cooperation (OPEC). The entries of Asian countries including Cambodia, China, Laos, Taiwan, and Vietnam into the WTO has also increased the demand of English language competencies of the present and future workforce.

The second reason is the expansion of the HE sector in the Asia Pacific. It has created an explosion of domestic home enrollments in universities in the region over the last few decades. For example, the number of students enrolled in HE jumped from 20 million in 1980 to 84 million in 2011 in the Asia-Pacific region (Chien & Chapman, 2014, p.21). Universities in Asia have also begun to actively promote themselves as HE destination markets. In regard to the outbound international students, similar trends are seen elsewhere in Asia. The examples can be seen from countries such as Malaysia, Japan, China, South Korea, and Singapore. The common trends for these countries are the increase of outbound international students in the recent decade. This growth is not from traditional source countries, such as China but from other Asian

countries including Indonesia, Pakistan, and Thailand (Walkinshaw, Fenton-Smith, & Humphreys, 2017).

The third reason is the governments' policies for internationalization. EMI is the central part of the language policy and planning both regionally and nationally (Walkinshaw, Fenton-Smith, & Humphreys, 2017). A regional level example is the ASEAN's plan to achieve greater regional harmonization involving 6,500 HEIs and 12 million tertiary students (Dang, 2015). As Dang (2015) provides, ASEAN countries aim not to achieve a highly standardized HE zone as in the Bologna Process, but rather encouraging harmonization which allows the diverse system to be linked in collaboration in HE, especially student mobility.

At the national level, countries, such as China, Indonesia, and Japan are implementing policies for EMI expansion. For example, Indonesia encourages a bilingual curriculum (Bahasa Indonesian/English) in HEIs nationwide while China requires 5-10% of undergraduate courses be taught in English (Walkinshaw, Fenton-Smith, & Humphreys, 2017). As described by Walkinshaw, Fenton-Smith, and Humphreys (2017), Japan spends a great amount of budget for pushing its top universities to the top tier of world university rankings. To do that, the government of Japan aims to increase the ratio of foreign faculty and international students and the number of EMI courses. Since China introduced EMI in its HEIs in 2001, the number of EMI programs and courses have increased along with the increase in international student enrollment (Hu et al., 2014). One of the driving forces for EMI is the internationalization of universities. For example, the Chinese MOE that reviews and regulates the EMI programs launched in 2010 a program called "Study in China" aiming to recruit 500,000 international students by 2020 (He & Chiang, 2016).

In addition to the reasons for the growth of EMI in Asia, Kirkpatrick (2017b) points out that the 1999 Bologna Declaration had an influence on the development of student and staff mobility amongst HEIs across the Asia-Pacific region. In particular, it allowed staff and student mobility through EMI courses. The reasons for adopting EMI differ depending on the nations. For instance, in Malaysia, the main reason for EMI is associated with strong local motivation, local employability (Kirkpatrick, 2017b). In Hong Kong, due to the government's aim for their citizens to be trilingual and bi-literate including English, six of eight government-funded universities continue to officially adopt English medium, while the other two adopt a bilingual or

trilingual policy with English (Kirkpatrick, 2017b; Yeung & Lu, 2018). The case of Pakistan is different in terms of its development of EMI. The presence of EMI is a result of a historical process rather than decisions to internationalize its education system (Mahboob, 2017, p.71). English was integrated into all systems including education in the country when the British Empire took the country, then India under its dominance. The maintenance of English in Pakistan was both a pragmatic and a political decision (Mahboob, 2017, p.73). It was pragmatic that English was used in government and HE before independence. In another hand, it was political that English served as the language of function because selecting another language would have suppressed other languages.

3.1.2 Drivers of EMI

In order to understand the foundations on which EMI programs are based, it is important to examine the driving forces of EMI in a global context. A higher education institute may decide EMI for a number of reasons. As Galloway et al., (2017) note, the key reason includes gaining access to cutting-edge knowledge and increasing global competitiveness to raise the international profile. According to the authors, EMI is closely related to the movement to IoHE and EMI helps attract international students and faculty, thus raising the international and the research profile of an institution. Climbing up domestic and international rankings can help with publicity and attract students and staff. As Hultgren, Jensen, and Dimova (2015) outline, drivers of EMI may be conceptualized as being situated in different levels from the global to the classroom (see Table 9). At the global level, the GATS has influenced member states to consider HE as a service to be traded. As a result, HE is then viewed as a commodity and university ranking systems play an important role in universities to increasingly compete for students. Therefore, HEIs strived to offer more EMI programs.

Table 9 Drivers of EMI at different levels

Level	Example
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Global	General Agreement on Trade in Services
Regional	Bologna Declaration
National	Internationalization strategies
Institutional	Targets to recruit international staff and students
Departmental/Faculty	Other decisions than their institution
Classroom	Presence of non-local language speakers

Adapted from Hultgren, Jensen & Dimova (2015, p.6) and Airey (2014)

GATS is the first international legal trade agreement that focuses exclusively on the trade of services. The purpose of GATS is to progressively and systematically promote freer trade in services by removing many of the existing barriers to trade; and to ensure increased transparency of trade regulations (Knight, 2006). As Tilak (2011) states, in 1999, education services were included in the negotiations on new services of GATS. Under GATS, trade in education is allowed under four modes: 1) cross-border supply, including distance learning, online and franchising (where consumers [students] remain within the country), 2) consumption abroad, including students travel to other countries (where consumers cross-border), 3) commercial presence, including branch campus, joint venture and investment (institutional mobility), and 4) delivery abroad, including faculty, researchers move to other countries (staff mobility). Two of the most important and visible forms of trade in education are the cross-border mobility of students and cross-border institutional mobility.

As a consequence of IoHE and globalization, students have been going abroad to obtain better education opportunities, learn a new language and experience new cultures. This tendency was encouraged through programs, for example, in Europe, by ERASMUS program (Tilak, 2011). The number of international students around the world has increased over the past several decades and it is projected that the number which rose from 1.1 million in 1980 to 4.5 million in 2012 (OECD, 2014) will reach 7.2 million by 2025 (Engberg et al., 2014). Tilak (2011, p.119) characterizes HEIs that support modern forms of internationalization into three groups: 1) that favor internationalization of education under all four modes of the GATS, 2) that favor foreign investment and do not mind trade in education in all four modes of the GATS, and 3) that favor foreign direct investment and trade in education under the defined framework of the GATS.

Kirkpatrick (2017b) points out that the trend towards an increasing number of EMI courses and programs offered across Europe is being replicated across HEIs throughout East and Southeast Asia. The main motivation for the increase in EMI courses in European HEIs was stimulated by the Bologna Declaration of 1999. Bologna Process is one of the largest reform projects in HE. The reform has influenced not only Europe but also beyond (Huisman et al., 2012). Totally, 29 European countries signed the Bologna Declaration for the purposes of collaborating toward an internationally competitive European Higher Education Area which was to promote both student and academic staff mobility, employability of its citizens and aim at greater compatibility and comparability of the HE system. In 1998, France, Italy, Germany and the United Kingdom signed a declaration of harmonizing the architecture of the European HE system in Sorbonne University, Paris. The Sorbonne Declaration, the predecessor of the Bologna Declaration, aimed at creating a European area of HE to take concrete measures: a common two-cycle degree structure, mutual recognition of degrees, and an increase of mobility (Huisman et al., 2012). After Bologna, a bilingual trend in tertiary education—EMI mushroomed in Europe in the early 2000s. The second level, the Bologna Declaration plays an important role and it was designed to promote intra-European mobility and make Europe a competitive player in the global knowledge economy (Phillipson, 2009).

At the national level, various policy decisions by the governments contribute to EMI as a result of decisions made at a supra-national level (Hultgren, Jensen & Dimova, 2015). For instance, in Denmark, government policies have placed high emphasis on internationalization, while institutions operationalized this as increasing the number of international staff. Some developing countries have targeted to increase the number of inbound students. Institutional-level implementation of EMI is mostly dependent on national policies.

At the institutional level, HEIs have considered EMI as a way to prepare their domestic students for a global job market. Institutions carry out the policy decisions on EMI as increasing their intake of international staff. One example is that Sonia (2014) identifies six main reasons for offering EMI programs based on her studies at the institutional level. These are 1) sharpening of the international profile of the institution, 2) the abolition of language obstacles for the enrolment of foreign students, 3) improvement of international competency of domestic students; 4) compensation of shortages of the institution, 5) brain gain; and 6) altruistic motive.

Additionally, the study by Wächter and Maiworm (2014) found that the most frequently mentioned reasons of EMI include an improved international profile/awareness of the institutions, strengthened cooperation with foreign partner universities/institutions, and the improvement of assistance/guidance/advice for international students.

At the institutional level, as Galloway, Kriukow, and Numajiri (2017, p.4) stated, HEIs decide to deliver content in English for a number of reasons.

Table 10 Driving forces of EMI at the institutional level

Driving forces behind EMI at the institutional level	gain access to cutting-edge knowledge and increase global competitiveness to raise the international profile
	increase income (and compensate for shortages at the domestic level)
	enhance student and faculty mobility
	enhance the employability of graduates/international competencies
	improve English proficiency
	reflect developments in English language teaching
	use English as a neutral language
	offer EMI for altruistic motives

Table 10 illustrates that EMI is viewed as a way to access cutting-edge knowledge and attract international students and faculty by raising the international and research profile and income of an institution. Adopting EMI, many HEIs benefit to enhance the employability of their graduates in both domestic and global markets. The growth of EMI is also related to the government objectives to develop national human capital and improve the English proficiency of their citizens in the era of global competitiveness.

At the departmental level, departments may make decisions other than their institution. As Airey (2014) argues, the use of EMI differs depending on the difference in academic

disciplines or departments. In other words, departments (natural sciences to humanities) may problematize university-wide language policies and may decide their own language use, such as a parallel use of English and local languages. At the classroom level, English is often chosen at ELF when there are no students who do not have the local national language as their first (Hultgren, Jensen & Dimova, 2015).

Hultgren (2017, p.4) argues that EMI is adopted as an unintended consequence of other policy decision, many of which take place at a supra-national level by entities such as OECD and the European Union and then trickle down to national and institutional levels. The supranational policies are concentrated on neoliberal buzzwords such as knowledge-based economy, human capital, competition, innovation, and internationalization (Holborrow, 2013, p.244).

Previous literature presents that the global spread of EMI is closely tied to the spread of neoliberalism and the marketization of HE. Some argue that students are seen as the customers and universities are no longer institutions but brands (Coleman, 2006, p.3). Some commented that HEIs adopt EMI as a way to market themselves and appear more appealing to an international audience (Altbach, 2004).

3.1.3 External factor

From the perspective of East Asian governments, the ranking exerts pressure on HE policy (Deem et al., 2008). This can result in direct pressure from governments on HEIs. As one Japanese HEI leader explains, “The government wants the first-class university for international prestige. Rankings are becoming important to present Japan attractively and getting good students and good workers as the population declines. That’s the government's motivation” (Hazelkorn 2009, 12).

As a result of downward pressure, East Asian HEIs have begun transforming HE at the institutional level. That effort has included developing EMI programs and pressing for changes to the traditional roles of the professor (Ghazarian, 2011). In Japan, these rankings-driven initiatives have taken the form of financial incentives to professors for research and an emphasis on internationalizing HE in terms of increasing the number of international students and providing more programs available in English (Hazelkorn, 2009). This practice seems similar to the kinds of initiatives being pursued in South Korea.

It has been a decade since Korean universities implemented EMI with strong backing from the government and media (Kim et al, 2017). In Korea, the Joongang and Chosun university rankings which were modelled on U.S. News and World Report College Rankings and QS rankings were introduced with the aim to promote international competitiveness among national universities. Both rankings use the same four criteria to rank universities but have them weighted differently. One of the criteria includes the number of EMI courses, thus it leads HEIs in Korea to increase the number of their EMI courses.

For countries already actively engaged in competition for access to global markets, rankings serve to introduce competition into the realm of academic human resources (Ghazarian, 2011). Within HE market, rankings create a strong incentive to attract high-quality students and researchers in order to build up a country's system of HE (Gaul, 2005).

The desire to catch up is also connected to university rankings. There are a number of Asian countries that are aggressive in their internationalization policy which results in the global catch-up game (Yamamoto, 2018, p.222). However, there is some question as to whether or not the size and scale of an EMI program will actually influence a university's ranking.

Universities are not just competing within their own national contexts, as they are now placed on the same terrain as other universities around the world. This has driven many of them to adopt EMI as a way to market themselves and appear more appealing to an international audience (Kang, 2018, p.35). EMI may be used "to attract international students unwilling to learn the local language and to improve the English-language skills of domestic students and thus enable them to work in an international arena" (Altbach, 2004, p. 10).

There is clear evidence that HEIs are operating as strategic enterprises – using rankings to help define targets and set strategic goals. As Hazelcorn (2009, p.7) notes, there is growing evidence that rankings are influencing priorities, including EMI programs to attract international students, aligning or harmonizing programs in US or European models.

3.1.4 Sideways factor

Costa & Coleman (2013, p.13) identified that private HEIs in Italy collaborate with foreign institutions and it is an additional feature of internationalization often linked to EMI programs. Private universities have many more contacts abroad and are proportionately much

more interested in EMI programs, as this allows them to attract more fee-paying international students. However, in the studies exploring reasons for moving to EMI (Ammon & McConnell, 2002; Hellekjaer & Westergaard, 2003; Lehikoinen, 2004; Marsh & Laitinen, 2005), the initial impetus typically emerges as participation in HE exchange programs. In countries whose national language(s) are little taught elsewhere, bilateral exchanges are only possible if courses are delivered through an international language, most frequently English (Coleman, 2006, p.5).

Rationales for and objectives of international programs have been well documented in the literature. For example, in Germany and Austria, the rationale included the reputed need for an increase of international students (Alexander, 2008, p.85). Germany and its HEIs are expected to make themselves more popular and visible abroad. Ammon and McConnell (2002, p. 174) commented that international programs have been successful in attracting new international students, who otherwise would not have studied in Germany.

Universities interested in EMI education, whether to attract international students or to help their local students compete in the international economy, are often involved in strategic partnerships with universities from predominantly Anglophone countries, e.g. the U.S., the United Kingdom, Australia (Jenkins, 2011; Phillipson, 2006). In these partnerships, the decision of which institution has sovereignty seems to be made by the partner from the Anglophone country, as Jenkins (2011, p. 933) notes: “universities outside the Anglophone countries are regarded by the latter as unable to achieve academic internationalization for themselves, and in order to do so, need complete guidance from Anglophone institutions”. This is supported by the international survey conducted by the Institute of International Education (2011). The survey (p.15) reported that almost all responding institutions have plans to develop more joint and double degree programs and the top motivations for developing joint or double degree programs are broadening educational offering, strengthening research collaboration, advancing internationalization, and raising international visibility. According to survey respondents, English is the most common language of instruction in joint or double degree programs. Interestingly, the survey revealed that joint or double degree programs are initiated from a mostly bottom-up approach.

To illustrate the above point more, the study by Rinehart et al., (2017) is cited as an example. The study that compared the EMI policy in two former Soviet countries indicates that

partner university representatives come from the side and impact teaching and learning practice at the institutional level. In particular, policy agents can come from the side and impact language education policy and practice in both top-down and bottom-up contexts.

3.1.5 Is EMI policy top-down or bottom-up?

Literature indicates that staff and faculties in HEIs are not included in the decision-making process of EMI, and many HEIs do not have coherent language policies. One of such example is provided by Ali (2003) where he noted that at one of the HEIs in Malaysia, none of the documents on EMI policy contained any specific reference to the EMI policy and some were contradictory (Kirkpatrick, 2017a). Dearden and Macaro (2016, p.469) found that majority of teachers in their university are not sure about their university's EMI policy and even all the universities in three European countries involved in their study had no clear policy on which subjects should be taught in English. Plus, policymakers and university managers insist on introducing EMI for reasons of economic growth, prestige, and internationalization.

In Myanmar, the government policy forces all HEIs to use EMI. However, the level of English proficiency among staff and students are not adequate enough to achieve successful teaching of content through English (Kirkpatrick, 2017a). Similarly, Newbold (2017, p.83) found that it has been a top-down process that the governing bodies of universities in Italy impose the adoption of EMI as part of a strategy of internationalization. A similar result is also found from the research by Airey et al., (2015, p.9) who concluded that governments have encouraged the use of English in Nordic HE.

The process of adoption of EMI in HEIs in Asia is seen to be a top-down approach (Manh, 2012, p.264). As Manh (2012) states, Vietnamese policymakers grab the IoHE policy and aim to have all HEIs to adopt EMI courses by 2020. The author, however, argues that the English proficiency of both instructors and students are low. As Gill (2006, p.87) notes, the process of decision-making about language policy (English) occurs in two modes: 'top-down' and 'bottom-up'. An example of the 'top-down' policy to adopt EMI is Malaysia. The government of Malaysia made this change to ensure that the people of the country are not left behind the weakening competencies in English which had disadvantaged them in terms of acquisition of knowledge in the field of science and technology.

Another top-down policy example is Japan. Governmental policies and incentives regarding HE and its reforms are a top-down force behind the IoHE in Japan (Stigger, 2018, p.11). In Japan, traditionally, the top-down policy and management system exercised in HE. This top-down approach to the IoHE has impacted the structure of the education system. At the managerial and administration levels, staffs are rotated to another position in another department. In Japan, in generating university-wide support and mobilizing manpower for challenging new initiatives such as G30 undergraduate EMI courses, faculty autonomy in decision-making on financial and academic matters has proven to be ineffective. In 2004, a new leadership structure was created with a president at the top of the apex of loosely affiliated faculties and administration (Tsuruta, 2003, pp.134-135; Amano, 2008; Newby et al, 2009, p. 17). This made a complete change from the old 'bottom-up' system to a new 'top-down' approach (Amano, 2008, pp. 138-141).

In contrast to the top-down policy of EMI in a broader context, there is little known whether there is a bottom-up initiative in EMI setting. However, a few examples of the bottom-up initiative has been documented in the implementation of EMI programs in some universities. For example, the teachers of the School of Economics and Business Administration at the Complutense University of Madrid started offering specific modules through EMI in 2005 (Dafouz, Camacho, & Urquia, 2014, p.227). This initiative then became a more systematic and institutionalized plan in 2009 resulting in EMI degree program.

3.1.6 Challenges in Implementing EMI

Based on the literature review, it seems that numerous studies have documented the challenges of EMI at individual institutions and nations. Tsuneyoshi (2005) identified three types of challenges that EMI program implementers may face, including linguistic, cultural, and structural challenges. Bradford (2016) reexamined these three challenges and divided the structural challenges into administrative and managerial and institutional. Accordingly, the four types of challenges were applied to organize the literature. Most of the impacts and challenges mentioned below may be included in the four types of challenges.

Linguistic challenges are divided into a) challenges related to English proficiency of academic staff and students; and b) impact on national languages (Galloway, Kriukow, & Numajiri, 2017, p.6). As many researchers (Chapple, 2015; He & Chiang, 2016; Doiz, Lasagabaster & Sierra, 2011; Belhiah & Elhami 2015; Rakhshanderhroo & Ivanova, 2019) identified, a lack of English proficiency has been found to influence student performance in a number of ways, such as understanding of lessons and lectures, dedication of longer time to complete the course, chance of dropping out, problems communicating disciplinary content, asking/answering fewer questions, code-switching, and resistance to EMI.

Costa and Coleman (2013, p.13) identify in their study that the respondents of EMI programs in 76 HEIs in Italy answered that the greatest difficulties in implementing EMI programs are the lecturers' insufficient English language competence and students' insufficient English language competence. As pointed out by Costa and Coleman, inadequate language competence of both international and domestic students are considered as the most serious drawbacks for teaching in the EMI mode. Similarly, Pulcini and Campagna (2015, p.82) found that there is a big language problem as most international students do not have a level adequate for attending the EMI course and this is forcing to reduce the amount of information that the professor can transmit compared to the same course in the native language.

Doiz, Lasagabaster, and Sierra (2011, p.355) also consider the differing English ability levels among students. According to them, this is a difficult hurdle to overcome and has teaching/learning implications. Teachers observe nationality contrasts in English fluency among international students, and between local students and international students. For instance, teachers note that Turkish students, in general, have a lower command of English than German or Austrian students; similarly, central and northern European students are more fluent than local students. Doiz, Lasagabaster, and Sierra (2013, 216) have warned that many students in Europe and elsewhere 'do not have sufficient language skills for EMI courses, while others have demonstrated empirically that students who receive instruction through EFL are less capable of describing concepts, of interacting successfully in lectures and of listening while taking notes.

Similar to students, English proficiency also influences academic staff performance in a number of ways (Airey & Linder, 2006; Chapple 2015; Doiz, Lasagabaster & Sierra, 2011; Byun et al., 2011). Galloway, Kriukow and Numajiri (2017, p.7) summarized the limitations of the

academic staff's linguistic competencies. These include avoiding asking/answering questions, code-switching, impoverished classroom discourse, increased pressure, extra time for preparation/instruction, simplifying disciplinary content but difficulty explaining it, and less interaction with students. Jusuf (2001) found linguistic challenges for professors by providing five factors: 1) the dilemma between 'instruction' and 'English', 2) the unsupportive environment in acquiring English, 3) the general lack of English proficiency among students and teachers, 4) the 'context-reduced' nature of classroom communication, and 5) the limitedness of classroom discourse. The same is also found in Lasagabaster's (2015) study that EMI teachers are reluctant to teach in English due to 1) their limited proficiency in English, 2) lack of time and little support from their institution, and 3) little or no recognition in their involvement in EMI.

Hu et al., (2014) found that the actual language practices in the focal EMI program were constrained by the English proficiency of the professors. Although all the EMI professors had had graduate training and completed EMI coursework in overseas universities, their communicative command of English was perceived to be inadequate by themselves, their colleagues and students. In a study by Cho (2012), a survey among faculty at a university revealed that 90.2% of faculty respondents considered English proficiency of professors either "important" or "very important" in "leading to successful and effective classes taught in English" (p. 149). However, nearly half of the respondents answered that they were dissatisfied (43.9%) or highly dissatisfied (2.5%) with classes given in English, one of the reasons given being that delivering course content effectively was difficult due to their inadequate English proficiency.

In regard to the linguistic challenges, Wächter and Maiworm (2014) warned that many smaller languages as a medium of scientific expression might become distinct because research and the publication switched to English many years ago. According to Coleman (2012), on a broad level, Englishization of European HE represents an extension of the global threat to minority languages. In some countries in Africa, the adoption and promotion of EMI damaged the native languages. One of the clear instances is that Namibia, a country in a southwestern part of Africa, has witnessed the decline of ten native languages since English became an official language after 1990 when the country got its independence (Tamtam et al., 2012). In addition, Margic and Kristanovic (2015) emphasized that EMI was introduced in many contexts without

proper consideration but rather challenged it as an experiment with instruction in a foreign language.

Cultural challenges are associated with the increased use of English in academia. It has been criticized that the dominance of English contexts in the adoption of curricula, international exchanges and the quest for publishing in leading journals operating in the West create culture dependency and reinforce the U.S-dominated hegemony (Mok, 2007, p.43 cited in Galloway, Kriukow, & Numajiri, 2017, p.7). When HEIs adopt EMI, they receive a diverse pool of international students and teachers with different academic cultural norms and expectations. These differences lead to challenges for teachers when they develop internationalized curricula, adopt more inclusive practices and promote reciprocal cultural understanding in the classroom (Whisted & Volet, 2010 cited in Bradford, 2015, p.85).

Al-Sultan (2009) argues that EMI in Saudi Arabia is seen as a serious cultural threat that may lead to a “cultural catastrophe”. As he pointed out, those who are not anyone who does not master English will be in a weak position when competing for a job. His or her chances for progressing in terms of career will be severely compromised.

Arnett (2002) also argued that the EMI approach poses a threat to people’s identity. It is predicted that the majority of people around the world will work out “a bicultural identity”, in which one part of their identity is rooted in their local culture, while another part stems from an awareness of their relation to the global culture. Alongside their global identity, people continue to develop a local identity as well, one based on the local circumstances, local environment, and local traditions of the place where they grew up. Loss of cultural identity is identified in countries that adopted EMI extensively (Crystal, 2003; Byun et al., 2011).

Having reviewed challenges that international students and domestic students face in English-speaking universities, Andrade (2006) concluded in her study that international students fail to adapt to new academic culture due to multiple reasons, such as differences in an academic learning environment, faculty and student perceptions, and cross-cultural differences. These challenges are increased by the differences in not only ethnic and local cultures but also in academic cultures and practices as well as disciplinary cultures in HEI contexts.

The most important cultural issues teachers have to deal with fall under the concept of academic cultures and practices. There are a few remarks on the influence of religion on

academic practices; however, a large number of comments are directly related to how international students perceive and understand the host country academic norms and ways of working. The emerging themes under the concept of academic culture and practices in multicultural classrooms include the diversity of educational experience, integration of students in the host university/country, an adaptation of/to new learning environments and working methods, and the involvement of all stakeholders within the institution (Cogo & Westernholm, 2013).

There are several obstacles that both students and teachers are faced with. Teachers and students may not share the same understanding of the academic context and requirements or the same prior content knowledge. In addition, intercultural differences exist in understanding the idea of academic integrity. This can be seen in many cases of plagiarism although they could be partially explained by the students not having good enough skills and experience in academic writing assignments. Whatever the reason, several survey comments reported about plagiarism, especially among international students (Cogo & Westernholm, 2013).

Administrative and managerial challenges are related to the administration and management of EMI, the recruitment of teaching and administrative staff, assessment policies for administration and graduation, and acceptance of buy-in for EMI programs (Bradford, 2016, p.342). As Bradford (2013, p.234) notes, an institution adopting EMI has to extend its administration and support services for new heterogeneous students and faculty staff. Institutions face challenges in finding international faculty staff who can cope with the pressures of adopting English and working with a diverse student population (Tsuneyoshi, 2005). Recruiting and retaining these faculty members may require extra payment, but they are not always available for long-term teaching contracts (McConnell, 2002 cited as cited in Bradford, 2013, p.234). At the institutional level, some universities face organizational problems and administrative infrastructure, and some do not have a sufficient number of classes taught in English in terms of program coherence (Susser, 2016).

As Susser (2016) reviews, numerous challenges have been identified in this category. In addition to the challenges related to the recruitment of faculty members include an introduction of assessment for native and non-native English speakers, the unwillingness of local faculty to teach in English, and increased teacher workload. In regard to international students, institutions

also face the challenges of recruiting international students, lack of financing and accommodation for international students. International students enrolled in EMI programs also need administrative support in their housing, transferring foreign credentials to the host nation, extra-counselling and academic support (Ammon & McConnell, 2002 cited as cited in Bradford, 2013, p.234).

Another administrative and managerial challenge to the implementation of EMI programs is, as Bradford (2013, p.235) found, is the structural inflexibility. According to the author, EMI programs are not likely to succeed without structural reform to encourage buy-in from institutional stakeholders such as professors' council and faculty.

An increase in teacher workload and an unwillingness to teach EMI courses are also considered to be challenges in this category. The small number of studies reported in the literature suggests that there have been various degrees of the agency either in supporting or resisting EMI policy in the classroom (e.g., Aguilar & Rodríguez, 2012; Costa & Coleman, 2013). Kerklan, Moreira, and Boersma's (2008) study in Portugal reported that a significant number of lecturers were not willing to teach in English due to an increase in workload and language proficiency issues. In a similar vein, Aguilar and Rodríguez (2012) found that lecturers in a Spanish university were reluctant to teach in English. The case study by Ingvarsdottir and Arnbjornsdottir (2015) revealed that Icelandic university professors in most academic field claimed that EMI courses increase their workload (Tsuneyoshi, 2005; Byun et al., 2011) and all instructors at the University of Iceland work with two languages, teaching, and testing in Icelandic while setting reading materials in English.

Another challenge in this category concerns the issues related to the admission process for recruiting students in the EMI programs and the assessment for oral competencies of non-native English speaking lecturers and their quality of teaching. In their study, Wächter and Maiworm (2014, p.97) reported challenges to select the "right students" – some of the EMI program directors complained that especially for new EMI programs they are forced to lower the standards to be able to attract international students and to launch the programs, and thus they don't always get as good students as they would like.

Research reports that apart from lack of language proficiency, non-native English speaking EMI lecturers' speech tends to be 1) restricted in terms of academic and general

vocabulary (Tange, 2010), 2) formal and dry because it resembles written communication (Thorgersen & Airey, 2011), and lacking in sophistication and humor (Tange, 2010). Due to these issues, university management teams have become concerned about the quality of teaching and learning in EMI and mandated the establishment of quality assurance measures, mostly in the forms of English proficiency assessment for lecturers (Klaassen & Bos, 2010). In his study, Rivers (2010, p.448) identifies that there is doubt over how the Japanese academic staff delivering lectures in English (to mainly non-native English students) are assessed in terms of quality and international accreditation.

Institutional challenges are those related to the structural intransigence, branding and marketing (Bradford, 2015, 2016; Tsuneyoshi, 2005), the low quality of education (Askew, 2011), the recruitment of high-quality students (Lassegard, 2006; Badamsambuu, 2005), the recruitment and retaining of international faculty members (Ammon & McConnel, 2002; Tsuneyoshi, 2005), insufficient financial resources and lack of accreditation (Wächter & Maiworm, 2014), and administrative and academic supports for EMI students and faculty (Ammon & McConnel, 2002; Arimoto, 2002; Choi, 2013).

When Bradford's (2016) study reported that structural inflexibility is making significant strides to form its own institution, Tsuneyoshi's (2005) study presented that the rotation system in HEIs in Japan is making difficulty in finding specialized international education staff who can cope with an EMI program.

When universities are actively engaged in recruiting international students, EMI program implementers struggle with the issue to attract high-quality students. One concern that has received significant attention has been about the amount of skills and knowledge possessed by international students when they are accepted to EMI programs. Several studies have begun to seriously question the degree of preparedness, or “quality,” of many international students being admitted in HEIs (Lassegard, 2006; Badamsambuu, 2005).

Insufficient financial resources that HEIs encounter when implementing EMI programs are concerned as an institutional challenge. Wächter and Maiworm (2014, p.62) found in their survey conducted with representatives of regional and national governments that there is a lack of incentives for the introduction of EMI programs, in particular, the lack of funding and human resource. According to Wächter and Maiworm (2014), the sustainability of the EMI programs

depends on the tuition fees that students pay, but on the other hand, many programs feel the pressure to lower their fees to be more competitive and be able to attract international students. Many programs do not have any funding available to compensate for the fees by granting scholarships to at least some of their EMI students. Lack of funding makes it difficult to keep the quality of the EMI.

A lack of accreditation of EMI programs is another major obstacle. Wächter and Maiworm (2014, p.62) found in their study that some institutions in the Czech Republic, Hungary, Romania, Slovakia and Slovenia encounter a major issue to be eligible for accreditation by the country's authorities.

Branding and marketing are also identified as institutional challenges. Bradford (2016, p.350) highlighted branding and marketing as a challenge for student recruitment in Japanese universities because they are relatively unknown overseas. Therefore, Japanese HEIs are trying to work out how to brand their programs to make them stand out. As Bradford found in her study, Japan does not hold much interest for international students and they worry that their EMI program does not differentiate itself from programs that could be studied elsewhere in the world.

In the institutional challenges, Nguyen, Walkinshaw, and Pham (2017, pp. 43-44) added challenges in implementing overseas curricula in a case university in Vietnam. The authors revealed that local implementation of overseas curricula is far from straightforward and there is the mismatch between the content and aims of imported curricula. After three years of implementation of the imported curricula in 13 top universities in the country, the exponential decrease in the number of students enrolled in the EMI programs confirmed its collapse (Manh, 2012, p.115). A similar result was found in Tsuneyoshi's (2005, p.83) that the attempt to replicate the courses taught in the Anglophone countries ended up losing students in the EMI programs.

In his study, Choi (2013, p.300) discovered some critical issues to be considered at the institutional level included a provision of discipline-specific EMI manuals, the availability of teaching assistants and mandatory of EMI. He suggested that these instructional support measures would need for successful implementation of EMI. The lack of training for EMI lecturers is also seen as an institutional challenge (Airey, 2011, p.44).

3.2 EMI in Mongolia

Currently, there is no data on EMI in the HE sector of Mongolia except a small-scale survey study by Gundsambuu (2019b). This section provides the background to English language education and then discusses the current situation of EMI in the country based on the results of the survey study.

English language education

A policy to teach only Russian as a foreign language was applied in the HE sector of Mongolia when the country had a close tie with the former Soviet Union. During the socialist period, it was mandatory for all students, regardless of their fields, to learn the Russian language for 3-4 years continuously and take a state examination in Russian. This was changed when the English language department opened at the National University of Mongolia in 1956. In the 1990s, when Mongolia expanded its foreign relations with other countries, it needed more professionals who were able to communicate in English. Therefore, more HEIs started to offer English courses. However, there were not enough English language teachers. In 1990-1995, with the support from United Nations Development Program and ODA-British Overseas Development Agency, a specialized English language institute was founded to retrain hundreds of Russian language teachers as English language teachers (Altan-Od & Khongorzul, 2012).

English is not an official foreign language in Mongolia. However, the documents on the English language in the past two decades show that English is treated as the main foreign language of Mongolia. In 1997, the Minister of Enlightenment (Ministry of Enlightenment, 1997) passed an order to teach the English language as a foreign language from the academic year of 1997-1998 in all levels of education institutions. Later, the order by the Ministry of Education, Culture, and Sciences (2006) indicated that the main foreign language in bachelor's level programs would be English.

The development of EMI

The term, EMI, was first used officially in the Comprehensive National Development Strategy of Mongolia that based on Millennium Development Goals (World Bank, 2008). The

strategic objective No.2 in the Education Development Policy indicates, “...provide financial support to high schools, vocational schools, and universities which use English as the medium of instruction” (World Bank, 2008; p.19). Moreover, this document addressed the importance of English, pointed out the goal of making the English language a major foreign language in Mongolia, and set a goal to have civil servants be competent in English by 2021. Prior to this official document, in its resolution on English language education, the Government of Mongolia (2001) announced the need of teaching of EMI courses such as international relations, economics, journalism, tourism, medicine, and technology. The National Program on English Education (Government of Mongolia, 2008, p. 5) highlighted the importance of “creat[ing] a system/mechanism pushing the need and use of English as the main tool for education, for communication, information access, and business.”

Currently, national and private universities in Mongolia offer, in total, around 385 EMI courses (Gundsambuu, 2019b). However, despite a handful of private universities, opportunities to earn academic degrees in English are limited. Examples include the Mongolia International University that offers undergraduate degree programs entirely in English since its establishment in 2002. Another institution is Royal International University that opened its doors offering business degree programs entirely in English in 2010. At the graduate level, the opportunities to gain degrees in English are available in joint and dual degree programs (mostly Master’s degree) at major national and private universities.

Rationales for and challenges in EMI

To get a better understanding of the reasons for the introduction of EMI in Mongolian HE, Gundsambuu (2019b) conducted an online survey. The main aim of the survey was to analyze the EMI practice in two private universities and to investigate internal and external factors that influence the adoption of EMI policy at the institutional level. This survey involved two institutions that started offering EMI courses and implementing it among Mongolian universities. Twenty faculty members from each university participated in the survey. The survey had questions to explore the internal and external factors for implementing EMI courses at the two universities. Respondents were asked to rank the three most important internal and external factors. In regards to internal factors, the majority of the universities’ faculty members perceive

that EMI courses are offered in order to improve their students' English proficiency and to prepare global citizens. This idea is connected to the notion of preparing global leaders who can be actively engaged in international activities through English. Faculties at University A ranked 'Increase the ranking of the university' as one of the main factors driving EMI policy while University B chose "Create an international environment for the students'.

All respondents from both University A and University B believe that student exchange programs and international collaborations are the primary reason for their universities to implement EMI programs. For University B, it seems the student exchange programs and international collaborations play a crucial role in the implementation of EMI. In Mongolia, most of the student exchange programs in HEIs are run in English, hence EMI is seen as one of the external factors in the development of student exchange programs at these universities through international collaboration. Interestingly, the answers of the respondents of the two universities display that their universities pay much emphasis on English education to perform higher in the domestic university ranking which is the third factor for implementing EMI.

The survey also had questions to investigate the challenges the universities' faculty members have faced. It was clear that there were many challenges that hinder the successful implementation of EMI. The respondents were asked to choose the most important challenges from the following key challenges:

- Student dissatisfaction;
- Limited English proficiency of students;
- Outside pressure;
- Structural challenge;
- Cultural challenge;
- Increase in workload;
- Linguistic difficulties;
- Intercultural problems.

Table 11 presents the list of challenges in the level of importance as determined by the number of respondents who ranked the challenges as most important.

Table 11 Comparison of Challenges

University A	University B
Increase in workload (16)*	Linguistic difficulties (14)*
Outside pressure (16)*	Structural challenge (14)*
Structural challenge (14)*	Cultural challenge (14)*
Linguistic difficulties (14)*	Limited English proficiency of students (14)*

*Number of agreed respondents

Table 11 presents that faculty members face difficulties in linguistics, culture-related issues, and structural problems. The linguistic difficulties include limitations in both professors and students' English language proficiency, unfamiliar words, vocabularies and terminologies. Culture-related issues present challenges for educators accustomed to teaching a relatively homogeneous body of students as they may lack the intercultural knowledge and competencies as the introduction of EMI opens itself up to diverse student and teacher populations which differ in terms of academic cultural norms and expectations. Structural problems are those challenges related to the administration and management of the EMI program. For example, one such challenge involves language assessment policies for students and recruitment of local faculty members to teach EMI courses.

The survey had two open-ended questions and the purpose was to find out more about their experiences in EMI followed by a request to give their recommendations for those who are going to teach EMI courses and universities that are planning to open EMI courses. The answers showed that University A's faculty members focused more on the preparation of classes, pedagogical training, and language issues while University B's faculty members gave more emphasis on collaborative ties between departments, and practical advice of expectation in changes and challenges.

The survey results show that the case-study private universities perceive the forms of international delivery through joint and dual degree programs as Deschamps and Lee (2015) claimed. The forms of joint and dual degree programs in Mongolia support Mongolian domestic students to study abroad rather than calling for international students. The medium of instruction in the courses offered at the joint and dual programs is mainly in English. There are relatively

few degree programs offered in English. While HEIs overseas tend to implement EMI to attract international students, this does not seem to be a practice at Mongolian HEIs.

In the Mongolian context, as Gundsambuu (2019b) outlines, HEIs in Mongolia implement EMI for four reasons, 1) increasing the employability of domestic graduates, 2) promotion of international collaboration, 3) generating more income, and 4) increasing domestic and international profile. These four reasons are interrelated. When national universities strive for increasing their international profile by offering EMI programs and courses and joint/dual degree programs in English, private universities promote international collaboration via joint and dual degree EMI programs to generate more income. Both national and private universities pay much attention nowadays to the employment ratio of their graduates due to the increasing demands of international and domestic business organizations to hire graduates who will be able to work internationally. English language knowledge is one of the main requirements for employment. To note, this survey was conducted for the first time in the Mongolian context.

3.3 EMI in South Korea

This section starts with the introduction of English language education in South Korea and then it reports the development of EMI. It finally discusses Korea's rationales for EMI at national and institutional level.

English language education

English language education in South Korea is traced back to the period of the Yi Dynasty when two types of institutes, public institutes, and missionary schools, delivered English education to Korean people (Chang, 2011, p.198). The primary purposes of public institutes were to educate trainees to become translators who mastered in translating and interpreting Korean into many other foreign languages and to educate young men who were able to complete various tasks required to modernize South Korea at that time. The missionary institutes aimed to propagate Christianity among Koreans, so many missionaries were teaching English using the Bible.

Compared to the Yi Dynasty period, English education declined during the Japanese domination period when Korean people were required to use Japanese and learn English through Japanese (Chang, 2011, p.199). This changed after the country has liberated from Japanese domination. A series of consecutive national curriculums of Korea was first approved in 1955, then revised in the 1950s, 1960s, and 1990s had a great contribution to the development of English education from extra-curricular activity to a regular subject. Now all Korean high school students who want to enter HEIs are required to take the national College Scholastic Ability Test administered by the government.

In the late 1980s, South Korea opened itself up to the world particularly with the hosting of 1986 Asian Games and the 1988 Olympic Games (Park 2009; Shim & Park, 2008). As Shim and Park (2008, p. 144) notes, "such international events were clichéd by the South Korean government as important symbolic resources for the construction of a highly specific connection between globalization, modernization, and English".

Since the 1980s when Korea has liberated international travel (Byun & Kim, 2011, p.469)

allowing its ordinary citizens to travel abroad, HEIs and individuals have been actively engaged in international activities, such as study abroad, student and faculty exchanges, and partnership agreements with overseas universities. The use of the English language was one of the important factors for such international activities when it was linked with the policies of the Korean government. This dedication to English was strengthened during the financial crisis in 1997 (Kang, 2018, p.5) and English became a necessary tool to survive in the competitive international markets (Shin, 2007 as cited in Kang, 2018, p.7). To overcome the financial crisis, the government proposed a shift to a knowledge-based economy and has pursued several projects as part of its plan to internationalize universities (Park, 2011 as cited in Kang, 2018, p.6). The key projects included the Brain Korea 21, Study Korea, and World Class University.

The development of EMI

According to Kang (2018, p.6), the South Korean government had no single unifying policy of EMI for the universities under these projects for IoHE. However, these projects directly or indirectly encouraged universities to do so. For example, Byun et al. (2011, p.435) point, "...in hopes of further encouraging HEIs to offer EMI, the Korean government-linked its evaluations for various incentive projects ... to the proportion of EMI among all courses offered by a university." This means that the government encourages EMI implementation at the university level through its policy for IoHE.

To clarify the EMI policies for the above projects, it briefly reports the role of EMI in terms of government evaluations. The Brain Korea 21 project had two phases completed—phase 1 (1999-2005) and phase 2 (2006-2012). As Kang (2018, p.6) mentioned, the shares of foreign language medium instruction lectures were 1% in the evaluation criteria of phase 1 while the shares of lectures in English were 5% in phase 2. The role of EMI in the Study Korea Project was more prominent. As Byun et al. (2011, p.435) stated, EMI began to play an important role in Korean universities' internationalization policies. One of the goals of the project emphasized the provision of foreign language medium courses. Later the foreign language medium was replaced by EMI in the documents (MEHRD, 2007 as cited in Kang, 2018, p.7). The goals of World Class University did not specifically indicate EMI in the selection criteria. However, the invited overseas scholars to Korean universities offered courses in English. Therefore, EMI was added

to the evaluation criteria for the project (Kang, 2018, p.8). Seeing EMI as effective in the universities, the evaluation report of the World Class University project stated,

Lectures given in English by overseas scholars have brought the vitalization of English education. Out of all academic courses (302 total) offered in World Class University graduate departments and majors (26), 80% (241) are offered in English, and the proportion of EMI courses offered by domestic professors has also reached 58%. (Kang, 2018, p.8).

Like those in many Asian countries, Korean universities have adopted EMI. In 2011, 30% of all classes were offered by universities in the Seoul metropolitan area in English and 10% in other areas (Kim. E.G, 2017). For the growth of EMI in the country, there have been several driving forces. One of them is the international and domestic rankings, such as QS, Times, Chosun Daily and JoongAng Daily. In order to improve their positions in the rankings, universities have adjusted their policies and strategies to fit the evaluation criteria (Kim. E.G, 2017, p.55). For example, the domestic ranking JoongAng Daily put in its evaluation criteria the internationalization process including the proportion of EMI courses. To be more specific, JoongAng Ilbo (modeled on the US. News and World Report college rankings) and Chosun Ilbo (modeled on the Quacquarelli Symonds (QS) rankings) rank Korean universities nationally under the indicators of internationalization, including the number of international faculty member employed, the number of international and exchange students, and the number of lectures being conducted in English (Pillers & Cho, 2013).

The next important factor is the need to recruit international students to fill the continuous decline in the number of Korean entrants due to the nation's falling birthrate and ageing society. Korea has been experiencing ageing society phenomenon since 1960s. It is projected that the number of university-age students is expected to decrease from 2,730,141 in 2015 to 2,308,378 in 2020 (Kim & Lim, 2018, p.105). Such issue is challenging HEIs where most depend on student tuition fees for organizational operation. The main drivers for demographic changes include the fertility rate decline, aged population increase, and population migration (see more Kim & Lim, 2018).

Rationales for and challenges in EMI

The policy behind the recruitment of international students was the government's support to balance the gap between the number of inbound and outbound students. Due to the low quality of college education, the excessive private tutoring, and excessive competition of college entrance, Korean students study abroad ranging from bachelor level to postgraduate studies, including short-term and long-term educational arrangements. Other reasons also contribute to this trend include uncertain job prospects after graduation, atmosphere in school, standardized and uncreative education methods or unfair educational opportunities based on economic status (Park, 2008). Another policy for recruitment of international students was the establishment of joint-degree programs and other international collaboration programs through EMI.

Kim, Kim, and Kweon (2018) argue that EMI has expanded as a result of two major external motivators. One is that EMI has been used as an index of internationalization of an individual institution. At the institutional level, Korean universities themselves have taken various measures to encourage the expansion of EMI courses. The measures include the requirements for students to take a certain number of EMI courses before their graduation. For example, the President of Korea Advanced Institute of Science and Technology announced plans in 2006 for a series of reforms which includes 100% EMI policy (Kang, 2018, p.31). According to this policy, all undergraduate courses were mandated to be taught in English. In 2010, Pohang University of Science and Technology conducted 93% of all lectures in English, and English lecture rates averaged 30% at the top ten universities (Piller & Cho, 2013).

There is also a mandatory requirement for all newly hired faculty members to teach EMI. This shows that universities hire scholars who are able to teach in English and require students to take EMI courses. This is directly linked to the annual university rankings in Korea as Kim. E.G, (2017) highlighted. The second external motivator is the government of Korea because the government has granted financial support to universities adopting an EMI policy. This is also indicated in the study by Plumlee (2010) as one of the primary motivations for adopting EMI at the tertiary level in Korea. According to Plumlee (2010), the government's policy to internationalization ranges from a desire to boost institutional revenue from fee-paying international students, increase domestic universities' global rankings and enhance the country's

‘soft power’ on the global stage.

As Kim. S.K (2016) claims, the increasing number of outbound Korean students had an effect on Korean universities to counteract their shrinking pool of domestic students. In response to it, Korean universities have opened international colleges in order to create a campus setting for attracting international students in a way of offering EMI courses. This phenomenon started in 2006 when the first international college opened at Yonsei University. This was followed by the Scranton College of Ewha Womans University in 2007 (Kim. S.K, 2016, p.119).

Since the mid-2000s, the percentage of EMI classes in Korean HEIs has risen steeply. It is still difficult to find out the exact number of courses conducted in English in South Korean HEIs. It also should be noted that the source of information about EMI courses and program in the country has been outdated. As of 2006, the number of EMI courses was 9,000 which was roughly 2.2% in total of 410,000 courses offered by Korean universities (Byun et al., 2011).

There have been many criticisms regarding the implementation of EMI in the Korean context. It seems that the problems and challenges that universities face when implementing EMI fall into more linguistic and institutional challenges. One of the criticisms is that universities in Korea have been expanding EMI in order to climb up university rankings. When adopting a top-down approach to EMI implementation, universities have not consulted their stakeholders including students and faculty members nor given consideration to their language and teaching capabilities for EMI (Kim. S.J, 2017, p.57). In 2014, the students’ councils of nine universities in Seoul opposed the JoongAng Daily’s university ranking system by claiming that the system does not concern students’ academic or intellectual growth (Kim. S.J, 2017, p.57).

Other problems included student’s insufficient English language proficiency to take EMI classes, and professors’ insufficient English ability to deliver EMI courses, lack of interaction and inadequate teaching methods, lack of empirical data that support the efficacy of EMI in Korean HE. Plus, the most critical problem is the hindrance to students’ knowledge acquisition (Kim. S.J, 2017, p.60). A serious incident happened in 2011 that four undergraduate students at one of the prestigious public universities in Korea committed suicide. It was assumed that this tragedy happened because the university had introduced a mandatory EMI policy in 2006 (Lee, 2011). In response to the criticisms and challenges, a number of scholars suggested solutions and

recommendations, including voluntary participation in EMI (Byun et al.2010), the establishment of effective support system (Kim and Shin, 2014).

In a study of EMI implementation and its effects in a science and engineering university in Korea, Cho (2012, p.149) revealed numerous adverse effects mostly caused due to less English proficiency of professors and students. Some other effects included a decline in learning outcomes, a reduction in time for discussion in class, and increasing anxiety. Moreover, the top-down policy has damaged the autonomy of the faculty members and led to resistance to the policy. The same result was revealed in a study by Byun et al. (2011) that Korean students often encounter language issues when taking EMI courses. Another issue that students who took EMI courses faced was the understanding of lectures in the classrooms and the problems associated with an additional workload. Students with insufficient English ability showed low levels of academic achievement in EMI classes (Jin & Shin, 2011 as cited in Kim. S.J, 2017).

Jon and Kim (2011) found that the English language divided students into two categories of those who are good at English and those who are not and as well as EMI makes a university not ‘international’ but more ‘American’ which, as Lee, Han & Mckerrow (2010) argued, raised a postcolonial criticisms of the pervasive adoption of English loanwords in Korean language and of English fever in Korean society in general (Shim and Park, 2008 as cited in Kim, 2016).

In their study on EMI in Korean HE, Byun et al., (2011) conclude that three areas should be considered to make EMI successful. These areas include language proficiencies of both teachers and students, varying demands of different academic subjects, and a facultative body that supports the EMI implementation. They claim that not considering the above three factors, EMI implementation would have negative side effects.

It should be noted that the researcher could not find much literature in English in regard to EMI in HE of South Korea and as well as there is a lack of empirical studies on EMI.

3.4 EMI in Japan

This section introduces the introduction of English language education in Japan and the development of EMI in HE. This section then summarizes the rationales for EMI at both national and institutional level and it finally discusses challenges facing in the EMI implementation.

English language education

During the Tokugawa regime (1603-1868) when Japan was isolated from the outside world, a limited number of foreigners, mostly missionaries, traders and sailors from the West, Portugal, Spain, Holland, and England were allowed to enter to Japan (Aspinall, 2013, p.37). Since 1853 when the Americans demanded Japan to sign a treaty, the previous knowledge of Dutch which was dominant in Japan was replaced by the English language as the main foreign language (Aspinall, 2013).

In the early 1860s, approximately one hundred students were studying books in English (Duke, 2009, p. 19). In 1858, a private school Keio Shinjuku (later Kei Gijuku) founded by a famous Japanese educator Fukuzawa Yukichi was spreading the knowledge about the West through Japanese elites. Young ambitious samurai men from many parts of Tokugawa Japan later had a great impact on the Meiji state (Aspinall, 2013, p. 40). Fukuzawa travelled to the USA and the UK to bring large quantities of books in English and to use them in the school. This was the beginning of teaching in English in Japan.

After MEXT in Japan issued an order to merge the Tokyo Kaisei School and the Tokyo School of Medicine into Tokyo University based on the American model in 1877, first Japan's modern university began with the four departments of law, literature, science, and medicine (Duke, 2009, p.230). The language of instruction in the three departments was English because American and British professors were dominant. The German language was dominant in the medical school where German professors were primary staff (Duke, 2009, p.231).

In the late 1990s, the connection between English language learning and economics became more prominent. At that time, education policies started to focus more on marketplace values and reflect the need for Japanese students to develop skills valued in the marketplace such as critical thinking and creativity (Stigger, 2018). English is seen as an instrument in securing

international competitiveness (Stigger, 2018). To prepare students for the global market, Japan's education policies have emphasized the importance of global citizen, as a knowledge economy is an integral part of society's development.

The development of EMI

EMI was first documented in Japanese HE in 1949 when a bachelor's program was established at Sophia University (Ota & Horiuchi, 2018). Since then, EMI bachelor's programs have been opened at private universities. Initially, these programs targeted at foreigners living in Japan, international students, and returnees from overseas. Japanese companies which were struggling with the economic recession since the early 1990s and a shrinking domestic market caused by population decline needed globally competitive personnel to expand their operation oversea (Ota & Horiuchi, 2018).

EMI exchange programs that were established in the 1970s at private universities were the beginning of the growth of EMI programs. The nationwide exchange programs at both national and private universities intensified after 1995 when the government of Japan introduced the Short-term Student Exchange Promotion Program (Hashimoto, 2018, p.19). However, these short-term EMI programs were limited and each program was often physically and structurally isolated in a university. In the late 2000s, the policy of EMI shifted from isolated small-scale EMI exchange programs to the introduction and expansion of EMI programs. The major initial policies were the Asian Gateway Initiative and the Basic Plan for the Promotion of Education. The Asian Gateway Initiative of 2007 indicated in the ten major policy priorities to restructure policy for international students for Japan to serve as a hub for human resource network in Asia and to further open up universities to the world. This initiative recommended the government to increase its educational funding and create systematic EMI programs. The Basic Plan for the Promotion of Education encouraged universities to promote EMI programs (Hashimoto, 2018, p.23). According to the two policies, the government of Japan announced the outline of the 300,000 international students plan in 2008.

Table 12 Japanese government policies for EMI

Year	Policy	Reference to EMI	Source
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1995	Short-term Student Exchange Promotion Program	Expand special curriculum in English or other languages	MEXT
1998	A Vision for the University of the 21 st Century and Future Reform Measures, Recommendations	Develop programs for international students, such as programs in a foreign language	University Council
2000	HE in a Global Era, Recommendations	Implement classes and exams in a foreign language for both international and domestic students	University Council
2003	Developing a New Policy on International Students, Recommendations	Implement classes and exams in a foreign language; enhance education programs which do not require Japanese language competence for short term exchange students	Central Council for Education
2007	Asian Gateway Initiative	Create systematic education programs offered in English	Council for the Asian Gateway Initiative
2008	Education Rebuilding by Society as a Whole, Final Report	Offer more classes in English. Goal to have 30% of classes held in English	Education Rebuilding Council
	Basic Plan for the Promotion of Education	Encourage universities to introduce classes in English or other foreign languages	MEXT
	300,000 International Students Plan	Develop a system in selected universities for students to obtain academic degrees in English and significantly increase the number of courses taught in English	MEXT
	Global 30	Select 30 universities for IoHE and support them intensively; develop courses which allow students to obtain academic degrees by studying only in English	MEXT
2012	Go Global Japan	Promote universities setting their own	Go Global Japan

			goals for the ratio of classes conducted in English	
2013	University Education and Global Human Resource Development for the Future, the Third Proposal		Increase the ratio of courses taught in English and improve Japanese faculty's foreign language capability, increase the number of degree programs in English	Education Rebuilding Implementation Council
	Second Basic Plan for the Promotion of Education		Prioritize support to universities that offer classes in English	MEXT
	Japan Revitalization Strategy		Prioritize support to universities that aggressively pursue the reform including expanding classes in English	Office of the Prime Minister
	Strategies of Accepting International Students to take Advantage of Global Growth		Enhance programs in which students can take credits and a degree in a foreign language such as English; enhance courses in which students can study Japanese culture and history in English	MEXT
2004	Top Global University Project		Prioritize support to universities promoting internationalization; increase degree programs in English	JSPS

Source: Hashimoto (2018)

Table 12 presents the Japanese government's policies for EMI since 1995. The policies may not specifically refer to EMI, but the use of expressions like a foreign language or other language refers to EMI.

As Brown (2017) claims, figures about the implementation of EMI in Japan are not accurate. The main source that one can get information about EMI is MEXT. According to MEXT (2015), as of 2013, 1/3 of universities in Japan offered EMI courses. There are also two other possible sources that can provide information about EMI in Japan. One is the survey of Japanese university internationalization plans conducted by the Tohoku University. It indicates 70% of universities offer at least some courses taught in English. The other one is the survey conducted by Huang and Daizen (2014 as cited in Brown, 2017) about internationalization plans of Japan's universities. The result shows that only 9% of university departments were

implementing EMI. The most recent data on EMI programs (MEXT, 2016: The situation of Educational Innovation in Universities in 2016) reveal that there are 24 universities and 48 departments that offer EMI degree programs at the undergraduate level where students are able to graduate just only taking EMI courses while more than 88 universities and 208 degree programs are offered at the postgraduate level. However, there are no official data regarding EMI, nor do individual universities disclose the number or percentage of students studying in EMI programs.

The growth of EMI is tied to the dramatic rise of international students in Japan and a part of the government's calls for internationalization (Brown & Iyobe, 2014). One of the key elements of this internationalization strategy is EMI:

Amid ongoing globalization, in order to develop an educational environment where Japanese people can acquire the necessary English skills and also international students can feel at ease to study in Japan, it is very important for Japanese universities to conduct lessons in English to a certain extent, or to develop courses where students can obtain academic degrees by taking lessons conducted entirely in English (MEXT 2009 as cited in Brown & Iyobe, 2013, p.10).

As Morizumi (2015, p.122) explains, the above quote refers to two different functions of EMI in Japanese universities. The first one encourages Japanese students to be better prepared for the global job market after studying in an English-speaking environment; the second establishes degree courses where international students are able to take classes in English with no worry about their Japanese language proficiency. That's why the government of Japan has been making a series of continuous efforts to promote EMI programs designed to attract international students under the largest policy of 300,000 international students.

As mentioned in the section of IoHE in Japan in Chapter II, government-funded programs such as Re-Inventing Japan and Top Global University have been supporting the growth of EMI programs in Japanese HEIs. The key objectives of such programs are to prepare domestic students for international markets and attract more international students. The government of Japan also supported the extension of EMI programs by allotting a great amount

of funding to HEIs to become promising global institutions.

Influencing factors for EMI

Several factors have influenced the growth of EMI in Japan. One of these is a dramatic change in how universities in Japan viewed and perceived internationalization in the early 2000s (Ishikawa, 2011). IoHE was understood to recruit international students. The first policy for IoHE was the 100,000 international students plan. This policy was not only designed for recruiting international students and sending them home with Japanese education. Rather, it aimed to apply Japan's soft power.

The growth of EMI since the 2000s is linked to the changing understanding of IoHE to maintain Japan's competitive position in the world economy (Ishikawa, 2011). Within this new view, recruiting top-quality talents of both faculty members and students became the top priority in the core of policies on IoHE. It is believed that IoHE including EMI will increase the overall competitiveness of Japanese universities. Therefore, the changing understanding of IoHE was supported by the government of Japan to implement the biggest ambitious plan to recruit 300,000 international students for Japanese universities.

Other important factors in the growth of EMI in Japan, as Brown (2017) points out, are administrative. The 2004 education reform had a great impact on the growth of EMI. National universities that were incorporated and became semi-autonomous due to the reform sought tangible and quantifiable programs that could be implemented under the internationalization strategies. This resulted in the growth of EMI programs. It could be seen that MEXT has concentrated on funding large and elite universities which are actively engaged in internationalization, including EMI (Kudo & Hashimoto, 2011 as cited in Brown, 2017, p.4).

Another factor is related to the development of university rankings (Brown, 2017, p.5). In the 2000s when the world university rankings, such as QSWUR and THEWUR were established, Japan's universities and even the government have paid much attention to world university rankings. EMI is seen by university leaders as a way for some institutions to climb the rankings (Brown, 2014).

The government of Japan situates EMI as a strategy to enhance the competitiveness of the nation, its HEIs, and its students (Hashimoto, 2018). EMI can attract top talent international

students and faculty members and improve Japan's position in world university rankings (Bradford & Brown, 2018). Many university stakeholders see EMI as a positive step towards internationalization (Brown, 2017, p.5). EMI is also seen as a response to the shrinking cohort of university-aged students despite high tertiary education enrollment rates (Bradford & Brown, 2018, p.11). Besides, the universities' strategies and initiatives for internationalization, including EMI, the government of Japan encourages the use of EMI. The rationale for it is the development of a domestic human resource for the global market. In 2012, the government-funded 42 universities under the Project for Promotion of Global Human Resource Development known as Global Jinzai that was designed to promote their international outlook, including EMI and intercultural skills of domestic students.

Shimauchi (2018, p.82) classifies factors for the introduction of EMI into internal (domestic) and external (global). Internal factors include current Japanese domestic and social issues whereas external factors involve a range of internationally shared factors that heavily affect the implementation of EMI in HE. Table 13 shows the two different types of factors:

Table 13 Internal and External Factors for the Introduction of EMI in Japanese universities

Internal (domestic) factors	External (global) factors
<ul style="list-style-type: none"> ❖ Declining college-age domestic students (EMI as a billboard and as 'studying abroad at home') ❖ Overcoming linguistic barrier (the difficulty of the Japanese language as an academic language) ❖ The government's internationalization policy and allocation of funding to global-minded universities ❖ The demand for global jinzai ❖ The people's belief in the need for English in internationalization 	<ul style="list-style-type: none"> ❖ Globalization and international student mobility in higher education ❖ English as the most widely used language in communication ❖ World university rankings ❖ Publish in English or Perish ❖ Academic imperialism ❖ Linguistic imperialism ❖ Worldwide competition for international students as global talent and future labor force

Source: Shimauchi (2018)

As Shimauchi (2018, p.81) explains, internal factors reflect the current Japanese domestic and social issues while the external ones are based on internationally shared factors that affect the implementation of EMI in HE.

Rationales for EMI

As Hashimoto (2018, p.17) proposes, the internationalization of universities through EMI is a solution to the lack of global competitiveness of Japan and the problems linked to Japanese universities and their graduates. Rationales include the massification of HE, inward-looking Japanese youth, and financial issues.

Brown (2017, citing Yamada, 2012; Goodman, 2010; Aspinall, 2005) has mentioned that universities in Japan are implementing EMI as a reaction to the massification of HE. Japanese universities traditionally focused on the interests of the owners and staff more than their students. In addition, the employment of university graduates was dependent on which university they had graduated from than what they actually studied there. The decreasing cohort of university-aged students and the expansion of many new universities at the same time have also contributed to the massification of HE and the deterioration of HE quality. However, the introduction of EMI courses and programs has contributed to the shift towards a focus on teaching and learning and to an overall diversification of university programs (Brown, 2017).

The next important rationale of EMI lies to combat the growing inward-looking tendencies of Japanese youth. Having highlighted the goal of the MEXT's Global Human Resource Development Project that aims to overcome the Japanese younger generation's inward tendency, Brown (2017) critically reviewed other researchers' (Imoto, 2013; Burgess, 2014; Yonezawa, 2014) arguments that Japanese students tend to be inward-looking, but the actual image is different. The reason why Japanese students refuse to study abroad and engage with the world is that those returning from long-term overseas experiences face difficulties to find a job due to the rigid job-hunting schedule, even worse their international experience ends with the risk of being seen as an unpredictable and unsuitable candidate. Other difficulties may include that some universities in Japan discourage study abroad by making policies to pay full tuition at

both the home and host universities while some make it very difficult for students to transfer credits earned abroad. To prevent these problems, EMI programs and the IoHE, in general, may help Japanese youth to change their view outward (Yonezawa, 2014).

One other possible rationale for implementing EMI is a potential financial benefit. In fact, most of the private universities in Japan are operating below capacity due to the shrinking cohort of university-aged students. International students are seen as a way to fill the empty seats for the universities to survive. However, it could be argued that most of the small-to-medium-sized private universities have no or limited EMI offerings and integrate international students, largely from China, into Japanese language or medium content programs. For other universities, EMI is seen as a long-term investment rather than a short-term financial solution (Brown, 2017).

Challenges in EMI implementation

There is a number of challenges and issues identified in the literature of EMI in Japan. The key challenges include issues related to the actual rationales for implementing EMI in Japan, concerns about the human resource, students' language proficiency, opposing arguments about EMI, and administrative bureaucracies at the national level.

In his nationwide survey of 258 EMI programs in Japan, Brown (2016, p.420) found that the responding universities implement EMI for the following rationales based on Likert scales 1-5 (1=not important, 5=very important):

Table 14 Rationales for Implementing EMI (n=82)

Reasons given	Mean (SD)
Prepare domestic students for international market	4.4 (1.6)
Improve English skills of domestic students	4.4 (1.2)
Attract domestic students	3.4 (0.9)
Offer content better taught in English	3.4 (1.2)
Improve the profile of the university	3.2 (0.9)
Respond to a government push for internationalization of education	3.2 (1.2)
Attract foreign students	3.1 (1.2)
Compete with rival universities	2.9 (1.1)

Improve position on university ranking lists	2.6 (1.3)
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Interestingly, Table 14 illustrates that EMI degree programs tend to focus more on domestic students rather international students. In this study, Brown (2016, p.420) also points out two important implications of EMI programs in Japan. The first implication is the changing role of English language teachers as they teach EMI classes. One-third of universities employ Japanese EMI faculty and one third have international faculty. The number of Japanese faculties who graduated from universities abroad is relatively low, thus this may lead to the limitation of the EMI expansion and require a significant change in faculty makeup. The second implication of EMI relates to student engagement with English on campus. English language proficiency is identified as the largest issue for domestic students. More than 70% of responding universities had no language proficiency entry benchmark for EMI programs and only 8% EAP classes linked to EMI.

In their study of undergraduate EMI programs in eight universities of Japan, Brown and Iyobe (2014, p.13) identified six broad patterns of EMI: 1) ad hoc, 2) semi-structured, 3) integrated, 4) + α program, 5) English-taught programs, and 6) campus-wide EMI. This study was important to examine the implementation of EMI courses and identify a wide range of EMI programs in Japan. The first two patterns are not formalized and mostly taught by language teachers while the next two patterns are formal programs. The entire undergraduate degree in English falls in the EMI program pattern whereas nearly all undergraduate courses are taught in English under the campus-wide pattern. However, the authors concluded that EMI appears to attract a limited student body. Several reasons why EMI programs are still small include the small demand of students, lack of human resource for universities to run the programs, and an undesire of EMI to take over the entire university.

In his study, Mulvey (2018, p.39) discusses the opposing arguments of some Japanese university educators regarding the recent EMI policy by MEXT. Their arguments against EMI could be divided into nationalistic and pragmatic issues. For instance, university educators such as Terashima, Suzuki, Tsuda, and Kubota (see Mulvey, 2018, p.59) stressed EMI as a cultural assault, English worship, and English imperialism. However, it is interesting to note that Mulvey (2018) emphasizes that these educators who make arguments against the EMI policy are English

teachers. Further, Mulvey (2018, p.42) adds some other faculty members who oppose EMI for practical reasons. These faculty members raised concerns about the extremely low levels of English proficiency of the majority of students studying EMI courses in Japan. They also note that most Japanese teachers have not been provided with training for EMI.

In regard to faculty members, Yamamoto and Ishikura (2018, p.73) point out that Japan does not have a sufficient resource pool of English-proficient instructors who are able or willing to teach entire courses in English. In addition, Japanese professors often lack the necessary pedagogical and cultural competency skills to teach EMI courses. Similarly, international faculty make up only a small portion of HE sector in Japan (Horie, 2015). As Sanders (2018) summarizes, international faculty in Japan generally fall in two categories: East Asians who received their higher academic degrees primarily in science and technology fields from Japanese universities and Westerners, often on short-term contracts, who are highly concentrated in humanities and social sciences, received their degrees abroad, and primarily teach language.

Yamamoto and Ishikura (2018, p.75) also stress that EMI programs create a ‘*dejima*’ (an isolated community). The concept of *dejima* roots from the time of isolation of Japan during the Edo period where Dutch could trade with the Japanese. A minority community of a few internationally competent Japanese faculty and students and the bulk of international faculty and students ends up being isolated from the majority university community of Japanese speaking, resulting in ‘*dejima*-ization’ (Burgees et al., 2010 as cited in Yamamoto & Ishikura, 2018, p.75).

Observing administrative bureaucracies at the micro-level implementation of EMI programs at Japanese HEIs, Poole (2018) argues that there are a number of challenges that lead toward ‘*de-internationalization*’ on campuses, including finance, enrollment management, hiring policy, and academic affairs rules. As Poole (2018) describes, many issues arose due to the inefficiency of the financial office’s rules, admissions policy, hiring policy for administrative staff, contract workers, and administrative systems (see Poole, 2018).

The use of English is another example of the lack of agreement on the direction and nature of IoHE at different levels (Sanders, 2018). Many students and faculty resist the pressure to increase its use (Aspinall, 2013) for several reasons, such as a threat to national identity (Sanders, 2018), difficulty in changing Japan’s perceptions about the utility of the language (Yonezawa, 2010; Ishikawa, 2011). The limited use of English affects local academics to offer

EMI courses to international students, establish collaboration with overseas colleagues or publish in international journals.

3.5 Chapter Summary

This chapter provided an overview of literature pertaining to EMI development as an overarching framework for this study. It first differentiated the concept of EMI from other similar and confusing terms like CLIL, EFL, ESP, and EAP, and provided the definition. It then presented the growth of EMI phenomenon in the Asia Pacific region to give background information on EMI implementation in non-Anglophone countries.

In support to find answers to the study's first main research question, '*What are the key drivers of policy on adoption of EMI in Mongolia, South Korea, and Japan?*' this literature review presented a number of drivers of EMI in a global context. As Hultgren, Jensen and Dimova (2015) emphasize, two factors had a great impact on the spread of EMI throughout the world. They include the GATS and the Bologna Declaration (Knight, 2006; Tilak, 2011; Kirkpatrick, 2017b; Huisman et al., 2012; Phillipson, 2009).

The chapter also reviewed the literature that may help to give background information to the second main research question, '*How do government (top-down), faculties and departments (bottom-up) and external agents (external and sideways) influence EMI practices at these institutions?*' The literature indicates that the policies of EMI are top-down in most cases and faculty members are not on the influential level of the decision-making processes of EMI in HEIs. However, several cases show that bottom-up initiatives of EMI have been documented.

The final part of the chapter examined the background information of English language education, introduction, development, and rationales of EMI and as well as its challenges in each of the three case-study countries. This part of the review contributes to answering the first research question along with the literature review in a global context.

CHAPTER IV. RESEARCH METHODOLOGY

The main objective of this study is to explore factors that drive private institutions to adopt EMI policy and EMI implementation in the non-Anglophone countries—Mongolia, South Korea, and Japan. In order to reach this research goal, EMI policies and practices at two private institutions from each country are analyzed under the conceptual framework that was discussed in the Chapter I. The following research questions along with sub-questions are addressed,

1. What are the key drivers of policy on adoption of EMI in private higher education institutions in Mongolia, South Korea, and Japan?
 - How do the faculty members and administrators perceive the rationales?
2. How do government (top-down), faculties and departments (bottom-up) and external agents (external and sideways) influence EMI practices in these institutions?
 - How are the faculty members involved in the decision-making process related to EMI?
3. What are the challenges around implementation of EMI policies and practices in private institutions?

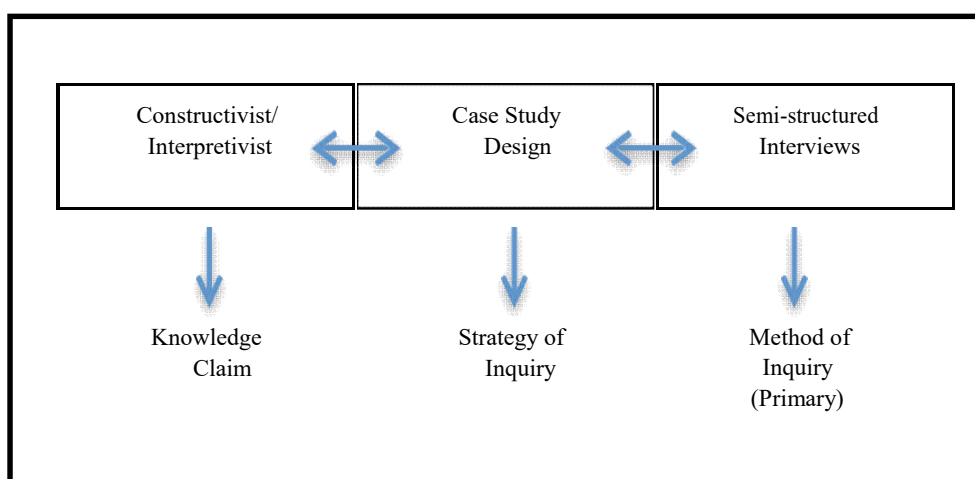
To address the issues, this study applies a qualitative and exploratory multiple cross-case analysis to explore EMI in six private universities in the three countries. Relevant literature, national, institutional and program level documentary sources and semi-structured interviews with the EMI program administrators and faculty members are used to focus from scholarship on EMI. By comparing the phenomena between countries and individual universities within countries, the study aims to identify how national and institutional contextual factors may influence on the adoption and implementation of EMI.

The purpose of this chapter is to provide a detailed description of the approach used for designing and carrying out the research. This chapter is comprised of sections which discuss the philosophical assumptions underpinning the study, methods and data collection, the data analysis and management, the validity and reliability, and ethical concerns in carrying out the study.

4.1 Research Design

Research design in qualitative research begins with philosophical assumptions that the inquirers make in deciding to undertake a qualitative study and the researcher bring their own worldviews, paradigms, or sets of beliefs to the research project (Creswell, 2007). A paradigm or worldview is “a basic set of beliefs that guide action” which are called paradigms, philosophical assumptions (Creswell, 2007, p.19). The epistemological position for this research design and analysis of this study is social constructivism (See Figure 3).

Figure 3 Research Design Procedures



Adapted from Creswell (2003)

In social constructivism, individuals seek understanding of the world in which they live and work and they develop subjective meanings of their experiences—meanings directed toward certain objects or things (Creswell, 2007, p.20). Social constructivism posits that knowledge is not exclusive of human experience, it emphasizes interaction and discourse within society as the vehicle through which self and the world are articulated (Creswell, 2007). In terms of practice, participants can construct the meaning of a situation, a meaning typically forged in discussions or interactions with other people. The constructivist researcher focuses on the specific contexts in

which people live and work in order to understand the historical and cultural settings of the participants. Having shaped their own background in their interpretation, the constructivist researchers position themselves in the research to acknowledge how their interpretation flows from their own personal, cultural, and historical experiences. Thus, the researcher makes sense of the meaning others have about the world.

Social constructivism seems to be the most appropriate paradigm for this study. I believe that the actions and decisions individuals take are a result of their past interactions with the world and these are perceived through their cultural perspectives. The individuals' involvement in the EMI in the three countries, Mongolia, South Korea, and Japan are the choices they have made and this is influenced by their previous interactions with the English language, study abroad programs, international experiences, and even the cultures of the institution where they work.

As a paradigm of inquiry, social constructivism provides guidelines for the practical implications and performance for this study. In addition, this paradigm encourages the use of open-ended questions to allow participants to construct the meaning of phenomena, at the same time, it enables the researcher focuses on the global, national and local contexts, backgrounds, and social interactions that shape the interpretations of the participants in the study and as well as the researcher.

Constructivism and interpretivism are a related concept that addresses understanding the world as others experience it (Chilisa & Kawulich, 2012). According to Chilisa and Kawulich (2012), from the ontological perspective, interpretivists believe reality is socially constructed and there are as many intangible realities as there are people constructing them. Reality is limited to context, space, time and individuals or group in a given situation and cannot be generalized into one common reality. In terms of epistemology, constructivists believe that knowledge is subjective because it is socially constructed and mind-dependent which means that truth lies within the human experience. Thus, statements on what is true or false are culture-bound, historically and context-dependent, although some may be universal (Chilisa & Kawulich, 2012). Methodologically, interpretive research is to understand people's experiences. The research takes place in a natural setting where the participants make their living. The purpose of such study expresses interpretivist researcher's assumptions in attempting to understand human experiences. The research questions are generally open-ended, descriptive and non-directional (Creswell,

2003 as cited in Chilisa & Kawulich, 2012).

As a researcher, I attempt to examine what I understand to be a socially constructed reality in the implementation of EMI policy at six private universities in the three countries. This inquiry into the implementation of EMI policy at the six private universities was carried out using a case study approach. It examines the situation of three case countries, Mongolia, South Korea, and Japan in order to better understand the issues surrounding the implementation of EMI policy. As this research focuses on the rationales of adopting EMI policy at the institutional level and seeks to examine perceptions around the policy's implementation, it employs a qualitative research approach, in particular, a multiple case study. In conclusion, this study applies a constructivist and interpretivist lens for human knowledge and the case study as a heuristic strategy with the method of inquiry (see Figure 2).

This section has outlined and defended the ontological, epistemological and methodological assumptions of this study. It explains why the choice of paradigms has been made in designing and carrying out this research. The next section describes the research approach and strategy employed for conducting the multiple-case study.

4.2 Case study

As a research method, the case study is used in many situations to contribute to our knowledge of the individual group, organizational, social, political, and related phenomena. In particular, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, small group behaviour, organizational and managerial processes, neighbourhood change, school performance, international relations, and the maturation of industries (Yin, 2009, p.4). Case study as a strategy for inquiry supports the interpretivist and constructivist paradigms as a naturalistic way to generate data from the ground up and inductively recognize patterns and relationships conveyed by participants (Creswell, 2003).

There are many definitions of case studies. The most frequently used definition of case studies is by Schramm's (1971, p.6). The author defined,

The essence of a case study, the central tendency among all types of the case study, is

that it tries to illuminate a decision or set of decisions: why there were taken, how they were implemented and with what result.

The author emphasized here the decisions as a major focus of case studies. According to Schramm, the case study is an effort to contribute to policy and decision making, rather than science. The decision may be one to establish a project, for example, carry out an educational reform. The case study can penetrate a situation after the fact, thus it does not lose the valuable evidence. In other words, it is an advantage for a researcher to enter the situation not too late, otherwise, some of the early problems and failures may have been forgotten. When the researcher enters too late into the study of a situation, there is too little time to complete it, thus the administrators become the chief dominant informants. This leads to unavailability to check the official records or collections of what happened.

The purpose of a case study is to obtain a holistic view of the project from people who know one area of it very well but may be much less well informed about other areas. Thus, Schramm (1971, p.15) emphasizes the balanced and objective view of the project and cited idealistic advice by Coombs (1971) on this problem:

It must be expected that knowledgeable informants who have been deeply involved in the program may often, in all honesty, have a rather narrow and specialized view of it and an unduly optimistic evaluation of its performance. Obviously, their testimony is crucially important, for they are likely to have a uniquely intimate knowledge of how the program involved, the problems encountered, changes in the initial plan, what has happened to earlier participants, etc. Yet to accept their story alone and at face value could result in a narrow and even distorted picture. In the extreme, it could unintentionally make the case study a misleading propaganda piece, not a balanced and objective analysis. Therefore, it is incumbent on those preparing case studies to probe politely but persistently to get 'the other side of the story' and to develop additional evidence that will put the matter in a broader perspective. For this purpose, it will be important interview a mix of people who see the program from different vantage points, including some 'hard-nosed' observers who know the program, see it in a broader context and have no direct involvement in its

success or failure (such as well-informed analysts in the planning ministry or the finance ministry). In the end, the authors of the case study will have to weigh these various judgments and the assorted evidence and reach their own considered conclusions.”

This statement raises one important issue that is to get data from different participants who can give different perspectives. Therefore, this study aims to interview administrators from one side and faculty members from another side in order to get different perspectives.

To go back to the definitions, there are other common cases that include individuals, organizations, processes, programs, institutions and many more. However, as Yin (2009, p.17) argues, citing a case topic, for example, the decision, is not sufficient enough to define the definition of case studies as a research method. In social sciences, earlier social science textbooks considered the case study as the exploratory stage of some other type of research method and some definitions confuse case studies with ethnographies or with participant-observation.

Yin (2009, p.18) once defines, “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Later after a series of renewal updates, the author defined, “The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis.” However, the definition by Creswell (2007, p.73), “Case study research is a qualitative approach in which the investigator explores a bounded system or multiple bounded systems over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case-based themes” is applied in this study.

According to Yin (2003), a case study design is classified as a single case and a multiple case study with two or more cases. Further, the author has labelled the case study designs as Type 1-single case (holistic) design, Type 2-single case (embedded) design, Type 3-multiple case (holistic) design, and Type 4-multiple case (embedded) design. As Emerald Publishing

(2018) explains, the holistic case is one where the cases are the unit of analysis; an embedded one is where there are several units of analysis in the case. Table 15 shows the differences between holistic and embedded cases,

Table 15 Matrix depicting single and multiple holistic cases versus single and multiple embedded cases

	Holistic	Embedded
Single	One case with one unit of analysis	Several cases each with one unit of analysis
Multiple	One case with several units of analysis	Several cases each with several units of analysis

Adapted from Yin (2003)

According to the classification of case study designs by Yin (1994), this study is an exploratory multiple-case study that attempts to explore a phenomenon and seeks to find answers to research questions and to determine the feasibility of research procedures, which involve fieldwork and data collection. The case study research conducted in the six institutions of the three countries is a heuristic process that fosters a comprehensive understanding of social and academic practices and how participants construct meaning in the social and academic environments surrounding EMI policy and its implementation. It allows the researcher to look for the complexity of views rather than narrow meanings into a few categories or ideas (Creswell, 2003, p.8).

Based on the above statements, a case study was chosen as the research strategy for this study for several reasons. Since some of the reasons have been already mentioned above, including in-depth rich data, different and holistic view of a phenomenon from participants, and multiple sources of information, I add two other reasons here. First, case studies seek to find answers to the causal questions, “why” and “how” (Goodrick, 2014). Second, to investigate the actual implementation of EMI policy in practice, case study plays an important role to fully understand the context of a real-life phenomenon (Yin, 2009).

4.3 Multiple-case study

The case study research includes both single- and multiple case studies (Yin, 2009, p.19). As Baxter and Jack (2008) state, when a study includes more than one single case study, a multiple-case is needed. Hence, the multiple-case design is used in order to strengthen the findings of this study. The evidence that is generated from a multiple case study is strong and reliable (Baxter & Jack, 2008).

Multiple case studies are considered more robust than single case studies and the analytic findings that arise independently from multiple cases are more powerful than those coming from a single case (Yin, 2009). Any conclusions from a single case study may require clear justification (Yin, 2009) while the careful description of EMI in the contexts of several universities provide valued and trustworthy knowledge (Stake, 2005).

According to Baxter and Jack (2008), a multiple-case study is that in a multiple case study the researcher studies multiple cases to understand the similarities and differences between the cases. Therefore, the researcher can provide the literature with important influences from its differences and similarities. This study attempts not only to investigate EMI in six private universities in Mongolia, South Korea, and Japan but also to understand in the hope that these cases will lead to an in-depth and thorough understanding of the phenomenon.

Despite the strength of multiple-case study design, there are several limitations for conducting multiple-case studies. These include a rich description that takes a long time (Merriam, 2009) and high cost (Baxter & Jack, 2008), a lengthy narrative that follows no predictable structure and is hard to read Yin (1981, p.64). However, some can be avoided. As Yin (1978, p. 64) suggests, a clear conceptual framework and replacing the case study narrative by a series of answers to the research questions would be useful to the reader to find the desired information or skim the entire text without difficulty.

Steps were taken to overcome the limitations during the research process. First, the study investigates EMI programs in six private HEIs—sufficient cases to increase the strength of the study. In order to avoid the too lengthy narrative, this study followed Yin's (1978) suggestion to organize the case-study narrative according to the conceptual framework and the research questions along with the sub-questions. The narrative that was not specifically related to the research questions but supported the argument and description in the narrative were included

only in the appendixes.

4.4 Site Selection

The section justifies the selection of private universities in each of the three countries, selection of participants and explains the procedure of interviews with faculty members and administrators, and as well as fieldwork.

According to Widdowson (2011), there are two primary strategies in case selection, random selection, and information-oriented selection. The random selection is that the sample is sufficiently representative of the population being studied to enable the generalization of findings to take place. Information-oriented selection cases are carefully chosen for their significance, in that they may be extreme cases which may reveal or suggest certain findings or critical cases which can be exemplars or typical cases from which generalizations can be drawn.

Selecting a site or multiple sites for investigation involves purposive and deliberate sampling to ensure that participants have direct experience with the issues or topics under examination (Given, 2008, p.548). Two private universities were selected from each of the three countries (social science universities were selected for comparison in order to increase the validity of the study) following the information-oriented strategy. The selection criteria included that the university should have an extended practice of offering courses in English and undergraduate or graduate degree programs in EMI in a certain period of time. The next important criterion was that each institution should be reputable in their local area or home country. In addition, these private universities were chosen for the intention of rich data collection.

During the initial data collection process, however, two of the case-study HEIs had to be dropped from the study and replaced by others. After in-depth interviews with two program implementers at one case study HEI and one implementer at other case study institution, it was impossible for the researcher to continue the study there because the program implementers kindly refused to help the researcher make a contact with other potential implementers in their EMI programs. In addition, the researcher's own several attempts to make contact with EMI program implementers at the two case-study HEIs also failed.

4.5 EMI program selection

Three criteria were applied to define an EMI program according to Wächter and Maiworm (2008, p.1). Programs had to be either a Bachelor or Master level (or the equivalent of the latter). Programs had to be taught 100% in English. This excluded ‘mixed’ programs taught predominantly, but not entirely in English. Programs in which English is (part of) the object of study were excluded. Thus, programs in English language and literature or in American studies, to name but two examples were not eligible as English-taught programs. This study selected social science focused EMI programs which included business and international studies in order to increase the validity of the study.

According to the above criteria and the availability of making a successful contact with the program implementers, this study could select one undergraduate EMI program in University A, two undergraduate programs in University B, one graduate in University C, one graduate in University D, one undergraduate in University E, and one graduate in University F.

4.6 Participant selection

Participants in this study included administrators and faculty members who are involved in the implementation of EMI program. Administrators selected were the EMI program head or administrative staff of the university’s EMI programs. The faculty members selected were those who have experiences of teaching in EMI context for at least one semester and more. Participants were selected using snowball sampling (Patton, 2002; Merriam, 1998). Snowball sampling identifies cases of interest from sampling people who know people who know people who know what cases are information-rich, that is, good examples for study, good interview participants (Patton, 2002, p.243).

As an outsider, it was difficult for the researcher to determine who would be the most appropriate person to interview in the EMI program of each HEI. After searching each institution’s website, the researcher could make an initial list of potential participants. Then, a letter of research interview invitation was sent out to most program implementers involved in the implementation of EMI programs in each institution. Upon obtaining interview approval from the program implementers, the researcher launched the interviews with the participants. It should be noted that it was not required for the researcher to request research approval from the

institution.

In order to gain a holistic picture of each EMI program, the researcher sought to interview program implementers who played different roles in the EMI program. As mentioned above, many senior administrators also teach on the EMI programs or teach EMI courses whereas some faculty members have more administrative responsibilities than others.

4.7 Pilot study

Prescott and Soeken (1989, p.60 as cited in Kim, 2010) defines “A pilot study is referred to as a feasibility study that comprises small-scale versions of the planned study, trial runs of planned methods, or miniature versions of the anticipated research in order to answer a methodological questions(s) and to guide the development of the research plan”. This definition implies that the pilot study is planned from the beginning of a proposed project and before the actual investigation. Hence, the main benefit of conducting a pilot study is that it provides researchers with an opportunity to make adjustments and revisions in the main study (Kim, 2010, p. 191). As Teijlingen van and Hundley (2001) emphasized, a pilot study might involve in-depth interviews to establish the issues to be addressed in the interview questions or a questionnaire survey.

Before this study was fully undertaken, the decision to carry out a pilot study was made with a primary aim to test an interview protocol that the researcher had developed. The researcher also hoped that any other practical issues and adjustments to the interview questions could be discovered. The pilot study had two phases. The first phase was to take an online survey from the faculty members and administrators of EMI programs in two universities in Mongolia. The survey was designed in English in the google form and sent via email to the participants at the universities. 40 participants from the universities completed the survey. Based on the survey results, the actual interview questions were revised and finalized.

The next phase was implemented to test the interview protocols with two faculty members of two institutions in Japan, one faculty member of an institution in South Korea, and two administrators and one faculty member in two institutions in Mongolia. The interviews were conducted in English and Mongolian. The interviews lasted approximately 30-40 minutes each on average and were audio-recorded and some were transcribed. The researcher read the

transcriptions and listened to the interviews several times to identify the interview procedure. Learned from the concerns raised during the interview procedure, the researcher was aware of what to consider next time.

As Teijlingen van and Hundley (2001) argue, an essential feature of a pilot study is that the data are not used to test a hypothesis or included with data from the actual study. Therefore, it should be noted that the data of the pilot study were not included with data from the actual study.

4.8 Data Generation

This study applied three methods to generate data, document review, field observations, and semi-structured interviews with administrators and faculty members.

4.8.1 Documents

Documents are categorized into primary and secondary sources of documents. Primary sources of documents include governments' reports and documents such as education laws, education reform reports, executive orders, relevant official statements, publicly available documentation from the case-study universities including websites, brochures, strategic plans, annual reports, and press releases. Such documents provided information on activities and programs related to the implementation of EMI programs, its rationales and intended outcomes. Secondary sources covering previous research, evaluative reports, and media reports were used to investigate the issues around the phenomenon of the research topic. The initial themes and findings from the document analysis based on the primary and secondary sources helped to identify the purpose or rationales of EMI programs (Hurworth, 2005, p.118) at the case-study institutions and to provide a means of comparing similarities and differences among sources and as well as to assist the analysis of data to provide a wider picture of context (Scott & Morrison, 2007, p.76).

The documents analyzed in this study were mostly in the English language for the cases in Japan and South Korea while the documents for the cases in Mongolia were in Mongolian and English. The language issue is discussed in the translation issues below. Since the case study method requires the use of multiple sources of evidence, it included field observations and semi-

structured interviews (Gray, 2004, p.128).

4.8.2 Fieldwork

Fieldwork is the hallmark of research for qualitative researchers and the method involves working with people in their own communities (Given, 2008, p.247). Fieldwork requires systematic observation, interpretation of an observed phenomenon and a plan of action to follow up on observations. Findings or interpretations are typically recorded in field notes that are later used for the analysis of data collected during the fieldwork. The same procedure of fieldwork was applied in all three countries.

An important part of the fieldwork is a class observation. Observations are comprised of three types, 1) complete observer; 2) complete participant; and 3) non-participant observation (Given, 2008, p.574). During the fieldwork, the researcher participated in the setting, which is the university, as a complete observer. The role of the complete observer is that there is no interaction between the observer and the observed. The observed were the faculty members. The researcher observed the faculty members' EMI classes to get a deep understanding of what is happening in the natural setting. The purpose of the observation was to understand how the EMI courses are implemented in practice at the classroom level.

The fieldwork method involves working with people in their own communities for a certain period of time. As an important part of the research, the researcher visited the campus of each HEI in the three countries, in particular, spent four weeks of time in Mongolia and three weeks of time in South Korea in 2018 respectively to collect the interview data as a primary and documentary data as secondary for the case-study private universities. The campus visits in the two case study HEIs in Japan to conduct interviews in person continued for about six months in 2018-2019 due to the hierarchical nature of the Japanese university.

After gaining approval from faculty members, the researcher was able to observe several EMI courses at the classroom level in two case study HEIs in Mongolia, one institution in South Korea and one institution in Japan. The field data included written words in documents, interview transcripts, and observational notes. The data that were gathered were transformed into a thick and rich description (Given, 2008, p.551).

4.8.3 Interviews

Qualitative interviews provide in-depth, contextualized, and open-ended responses from research participants about their views, opinions, feelings, knowledge, and experiences (Patton, 2002; Creswell, 2009). An interview allows people an opportunity to reflect on events without having to commit themselves in writing, often because they feel the information may be confidential (Gray, 2004, p. 214). There are several different types of interviews and it depends on the aims and objectives of the research. One of the types is a semi-structured interview. The semi-structured interview technique is well suited for this study. As Gray (2004, p.217) noted, the semi-structured interview allows for probing of views and opinions where it is desirable for respondents to expand on their answers.

According to Gray (2014, p.214), the use of a semi-structured interview allows the researcher 'probe' for more detailed responses where the respondent is asked to clarify what they have said. The semi-structured interviews were conducted with 45 interviewees. This study used interview protocol composed of detailed information, terminology and open-ended research questions. The participants were interviewed either via the internet or face-to-face individually. Interviews were voice-recorded. However, for two interviews, I needed to take notes because the participants refused the audio-recording. The language for the interview process was in English in Japan and South Korea, and either in English or Mongolian in Mongolia. Interviews were conducted in comfortable environments, such as the participant's office or the researcher's place, or in a place of the participant's request. The interview lasted about 40-50 minutes on average. However, some interviews lasted more than one hour.

An interview consent form (Appendix G) and two different interview schedules (Appendices H & I) were developed for interviews with administrators and faculty members. The interview schedules were developed based on the literature, the research questions, and the conceptual framework guiding this study and refined based on the advice from my supervisors. The interview questions were structured following the three types of prompts: main, probing, and follow-up. The main prompts in the research protocol addressed directly the research problem. Probes are standardized ways to get more depth and detail. Follow-up questions were used to encourage the expansion of ideas relevant to the research questions. The seven techniques of probing during an interview by Russel Bernard (Edwards & Holland, 2013, p.73) were used in

the interview process.

4.9 Data Analysis

A basic principle of qualitative research is that data analysis should be conducted simultaneously with data collection (Coffey & Atkinson, 1996, p.6). Strategies for qualitative analysis fall into three main groups: categorizing strategies (such as coding and thematic analysis), connecting strategies (such as narrative analysis and individual case studies), and memos and displays (Coffey & Atkinson, 1996; Maxwell, 2005). The categorizing strategy in qualitative research is coding. The goal of coding is not to produce counts of things but to ‘fracture’ (Strauss, 1987, p.29) the data and rearrange it into categories that facilitate comparison between things in the same category and between categories (Maxwell, 2013, p.237). Connecting strategies, instead of fracturing the initial text into discrete elements and re-sorting it into categories, attempt to understand the data in context, using various methods to identify the relationships among the different elements of the text (Maxwell, 2013, p.238). Such strategies include some forms of case studies (Patton, 1990). A question about similarities and differences across settings or individuals, or about general themes in the data cannot be answered by an exclusively connecting analysis. Memos and displays which are analytic tools are an important part of the qualitative analysis. Memos can perform functions not related to data analysis, such as reflection on methods, theory, or goals. Memos facilitate a researcher’s thinking of relationship in the data and make the ideas and analysis visible and retrievable (Maxwell, 2013, p.239).

For this study, two different types of data, documentary and interview were analyzed following the strategies of 'describing, classifying and connecting' (Coffey and Atkinson, 1996, p.8) the data to portray a comprehensive picture of the background context of each country’s education system, its policies for IoHE, HE reforms, English education, and of the main research focus, the implementation of EMI policy at the case-study institutions. Since this is a comparative study, two stages of data analysis were undertaken in this study: within-case analysis and cross-case analysis, analyzing each case first comprehensively before the cross-case analysis. The computer-aided qualitative data analysis software program, nVivo12 was used to support the analysis. The software program enables the researcher to demonstrate the integrity, robustness and therefore, trustworthiness of an investigation (Given, 2008, p.563). This program enormously

simplified the task of coding and retrieving data in a large project. The benefits of the software program are manifold. The program uses a coding system that underpins the generation of relationships between elements in the data. This program also features memoing to record the researcher's thoughts and processes alongside the data analysis.

4.9.1 Within-Case Analysis

A primary goal of the within-case analysis is to describe, understand, and explain what has happened in a single, bounded context—the case or site (Miles, Huberman & Saldana, 2014, p.29). In order to understand the background and contextual information of the case-study institution, initial document analysis was conducted before visiting the case-study institution. First, the documents relevant to the institution were read closely and topic codes were generated. These topic codes described what is discussed in the segments of the documents. The purpose of the initial document analysis was to find out official evidence relating to the rationales, challenges and practical responses to the EMI policy and its implementation at the case-study institution.

4.9.2 Cross-Case Analysis

According to Miles, Huberman, and Saldana (2014, p.29), the fundamental reasons for cross-case analysis is to deepen understanding and explanation. Cross-case studies help the researcher find similarities and differences across cases. As mentioned above, first, each of the individual cases in the three countries was analyzed. Then the major themes that were generated from the individual cases were analyzed to discover similarities and differences across all cases. Finally, similarities among all six case-studies were highlighted in the themes generated and compared against the findings from the literature review.

4.10 Design Issues

A research design is a logic that links the data to be collected and the conclusions to be drawn to the initial questions of study (Yin, 2009, p.24). When doing a case study, the designs need to maximize the quality through three critical conditions related to design quality: validity, reliability, and generalizability. These are discussed in this section.

4.10.1 Issues of Validity, Reliability, and Generalizability

A researcher's personal experiences and perspectives in which these are grounded, are not simply a source of 'bias'; they can also provide a valuable source of insight, theory, and data on the phenomena the researcher are studying (Marshall & Rossman, 1999, pp.25-30; Strauss & Corbin, 1990, pp.42-43). Using the experience in the research can provide a major source of insights, hypotheses, and validity checks (Maxwell, 2013, p. 225).

Bias refers to ways in which data collection or analysis are distorted by the researcher's theory, values, or preconceptions. In qualitative research, the main concern is not for eliminating the variance between researchers in the values and expectations that they bring to the study but for understanding how a particular researcher's values influence the conduct and conclusions of the study (Maxwell, 2013, p.243). However, eliminating the actual influence of the researcher is impossible (Hammersley & Atkinson, 1995). The goal of a qualitative study is not to eliminate this influence but to understand it and use it productively (Maxwell, 2013, p.243).

To deal with particular validity threats and increase the validity of the conclusions in a qualitative study, a few scholars such as Miles and Huberman (1994), Patton (2000), and Maxwell (2013) have provided some effective strategies: 1) intensive, long-term involvement, 2) rich data, 3) respondent validation, 4) searching for discrepant evidence and negative cases, 5) triangulation, 6) quasi-statistic, and 7) comparison. To increase the validity of research, Guba (1981) discussed the methods that may be used during the study. These include,

- prolonged engagement at a site,
- persistent observation,
- peer debriefing,
- triangulation,
- collection of referential adequacy materials,
- member checks,
- establishing structural corroboration or coherence, and
- Establishing referential adequacy.

Depending on the purpose and design of the study, it is impossible to apply all these strategies and methods. Thus, the strategies and methods of rich data, searching for discrepant evidence

and negative cases, and triangulation were used in the study to reduce the validity risk and threats.

Each of the three strategies is explained in short below. Rich data as Becker (1970) argued are data that are detailed and varied enough that they provide a full and revealing picture of what is going on. In interview studies, such data require a verbatim transcript of the interviews while data in observation are detailed, descriptive note-taking of the specific and concrete events that the researcher observes. The second strategy that was used in the study is the strategy for searching for discrepant data and negative cases. Such data are the key part of the logic of validity testing in qualitative research. It is important to rigorously examine both the supporting and discrepant data to assess if it is more plausible to retain or modify the conclusion. In difficult cases, the best thing to do is to report the discrepant evidence and allow readers to evaluate this and draw their own conclusions (Wolcott, 1990). The last strategy is triangulation. This strategy, as Maxwell (2013) explains, reduces the risk of chance associations and of systematic biases due to a specific method and allows a better assessment of the generality of the explanations that one develops. Triangulation is a critical element of rapid assessment and employed for the use of data from different sources, the use of multiple perspectives to interpret a single set of data, and the use of multiple methods to study a single problem (Given, 2008, p.726). The current study generated data from multiple sources, documents, administrators, and faculty members by using documentary and semi-structured interviews. This procedure enhances the validity of the study as the different sources and methods allow the study to approach the research problem, implementation of EMI, from different perspectives. This strategy also reduces the biases that may arise in a single method. Therefore, this study employed two different main methods, document analysis and case study to enhance the validity of the study.

This study also used the concept of reliability and generalizability to increase the validity of the research. Reliability is defined by Joppe (2000, p.1 as cited in Golafshani, 2003) as “The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Reliability is enhanced through triangulation to ensure that the weaknesses of one method of data collection are compensated by the use of alternating data gathering methods (Krefting, 1991,

p.221). Another way to increase the reliability of the study is to conduct a code-recode procedure (Krefting, 1991, p.221) on the data during the analysis phase of the study. Thus, the initial data coding procedure in this study were rechecked several times.

Generalizability refers to the degree to which the findings can be applied to other contexts and settings or with other groups; it is the ability to generalize from the findings to larger populations (Krefting, 1991, p.216). As Sandelowski (1986) claims, generalization is something of an illusion because every research situation is made up of a particular researcher in particular interaction with particular informants, so qualitative research purpose is to describe a particular phenomenon or experience, not to generalize to others. However, Lincoln and Guba (2000) suggest that the extrapolations produced out of one case study can be used to understand other cases on the similarity. Lincoln and Guba (2000, p.316) encouraged the use of thick description to reach a conclusion about whether the results can be transferable. Accordingly, this study describes in detail the case study institutions, programs, and implementers to provide sufficient contextual information for the audience to determine their own institutional contexts by comparing it with the case study institutions.

4.10.2 Translation Issues

As stated in the data generation section, this study prefers to review and analyze documents in English for the cases of Japan and South Korea and all interviews in the two countries were conducted in English. The Mongolian case is different and documents in either English or Mongolian were reviewed and analyzed depending on the availability and accessibility while the interviews were conducted in Mongolian or English. However, for some documents that are seen as essential to this study but are in Japanese or Korean, the researcher used translation software to examine these documents and sought the help of a bilingual native Japanese speaker or Korean speaker, or a native-like expert in Japanese and Korean to check the interpretation. The interviews conducted in Mongolian with the program implementers from the two case study universities in Mongolia were translated by the researcher into English. It is better to note that the researcher who has previous translation experience did his best to keep the accuracy of translating the meanings of words and expressions in the interview transcripts.

4.11 Ethical Considerations

This study aimed to collect data from all available sources, including publicly available official documents, institutional and program, websites, books, and articles, and, if possible, not publicly available documents related to the themes of this study, and it may include information on finance, budget, and other specific institutional issues. In addition, in this study, interviews were conducted involving human subjects. Thus, any study that involves human subjects needs to go through an ethical review and be approved by the Ethics Committee. The study proposal including the interview questions was submitted and received the approval from the Research Ethics Committee of Kyosei Studies, Graduate School of Human Sciences, Osaka University (registration number: OUKS1734; see Appendix J). This study followed the Ethical Codes of Graduate School of Human Sciences, Osaka University and the Code of Ethics for Research in Education by the Australian Association for Research in Education.

The participants from the case-study institutions were invited to participate in the research and they were provided with information about this study, their rights, and confidentiality issues. Informed consent was signed by the participants prior to the interview procedure. The participants were reminded that participation in this study is voluntary based and any time they can refuse to answer any questions or can finish the interview. All interview transcripts and reports were made available to participants upon request. The participants and their institutions were given pseudonyms in order to protect anonymity. All the data obtained in this study from any sources were used solely for the purpose of this study and will be stored in a password-protected computer that only the researcher has access.

4.12 Chapter Summary

This chapter described the design of the research, methods adopted and procedures for collecting and analyzing the data. The multiple case study design was selected as the most appropriate to generate a rich description of the implementation of EMI programs in six HEIs under study. The epistemological position for this research design and analysis of this study is social constructivism which claims that individuals construct their realities, developed by their past experiences and different cultural perspectives. This chapter also reported the site, program, and participant selection process, and then outlined the data collection methods and tools used

for the research. It discussed the specific data collection strategies, document and interview data generation methods and qualitative analysis technique. Finally, it addressed issues of validity, reliability, and ethical considerations. The next chapter presents the study's findings.

CHAPTER V. PRESENTATION OF RESULTS

This chapter presents an analysis of the data collected through document review, fieldwork, and semi-structured interviews to explore what factors influence the private universities to implement EMI and how EMI is implemented at the universities. This chapter begins by providing general information about the study participants and then presents individual case studies of EMI at each of the six private universities in this study. Each case study starts with the context of EMI at the university where the EMI program(s) is situated. This is followed by a summarized analysis of the results of the study for each institution. The individual case studies are followed by a cross-case analysis, which reports themes that have emerged across the cases.

It should be noted that throughout the chapter, examples of the participants' views and ideas are presented in their own words through the use of direct quotes from their conversations with the researcher. In order to protect the participants' identity and institutional affiliation, they have been assigned codes which allow them to remain anonymous. For example, *FM_JPE1* denotes faculty member number one from Japanese University E, *SA_SKC2* denotes senior administrator number two from South Korean University C, and *JA_MGLB1* denotes junior administrator number one from Mongolian University B. The quotes of some participants from Mongolian universities were translated from Mongolian into English by the researcher.

5.1 Overview of the Participants

Participants of the study consist of 45 implementers from EMI programs in six private universities in three countries. They are involved in the implementation of both undergraduate and graduate EMI programs at their university and referred to as program implementers. The participants have been categorized into three groups in terms of their role at their university. Of the 45 participants, nine are senior administrators, seven are junior administrators, and 29 are full-time faculty members who teach at least one course on the EMI program. Senior administrators are those who are a dean of the EMI program, or head of Academic Affairs at their respective school, or a vice-president who is in charge of international relations. Among the nine senior administrators, one senior administrator was the vice-president in charge of

international relations, seven were deans of the EMI program, and one was head of Academic Affairs. At the time of the study, seven of the nine senior administrators were teaching on the EMI program under study. Thus, these administrators were able to contribute a comprehensive administrative and classroom view of the EMI program. Junior administrators were those who worked, at the time of the study, at the administrative unit of the EMI program under study. The junior administrators also contributed to investigating the EMI program from the point of view of the administration. Figure 4 shows the participants by job categorization.

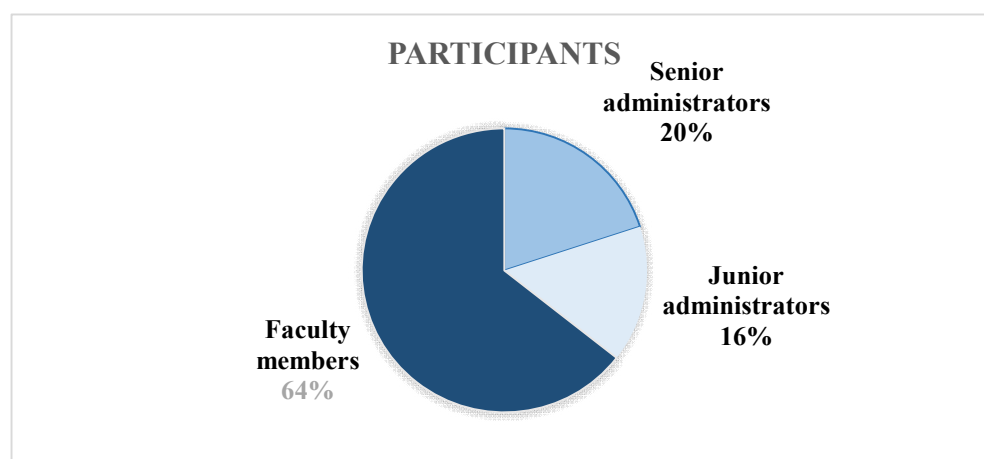


Figure 4 Participants by Job Categorization

The participants' job title and academic field of study have been omitted from this study in order to protect their privacy. However, other personal information, such as gender, area of origin, highest degree, and work experience abroad is presented below.

Of the 45 participants, 24 (53%) are male and 21 (47%) are female (Figure 5). To breakdown the gender, seventeen (70%) of the male participants are faculty members and others (30%) are senior administrators and junior administrators. Female faculty members (50%) are represented well in the study while the number of female senior and junior administrators is 11 (61%).

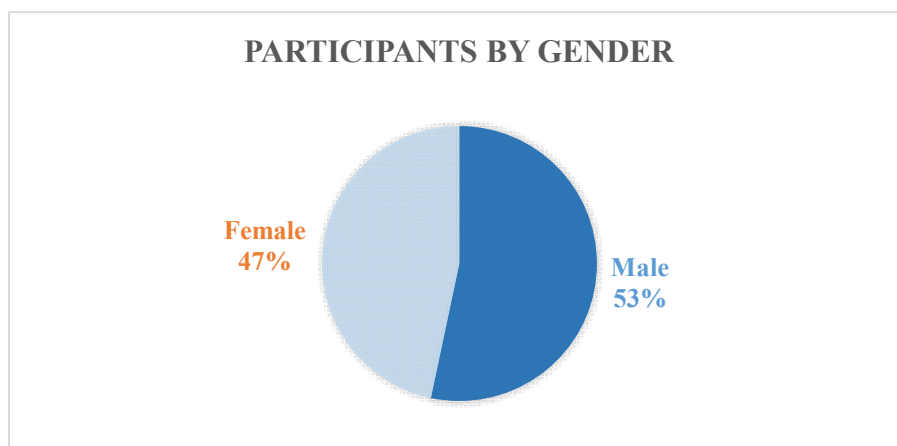


Figure 5 Participants by Gender

In terms of nationality, sixteen are Mongolian nationals, seven American, seven Korean, six Japanese, three Bangladeshi, two Chinese, two Filipino, one Pakistani, and one Canadian. Of the 45 participants, only eight are native English-speakers while others are non-native speakers of English (see Figure 6). Of the 45 participants, 25 participants obtained their highest degree (PhD). During interviews, 14 of 29 faculty members stated that they had international teaching experience in HE.

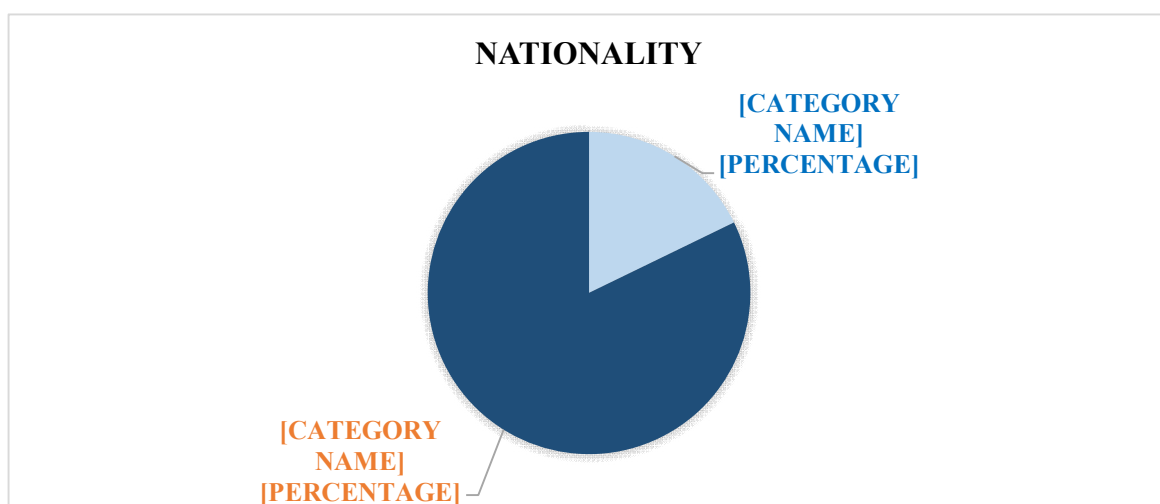


Figure 6 Participants by Native Language

In sum, this information shows that the participants are well balanced in terms of gender and are diverse in nationality. About one-quarter of the participants are from Anglophone countries. Over half of non-native English speakers have obtained their highest degree outside of their country, and almost half have taught abroad in a HE sector.

5.2 Case Study of the EMI Program at University A

This section answers the three main research questions along with sub-questions. As detailed in the introduction to Chapter V, the interview data were collected from semi-structured interviews with 11 program implementers (seven faculty members and four administrators) at University A in Mongolia.

5.2.1 The context of the Program

Located in the capital city Ulaanbaatar, University A is one of the most reputable and oldest private universities in Mongolia. University A is one of the few private universities able to compete with national universities. The university was established at the beginning of the 20th century and has expanded to encompass one professional undergraduate and graduate school and eight faculties on one campus. The university focuses on undergraduate education, with about 3,800 of almost 6,000 students enrolled in undergraduate programs in 2018 (MECSS, 2019).

5.2.2 EMI Program at University A

This study focuses on one undergraduate EMI program at University A which is centered in the internationally oriented professional school that is located on the main campus. The EMI program in the professional school at this university began in 2006 and admits students in September for the fall semester. The school admits two types of students: full-time students who just finished their secondary school education and adult students who may have already obtained their university degree and have work experience in financial and business fields. As the senior administrator of the school stated (SA_MGLA2), all full-time students are required to study the first two years here in the country. After completing the courses within the two years, ~~the~~ full-time students with sufficient English proficiency and who are able to afford the tuition fees of the overseas partner universities will be able to transfer to partner universities in the United Kingdom or Singapore. Those who have qualified but are not able to afford the tuition fees of the partner universities are offered to continue their education for a bachelor degree (additional two years) at University A. The school recruits the second type of students to help them pass international professional degree examinations and obtain their international degree in their field.

This type of students is not conferred any degree. It should be noted that this study only focuses on full-time students and all the quotes and concerns provided by the faculty members and administrators refer to the EMI program for full-time students. One senior administrator described the students enrolled in the EMI program,

High school graduates enroll in the EMI program. The level of their English is varied, some students graduated from a high school in the USA whereas some finished local schools or international schools in Ulaanbaatar (the capital city). Few international students from the Russian Federation, Nepal, and Bahrain study in the program. (SA_MGLA1)

Students in the EMI program can be referred to as studying on an English track. The professional school also has Mongolian-taught programs that have very similar curricula and lead to the same degree and students in the EMI program are given the choice to complete their program in English or in Mongolian. Therefore, those students who might not want to continue their degree abroad have the option to transfer to the Mongolian-taught programs.

At the time of the study, the school of this EMI program recruited over 130 students. The number of students accepted into the EMI program has steeply increased from 60 in 2017 to 75 in 2018. A senior administrator of the school explained that even though student numbers are increasing, the university faces difficulties in providing classrooms for incoming students. In other words, the university experiences an infrastructure problem. The senior administrator described the situation,

The number of students enrolled in the regular Mongolian-taught undergraduate programs is huge, and this year [2018] the university accepted around 700 students. Every year, we keep this number. In addition, not all these enrolled students can graduate; some extend their year of study and return next year. This also contributes to the increase in total students. Because of this, we experience a lack of classrooms to accommodate for all the students. (SA_MGLA2)

The school has the potential to accept more students. However, this potential is limited by the university's spatial capacity, such as the insufficient availability of classrooms. International students can be accepted on the EMI program. Currently, very few international students, mainly from Inner Mongolia, China are studying on the program.

5.2.3 Rationales for the EMI program

This section addresses the first research question along with the sub-question. The program implementers at University A gave three main reasons as to why the EMI programs have been implemented at their institution: a) to become an internationally recognized university, b) to attract international students, and c) to prepare globally competitive graduates. Each is discussed below.

a. To become an internationally recognized university. Program implementers unanimously agreed that the first important rationale for implementing an EMI program is to become an internationally recognized university. University A aims to become a leading academic and research university that is recognized internationally. One faculty member further elucidated,

First of all, our mission is to become a leading university in Asia. Behind this goal, of course, there is a policy to recruit international students. Universities abroad conduct courses in English to attract international students and to enter the international market. We won't be able to internationalize through Mongolian language-mediated instruction. And there may be very few people who want to learn Mongolian and study in Mongolian because Mongolia is not a developed country. But studying in the English language is different! (FM_MGLA1)

The above quote reveals that University A wants to increase its international profile through recruiting international students. To do so, EMI programs will play an important role in attracting international students. According to this faculty member, Mongolian language-mediated instruction has no appeal to most international students. The majority of faculty members were fully aware of the university's mission to become an internationally recognized university, and they expressed their positive views that faculty members who are capable of delivering course content in English are vital to this mission.

As one senior administrator described, University A regards international accreditation as one potential way to achieve the university's goal of becoming an internationally recognized university. As she stated, "University A has received international accreditation from the international accreditation agency, ACBSP and this means that the university's quality, especially English program quality is good, and it is aligned with the university's mission" (SA_MGLA1).

One junior administrator explained that University A aims at becoming an international

university that is recognized in the region (Buryatia and Tuvan in the Russian Federation and Inner Mongolia, China). The junior administrator also emphasized the need to increase the number of international students in order to reach the goal. She went on to say, "...we conduct courses taught in English for international students. Although there are few international students, the university still keeps conducting the same number of EMI courses" (JA_MGLA1). The program implementers were convinced that the international reputation would be one of the main driving factors to attract international students to the EMI program.

b. To attract international students. The program implementers talked about a rationale of attracting international students as a reason for introducing the EMI programs at their university. A faculty member pointed out the limited educational market for domestic students as a reason for implementing an EMI program at his university. He went on to clarify,

The Mongolian population is three million. If we consider the number of students who finish their secondary education and advance to HE in the fields of business and management, there is only a small number. If we [the university] want to develop, the only way is on the international market. (FM_MGLA5)

Domestic universities compete fiercely over the limited number of domestic students who are graduating from secondary schools. To attract international students through EMI programs, University A is focusing first on two neighboring countries. One is the Russian Federation and the other is China. One of the senior administrators mentioned,

In the future, we aim to reach out to regions such as Inner Mongolia, China and Tuvan, Russian Federation because they are rooted in Mongolian nationality. (SA_MGLA2)

Similarly, a junior administrator remarked that the university focuses on recruiting graduate-level students from Inner Mongolia, China and is also preparing to export similar online education to the Russian market,

Within its policy and strategy, the university is undertaking all possible measures to recruit international students from Tuvan and Buryatia in the Russian Federation and Inner Mongolia and Tianjin in China. Currently, we do not have many international students. However, the number of international students from the countries tends to increase in both undergraduate and graduate levels. (JA_MGLA1)

Indeed, University A understands the need to attract international students and at the same time to increase the number of EMI courses to achieve its strategical goal in order to

become an internationally recognized university. Having noted the importance of creating the learning environment for international students, one faculty member said, "...to accomplish the university's mission to recruit international students, the solutions include more EMI programs and capable human resource who can teach the EMI courses and manage the program" (FM_MGLA5).

From a different angle, one international professor tried to describe the reason for attracting international students through EMI program at the university. According to this faculty member, the country is facing some economic challenges that are affecting universities in their recruitment of domestic students: "The university still requires to develop its market in a different country so that they [the university] will be able to attract international students. However, to do that, the internal development of the university needs to strengthen and to be able to teach international students in English" (FM_MGLA2).

Program implementers said that the university is targeting the two neighboring countries, Russia and China, to attract students. As a result of these recruiting efforts and the availability of an EMI program, the number of international students from China has been increasing in recent years. One professor (FM_MGLA4) remarked that every year six to seven students come to study from China in the EMI program thanks to the university's initiatives.

c. To prepare globally competitive graduates. The third reason given by program implementers is the preparation of globally competitive graduates. A senior administrator explicated this,

Many companies from other countries are pouring into Mongolia. What they need is a good quality workforce who is equipped with high English and communicative skills. I believe this university's EMI program has greatly contributed to produce global citizens in Mongolia. (SA_MGLA1)

Another professor shared a similar view, "Many international organizations that are operating in Mongolia make their reports in English following international standards. They need, for example, accountants who have high English proficiency to prepare the reports in English. So, there is a market demand for graduates who finished the school" (FM_MGLA6).

In the globalized era, Mongolian companies also want to expand their business operation abroad. There is a high demand for companies to cooperate with foreign partners and implement joint projects. For this kind of business, English language skills are highly required. One professor said, "We have opened the EMI program foreseeing that professional qualifications are

crucial to the foreign-invested companies when they hire employees from Mongolia” (FM_MGLA5). His view was reinforced by another faculty member who specified,

The Mongolian labor market is small. In this small labor market, it is not easy for youth to pursue their career and build up the life that they want. In order to compete in the world market, for example, the nearest market in Singapore or Hong Kong, we will need English language skills. Thus, we are implementing EMI programs for producing such a workforce who will be able to work internationally. (FM_MGLA4)

It seems that graduates from this university’s EMI program will have an advantage. First, the domestic reputation of the university is high and everyone wants to enroll at the university, especially the EMI program. The program implementers were proud of their graduates due to the fact that foreign and domestic employers in Mongolia seek to hire their graduates. One faculty member (FM_MGLA1) remarked that students at the EMI program graduate with two universities’ diplomas, having completed their first two year-program in Mongolia and other second program at the partner university abroad. Companies in Mongolia are more interested in hiring such graduates who have high English skills.

5.2.4 Is EMI top-down or bottom-up?

Based on the second research question along with the sub-question, this section seeks to explore whether the EMI program is top-down or bottom-up, and how program implementers are involved in the decision-making process related to the EMI program.

Program implementers were asked whether the EMI policy is initiated top-down or bottom-up and what their involvement is in the decision-making process of adopting the EMI program at their institution. They were also asked to talk about what they understood to be external and sideways factors that have shaped their institution’s EMI policy decisions.

Program implementers described a top-down approach to implementation of the EMI program. They stated that the program was implemented at the request of the university board of directors and president. Faculty members argued that they have no power to participate in the decision-making process. However, it is open for them to submit or offer their ideas, recommendations, or proposals to the top decision-making administration, such as the executive committee. Their contribution to EMI program usually includes the preparation of documents (for application for international accreditation), development of curricula, research on EMI

practice and policy, and participation in faculty meetings to discuss issues related to EMI courses. In particular, faculty members are involved in decisions regarding curriculum design, administration, and program design.

One faculty member expressed some dissatisfaction about the faculty members' involvement in the decision-making process related to EMI program and EMI courses, "Before, a department decided what courses to teach and which program to implement. In recent years, the Academic Affairs Office tends to direct us from the top. I am not satisfied with it" (FM_MGLA2). Another faculty member also criticized, "I was actually involved in the decision-making in my department not for the whole university. Sometimes, the top management does not listen to the recommendations that we [implementers] provided. I am the expert and I have many years of experience, but the top management was not listening. So, I did not get the exact outcome that I was hoping for" (FM_MGLA3). From the perspective of program implementers, minor issues related to the implementation of the EMI program are discussed at the faculty meeting of the school and then the recommendations and requests to make changes are proposed to the top management. However, it is not clear if the university accepts their request or recommendation. In particular, there is no feedback.

5.2.5 Factors for adopting EMI

Two strong underlying themes emerged from the interviews when program implementers expressed their views on the factors that influenced their university to introduce EMI programs:

a) global university rankings as external and b) international collaborations as sideways.

a. Global university rankings. In short, program implementers stated that global university rankings impact their university to adopt EMI policy. One faculty member stated, "...any student who is planning to study abroad first checks the ranking of universities. Students do not choose a random university. As Mongolia is not a favorite study destination country, people check the country's university ranking" (FM_MGLA7). A junior administrator also described, "Asian university rankings are announced every year. It is affecting us, so we are qualifying some criteria for the rankings, such as international accreditation in order to be included and perform in the rankings" (JA_MGLA1). The university targets Asian university rankings and climb up the ranks as much as possible. One senior administrator explained, "We want to maintain the

current quality as much as possible, and to take various initiatives such as the establishment of blended programs and e-learning programs. To be competitive with the rivals in the world, we must conduct at least half of our programs in English” (SA_MGLA1).

b. *International collaborations.* Implementers explained that the expansion of international collaborations with overseas partner universities require their university to develop more EMI courses and programs. University A implements several joint/dual degree programs including the EMI program discussed here in collaboration with universities in Asia and the USA. A faculty member described, “There were two joint degree programs with universities in South Korea and America. Before I went to South Korea for advancing my degree, domestic professors taught courses in Mongolian when partner universities’ professors came to conduct courses in English at University A. Now all courses are taught in English due to the requirements of the partner universities!” (FM_MGLA4). A senior administrator shared the same opinion that overseas partner universities have a great influence on the expansion of EMI programs and courses. She went on to state, “...there are at least admission requirements of the partner universities. If students’ English language skills do not meet their requirements, they will not be able to transfer there” (SA_MGL1).

As the senior and junior program implementers described, the initial requirement for establishing a joint/dual degree EMI program with partner universities in ~~the~~ Anglophone countries and as well as some countries in Asia is that the university must have extensive experience of implementing EMI degree programs for a certain period of time. The university encourages its students to study in the joint/dual degree programs in English at their overseas partner universities. Students have the opportunity to transfer the credits that they have studied at the university to the partner universities, as the junior administrator explained (JA_MGLA1).

5.2.6 Challenges in Implementing the EMI program

This section addresses the third research question along with the sub-question. Program implementers describe a number of challenges that they and their institution face in implementing the EMI program. Their concerns related to a) the quality of students, b) the quality and lack of faculty members, and c) the lack of financial resources.

a. *The quality of students.* Implementers reported that they find it difficult to teach students

whose English proficiency is very low. One faculty member is uneasy about the students' English skills and expressed his opinion that "International students have no problem of taking EMI courses while few domestic students understand the content in English. Some students said the content is too hard for them" (FM_MGLA5). Other faculty members also noted the lower English proficiency of students who enrolled in their EMI courses. Faculty members find it difficult to teach students with lower English proficiency. They explained that this was the students' fault but a misalignment of admission process.

Implementers also worried about the difficulties that their students face in their jobs after graduation. The difficulties include interpretation of English terms and terminologies into Mongolian. A junior administrator said that the graduates who are hired by Mongolian companies encounter problems of interpreting professional terms and terminologies in Mongolian. Although they are proficient in English and are able to explain the words in English, they feel less confident in Mongolian. This is one of the side effects of the EMI programs as the implementers explained.

Interestingly, some challenges to EMI implementation at University A occur within the EMI classroom. Some faculty members shared their views on the attitudes of students. Their classrooms are usually dominated by Mongolian students who are of different ages. When Mongolian professors teach, Mongolian students tended to speak in their native language and this challenges the professors. When an international professor is teaching, their attitude is completely different. Some young faculty members felt frustrated because their students reacted in a non-respective way once they found out that the faculty members are much younger than they were. A faculty member complained that some of her students have "acted more like a friend" (FM_MGLA7).

b. The quality and lack of faculty members. Another challenge to the implementation of EMI programs at University A related to the quality of faculty members. Faculty members themselves highlighted that the quality of faculty members who teach EMI courses is a challenge. One faculty member briefly described his hesitation about international faculty members that "Although they are native English speakers, some do not qualify the requirements. Recruiting quality international professors also puts a financial burden on the university" (FM_MGLA1). A similar opinion about hiring capable professors was shared by an international faculty member.

He pointed out,

My university does not have an appropriate hiring policy. Appropriate hiring policy is missing. I do not know exactly who is the right person of doing the job which is a very difficult thing. Because I think the standards for faculty recruitment have not been set properly. So many universities actually are facing this challenge. (FM_MGLA3)

A lack of capable faculty members was cited as a challenge for the university. Senior administrators described the situation of hiring capable professors as looking for a needle in a haystack. Teaching courses in English is a new practice for many Mongolian professors. They have never experienced this before. One senior administrator described how hard it was to recruit faculty members when starting the EMI program,

In the past, I personally talked with Mongolian faculty members at my university who will be able to teach courses in English and invited them to teach courses in English. I also encouraged them telling them that the university will expand in the future and recruit international students. Then, you will be able to teach courses in English without any problem. (SA_MGLA1)

In fact, when the EMI program was established, the university faced difficulties in hiring faculty members who would be able to deliver course content in English. Thus, the university paid much attention to train existing faculty members by inviting experts from the U.S.A (e.g. Fulbright) through the U.S. Embassy in Mongolia.

Few faculty members are able to deliver EMI courses in the university. One senior administrator noted, “We will need more qualified faculty members who can teach courses in English; retrain our existing faculty members abroad, if possible, with the support from the government” (SA_MGL3). One professor added to the discussion about existing faculty members’ English proficiency, “Our school’s faculty is good at writing and reading in English. However, their speaking and communication skills are a problem! This is the biggest challenge!” (FM_MGLA5).

To tackle the lack of faculty members who are able to teach courses in English, inter-departmental collaboration has been established. However, faculty members from other departments feel a lack of confidence and experience in delivering EMI courses. As directed by the university administration, existing faculty members in the EMI programs have tried to co-teach the courses. Program implementers believed that the idea would allow the faculty members

to learn from each other and share their best practices. However, it did not go well. One faculty member briefly commented on the initiative that faculty members from other departments were reluctant to co-teach the EMI courses and it did not work well. The reasons included that the faculty members from other departments had limited English proficiency, were unwilling to teach in EMI context, and most importantly, they were struggling to understand the textbooks in English.

c. *The lack of financial resources.* Many of the challenges stemmed from a shortage of financial resources. The small number of international faculty members available for the EMI program in the whole university is largely due to cost involved. Although one professor said, “Hiring an international faculty requires lots of money for accommodation, utilities, and other things”, she wondered and asked herself, “Why is our university not recruiting international faculty?” (FM_MGLA7). This faculty member perceived that the presence of a few international faculty members at the university depended on the cost.

Although the EMI program at University A is smaller compared to the Mongolian-medium instruction programs, the income from the EMI program weighs high. The program implementers emphasized the importance of financial resource for the improvement of the EMI program, including the need for more international faculty members and the use of latest technology in the class. Two faculty members (FM_MGLA6 &7) argued that the university did not accept their proposal to open a new computer lab for the students to help them prepare for international exams and to provide an online good learning environment for the students, for example, by giving each student an iPad with all required textbooks in pdf format.

Unfortunately, the university did not like the ideas and never accepted them. One faculty member described what happened, “Our international examinations tend to be computer-based. Our students are required to reserve the only one existing computer lab for two or three days in advance. Sometimes, the timetable does not work for them. That’s why we have proposed to establish a new computer lab in our school” (FM_MGLA8). Another faculty member described the proposal that failed, “...we proposed to provide an iPad device to each of the new students and install all the necessary textbooks on it in order to deal with this problem” (FM_MGLA7).

Program implementers also argued that the university disregarded minor issues such as operational management by focusing only on other issues, such as marketing. One professor said

that the faculty members had opinions and ideas for the further development of the EMI program; however, the top administration disregarded them. He commented, “I’ve had no follow up to my recommendation. That’s why I don’t know how to deal with it. I haven’t seen any... development, you know. We [the faculty] give our honest opinions and develop plans, but the management does not follow our advice, because they just have a different idea and sometimes they just try to save money or so on. That is the main problem” (FM_MGLA3).

5.3 Case Study of the EMI Programs at University B

This whole section answers the three main research questions along with sub-questions. As detailed in the introduction to Chapter V, the interview data were collected from semi-structured interviews with nine program implementers (five faculty members and four administrators) at University B in Mongolia.

5.3.1 The context of the Programs

University B is located in the capital city Ulaanbaatar, Mongolia and is one of the few private universities that offers all classes in English. The university was established at the beginning of the 2000s as an international university. It has been home to many international students since its establishment. The university has about 800 students in both undergraduate and graduate degree programs and employs over 200 faculty members and staff. More than 90% of faculty members are international and over 30% of students enrolled are international (University B main website, 2019). The EMI programs at University B are situated on the main campus. Out of 11 EMI programs, two, Business and International Relations, were the focus of the study.

The first EMI program is the undergraduate degree program for international relations. Students enrolled in this program take a variety of interdisciplinary courses for international relations in four years to qualify for a total of 122 credits. The international students are from different countries, such as the Russian Federation, South Korea, China, Afghanistan, and Uzbekistan. The second EMI program under study is the undergraduate degree program for international business management. Students complete 120 credits of courses related to international business and management in four years to receive a bachelor's degree in this field. 60% of students enrolled in the program are Mongolian while the rest is from different countries, mainly from South Korea, and the USA.

5.3.2 EMI Programs at University B

The EMI programs of the study are housed in the main campus building. The EMI program in international business was one of the first two programs initiated by the Foundation Committee when the university was established at the beginning of the 2000s. At that time, two

departments started their programs with 66 students. One of the senior administrators explained the process of starting the EMI program at University B,

This university was founded with the support from the president of Mongolia at that time. The president offered a proposal to the university's president to open an internationally oriented university that offers courses in English. (SA_MGLB1)

She went on to say, "University B's mission is to provide world education in Mongolia and educate and develop future leaders in Mongolia and in Central Asia who are equipped with English skills. English opens a way to the world market" (SA_MGLB1). Another junior administrator added, "The university's goal is to educate global leaders. When the university was established in the 2000s, there were several other international universities with English programs in Mongolia. However, the university is unique in its specialized programs, such as biotechnology, renewable energy and environment technology" (JA_MGLB1).

The second EMI program of the study focuses on international relations. The proportion of international students is 30% in this field of study. One faculty member described why international students at his department choose to study at the university, "International students are interested in studying abroad. However, studying, for example, in America is not affordable. The factors that attract many international students to study at this university are first, the lower tuition fees, and second, the availability of a number of EMI courses in different fields" (FM_MGLB2). Similar answers have been heard from other program implementers during the interviews.

One of the junior administrators (JA_MGLB1) described every department's dean is international and there is at least one Mongolian staff who supports and manages the administrative work in and between departments and administrative office. Interestingly, all offices including academic affairs, student affairs and graduate degree programs are headed by international staff.

5.3.3 Rationales for the EMI programs

This section addresses the first research question along with the sub-question. The program implementers at University B describe three overarching reasons as to why the EMI programs have been implemented at their institution: a) to become an internationally recognized

university, b) to attract more international students, and c) to prepare globally competitive graduates.

a. Becoming an internationally recognized university. Program implementers all stated that the first former president of the university who established the university had foreseen that there would be a need to establish an internationally-oriented university to provide high-quality education for Mongolian students through EMI. The former president of Mongolia highly contributed to the establishment of the university.

Among the program implementers, Mongolian implementers provided that several driving factors have had great influence on the establishment of the university. First, the socio-economic situation of Mongolia was positive and the country has been continuously expanding its foreign relations. Second, Mongolia needed capable human resources who have obtained high English skills. Third, many foreigners including diplomats, expats, and international organization staff who were living and working in Mongolia wished to educate their children in the country. In other words, there had been a high demand for Mongolia to establish such an English-medium university. One faculty member described, “When the university was established, there was no university nationwide that offered all classes in English” (FM_MGLB1), and another professor (FM_MGLB3) detailed that many international students such as Russian students in Mongolia encountered difficulties in studying at Mongolian universities because of the language barrier and many were interested in studying in English. These foregrounding reasons pushed the founder to accomplish his plan to establish an internationally recognized university.

Program implementers considered international accreditation to be important in order for them to become internationally recognized. As they said, University B is in the middle of the process of receiving an international accreditation on its international business program and is hoping that the program will be accredited by the ACBSP in 2019. One faculty member explained, “This is the fifth year since we [the university] have applied for the international accreditation. We have been waiting for the decision by the accreditation agency. We do hope to get it by next year [2019]” (FM_MGLB3).

The presence of international students is also an important factor in becoming an internationally recognized university as program implementers highlighted. A senior administrator said, “The university’s mission is to have an equal percentage of international and

domestic students. If half of the students enrolled are international, the university could have accomplished its mission. Currently, 34% of students are international students” (SA_MGLB1).

b. To attract more international students. The second main reason for implementing EMI programs was to attract more international students. Since its establishment, University B has been the only university in the country that has been home to many international students. According to one senior administrator, University B has recruited international students from 14 countries and it has planned to increase the number of international students from other countries. The senior administrator described the current policy, “The university is focusing more on three countries, Russia, China, and South Korea to recruit more international students and the vision is to recruit 50% of students studying at this university from foreign countries” (SA_MGLB1).

It seems that the first and second reasons for implementing EMI programs are intertwined. As the program implementers described, the university will be able to increase its international reputation and ultimately reach the status of internationally recognized after increasing the number of international students to 50%. To do so, one professor claimed, “The current percentage of international students is 34 at this university. To increase the number, the presence of international faculty members and lower tuition fees for international students will be the positive image for those who wish to study at this university” (FM_MGLB1).

The policy behind the recruitment of more international students is closely tied to the current situation of enrollment of domestic students in HEIs. In particular, the enrollment rate has dropped in recent years due to the transference of new education system in secondary level education from ten-year to twelve-year. One professor detailed it, “The enrollment rate of domestic students at this university dropped due to the change in the secondary education system. In order to fill the gap, we [the university] have increased the number of international students” (FM_MGLB2).

c. Preparing globally competitive graduates. The rationale for preparing global leaders aligns with the mission of the university. One professor explained that the university is “educating tomorrow’s global leaders” (FM_MGLB2) as stated in its mission and she further highlighted that for raising global leaders, there has to be “the medium of English!”. She went on to say,

Obviously from Mongolia to communicate with the world, it is not... we will not be able to do that with Mongolian... it has to be through an international medium which is English... in order to educate the international body, we also need an international

language. So obviously, if our graduate students are equipped with an international language, if they are somehow equipped it... that will prepare them to be more competitive in the international market. (FM_MGLB2)

The implementers also believed that they are educating Mongolian students in English who will be able to use their education to contribute to society and the development of Mongolia. This view was echoed by one professor who said, “We [the university] are committed to producing the human resource who can contribute to the country’s development. In turn, the country would be able to prosper” (FM_MGLB3). Another faculty member expressed his proud in the graduates, “When they graduate the school, they can speak English well, they can start their own major, and then they will become globally competitive” (FM_MGLB4).

Program implementers were all informed about the university’s mission, plans, and initiatives for the future. All mentioned in their interviews that University B’s mission is to ‘prepare global leaders’ (SA_MGLB1), that’s why ‘90% of the faculty is international’ (JA_MGLB2). They also emphasized in their interviews the high importance of English skills for global leadership. One of the initiatives that the university is taking includes the recruitment of more international students. The program implementers believe that the presence of international students will contribute to the university to achieve its goals to become an international university and educate Mongolian students. A senior administrator noted,

The university targets to set equal the ratio of international and domestic students, offer world education in Mongolia, produce human resource with high English skills. As a result, it will approach the goal to become a truly international university. (SA_MGLB1)

One faculty member highlighted that there had been international and domestic employers’ demand in the domestic HE market to open EMI programs in the country. Thus, the university has been one of the providers of the supply. As the implementers claimed, more than 80% of their graduates find jobs right after their graduation. The number of foreign companies that operate in Mongolia has been rising steeply due to the country’s good economic situation. Such companies are interested in contacting the university to hire their graduates. One faculty member explained, “For employment, the criteria of high English and communication skills are valued more than the university they have finished” (FM_MGLB1). This quote illustrates the importance of knowledge and communicative skills in English in joining a company in the

country.

5.3.4 Is EMI top-down or bottom-up?

The implementers unanimously stated that EMI programs at the university are both top-down and bottom-up initiatives. Initially, the former university president was the key person in decisions of creating the first EMI programs, including one of the EMI programs of this study. Now, all decisions are not top-down; however, it depends on how serious the problem or issue is as the implementers described. One faculty member pointed out that, “Not everything is top-down. When our department faces a lack of faculty members, we tell the situation to the top management. Following our request, they hire new faculty members from abroad or Mongolia” (FM_MGLB1). Another faculty member disclosed,

It is a combination of a top-down and bottom-up processes. If some faculty desire to open a new course and if the academic committee feels that it is a good idea, we consider all the benefits and issues for the department, students and faculty. We sit down and have a meeting and make a decision together. (FM_MGLB2)

Many implementers mentioned in their interview that there has been one initiative by a faculty member that has been supported by the top management of the university and finally it turned to be an ongoing successful program which is the second EMI program of this study. A faculty member provided the process in brief,

International management was developed by a faculty member who was here. She was teaching in international management. There are some overlaps. This year we will have an international management department. She stands more than a year, researching market needs, what is going on international management programs around the world, what they cover, what is important to develop the curriculum, develop the program. They had to present it to the MOE. Then there were three panels to review the curriculum materials, came up with questions and then the program rooted last year. (FM_MGLB5)

There is another bottom-up initiative for a new EMI program. One faculty member described how her idea of opening a new program was moving forward at the time of the study. She described,

At a faculty meeting, I expressed my opinion about the necessity of opening a new program that is management. Our [the university] Academic Affairs Office directly supported my idea and we are now working on documents for opening a new department at the university. (FM_MGLB3)

Other stakeholders such as students can propose an initiative. However, the initiatives and proposals submitted by the program implementers usually cover issues and ideas on the improvement of curriculum, hiring of new faculty members and some other minor issues including classroom materials.

Although bottom-up initiatives are supported, some implementers criticized the heavy top-down policy. A senior administrator complained about the top-down decision-making process, expressing her dissatisfaction with the decision-making process, “There is the president’s governance at this university. To be more specific, the president gives an order, for example, to open a graduate program in education. Those who work under his authority conduct all study related to the opening of the program. I would not say this process is acceptable” (SA_MGLB1).

As faculty members described, department-level faculty meeting is held once in two weeks. At the meetings, issues related to their university, curriculum design and program design are usually discussed. It seemed that most implementers’ power in the decision-making process related to EMI remains in curriculum or program design. Faculty members can make initiatives on improvement or change in the curriculum and submit their proposals or views to the top management administration.

5.3.5 Factors for expanding EMI programs

Two strong underlying themes emerged from the interviews when participants expressed their views on the external and sideways factors that influenced their university for expanding EMI programs: a) international university ranking and b) international collaboration.

a. International university ranking. Program implementers explained that international university ranking is an important factor for the expansion of the EMI programs. To be ranked higher in the ranking, University B needs to focus on its domestic and international accreditation. Implementers believe that the accreditation will lead the university to be ranked higher among the universities in the country and in the international rankings. One of the faculty members was convinced,

National universities that have already received domestic and international accreditations provide an opportunity for domestic students to study abroad as an exchange student. In other words, their partner universities are likely to accept their students. Universities that

have not been awarded yet with international accreditation have limited opportunity. Therefore, University B initiated to go for both domestic and international accreditation. (FM_MGLB)

Most believe that undergoing domestic and international accreditation may increase the chance to climb the international rankings, which would then increase the reputation of the university. As a result, more international students would be enrolling. Interestingly, currently no official domestic ranking system exists in Mongolia. It is unclear how domestic universities are ranked or evaluated. However, University B qualified the domestic accreditation for HEIs in 2018 and is applying for international business accreditation by an international accreditation body.

b. *International collaborations.* Participants explained that the expansion of international collaborations with partner overseas universities, in particular student exchanges, require their university to develop more EMI courses and programs. Some faculty members mentioned the importance of student exchanges at University B. Students can be exchange students if they have qualified some criteria, for example, high GPA and high English proficiency. Some faculty members noted that the credit hours that exchange students collected at the partner university overseas could be transferred to the home university. Benefits to exchange students are twofold. First, they will be able to find exposure to different cultures by meeting different international students at the host university. This helps students open their minds and see things critically. The second benefit is that they will be able to experience different learning environments along with teaming with other international students and hearing lectures by international faculty members. One faculty member briefly commented,

They [students] have a chance to meet many other people who have different nationalities. They learn from international professors and they have more opportunity to work with other international students and professors. This experience with other students and professors increases their ability to cooperate with each other, with other countries or other foreigners. (FM_MGLB4)

A senior administrator also shared, “International student exchange programs are the best programs in University B. Currently, we send our students to China and South Korea for one-semester term” (SA_MGLB1). Unfortunately, it should be noted that University B sends more students abroad, but receives few in turn. This shows that there is an imbalance in the exchange

programs between the home and host universities. It seems that foreign partner universities gain more from the partnership compared to the home university in Mongolia. This will be discussed in the challenge section.

University B is also aware of the development of joint/dual degree programs in English. University B currently runs two graduate joint degree programs with two universities, one in South Korea and the other in the USA. A faculty member talked about the programs, “Many students enroll at this university for the EMI programs. They study the first year here and complete the second at the host university in order to receive two degrees. That’s why many students including international students choose to study at University B”.

5.3.6 Challenges in Implementing the EMI programs

This section addresses the third research question along with the sub-question. University B is experiencing a number of interrelated challenges in implementing EMI programs. The challenges can be categorized into five groups: a) the lack of financial resources, b) the lack of capable faculty members, c) the low English and Mongolian proficiency of students, and d) administrative and structural issues. Each of the challenges is discussed below.

a. The lack of financial resources. An issue that Mongolian faculty members constantly mentioned in their interviews was a financial issue. To be more specific, faculty members did not think that their salaries or incentives were sufficient. One of the faculty members said that her work pressure is so high, preparation of classes in English takes so long time. However, the university was not concerned about how much time the faculty members were spending on preparation for EMI classes. Moreover, there is an urgent need for more faculty members for the university. There are potential highly capable professors teaching at other universities in Mongolia. However, the problem is that University B has a budget shortage to hire such professors, so there is no incentive or financial promise for these professors to come and work at the university. One faculty member described the situation,

Mongolia has some high-quality faculty members who can teach content courses in English. However, those professors have no interest in working at this university. There are two reasons. First, the amount of salary that University B promises is very low. Second, highly capable professors demand more incentive for delivering courses in English. Unfortunately, University B has no budget for that. (FM_MGLB3)

Interestingly, the implementers also talked about international faculty members, most of whom teach at the university on a voluntary basis. Most international faculty members do not pay attention to salary or incentive. University B wants to fill the lack of faculty members by hiring more international faculty members on a voluntary basis due to the financial burden. This is described by a faculty member who said, “Mostly, we lack the finance. Financial problems mean we don’t have many students! There are not enough students, so we have no other financial sources” (FM_MGLB4). The quote reveals that the university is dependent on the tuition fees of the students.

To fully support the normal operation of the university, the president spends most of his time abroad for fundraising as one of the faculty members revealed. He disclosed, “Being a small private school, even though Mongolian standards are too expensive, we’re not the most expensive in the country, but it is still expensive. It still does not cover all the cost. So our presidents spends a lot of time in the USA and in South Korea by raising funds.” (FM_MGLB5). These financial challenges lead to the next challenge, which is related to hiring high capable faculty members.

b. The lack of capable faculty members. The shortage of capable faculty members affects the existing faculty members in a number of ways. First, the existing faculty members face work pressure. In other words, they are forced to teach other courses even though they have not majored or have not much expertise in the field. This increases their workload and they have less time for focusing on their research.

Few professors expressed their concerns about the employment of international faculty on a voluntary agreement and retired international professors. The majority of the international faculty members working at University B is invited on a voluntary basis as the senior administrator explains. She stated, “We have many international faculty members from South Korea and they teach here voluntarily. The salary is not a concern for them. We also employ retired international faculty members” (SA_MGLB1). One professor expressed a similar view, “If we need faculty, we recruit mostly not from here, but from abroad, mainly from South Korea and the USA. Those from abroad come here and teach mostly voluntarily, and are not paid very much by the university” (FM_MGLB4).

One faculty member was not happy about retired faculty being hired. He was convinced

that students want young professors. Although retired professors may have more experience they cannot hold the high work pressure and do not share much of their time with students. Some international faculty members also talked about the English language proficiency of other international faculty members. An American professor was hesitant about the English proficiency of professors from South Korea and their teaching experience in EMI context. He went on to conclude, “Even though they [some Korean professors] are educated in the West, they have not taught in English before they come here. So, they struggle in the first semester to get their pronunciation” (FM_MGLB5).

The university lacks highly capable faculty members. There are two main problems in hiring professors. The university’s president wants to increase the number of Mongolian faculty. However, there is not enough faculty in Mongolian HE who can teach EMI courses. The second problem is related to insufficient financial resource. Therefore, University B is more concerned about the employability of domestic faculty members. This is also requested by the MOE in Mongolia. The reason is that international faculty members usually teach at the university for about 3 years on average. The senior administrator noted, “The president of University B claims that the contribution of international faculty members is definitely huge. However, their short-term teaching is diminishing the quality of education. So, more Mongolian faculty will be hired in the near future” (SA_MGLB1). However, the senior administrator explained about the difficulty of the current situation of hiring domestic faculty members. She said that in reality, there are few domestic faculty members who will be able to teach EMI courses. The MOE approves universities’ curriculums and directs us [the university] to include certain courses in the program.

c. The low English and Mongolian proficiency of students. As program implementers described, students at University B face several challenges. The first challenge for them is English language proficiency. University B hopes that they admit students with high English language skills. However, program implementers were in doubt that most students are likely to follow the courses taught by international faculty members. International faculty members come with a high expectation that the students would be able to perform well during the course. A junior administrator (JA_MGLB2) commented, “Most students could not follow the content course when faculty members tried to teach them in a way that they teach in South Korea, the USA, or

Japan. In consequence, professors could deliver only 70-80% of the content of their courses.”

Due to their low English proficiency, students also face difficulty in understanding the accents of some faculty members. Interestingly, there have been several cases of students making a request to change their professors because of their accents were difficult to understand. Another challenge for Mongolian students is the proficiency of the Mongolian language. This is seen clearly when they find employment at Mongolian companies in Mongolia. A senior administrator described how their Mongolian graduates encounter the problem, “Mongolian students’ Mongolian language proficiency deteriorates greatly when they study at the university. It is common that they know and understand what the terms or vocabulary mean in English but they struggle to speak or explain them in Mongolian. Plus, their Mongolian writing skills are terrible!” (SA-MGLB1).

d. Administrative and structural issues. The first issue is more related to the structural issue. There is an assessment system in Mongolian HE that evaluates full-time faculty members at the end of each academic year. This assessment system evaluates each faculty under three categories, A, B, and C credit hours. Credit A measures the total amount of teaching hours a faculty member is supposed to complete. Credit B measures the total amount of hours for research while the last one measures the total hours spent on public service. In fact, the MOE requires all types of HEIs in Mongolia to follow this system. However, this assessment system does not exist at University B. One of the faculty members complained,

This university should apply this assessment system for all faculty members. This is purely for the better quality of the programs. Faculty members do not usually use the latest articles and books and update themselves. This deteriorates the EMI programs. The university should support faculty members to conduct research. When there is no financial support or incentive, professors spend less time on it. As for me, I did not do any research in the last two years. (FM_MGLB1)

Another main challenge concerns administrative issues such as preparation and translation of documents for domestic accreditation that is conducted by the MOE of Mongolia. Every single document related to the operation, management, programs, and curricula should be prepared only in the Mongolian language as the MOE requires. The problem is that the university’s internal documentation is run in English. Therefore, the university had to translate all documents into Mongolian. Program implementers commented that everybody, even students,

who could translate the documents had to contribute to the activity to some degree. One faculty member elucidated why the MOE requires the university to do so and criticized, “Probably the MOE has a pretty good number of people who can read English but they still want it in Mongolian” (FM_MGLB5). In addition, the MOE’s policy is inconsistent for private universities in terms of the curriculum and program development. One senior administrator complained, “A department at University B approves its four-year bachelor’s degree program with 120 credit hours. However, the MOE requires us [the university] to change or include an additional course in the program. In consequence, it brings misunderstandings between international faculty members and the university staff” (SA_MGLB1). The senior administrator also commented on poor support for international faculty members. There is no clear university policy of supporting new international faculty members in terms of visa issuance, extension, and residency. There are cases of some international faculty members having serious problems with the Mongolian immigration office.

University B also lacks structural readjustment to deal with the miscommunication between the university and the MOE and other government agencies such as the Statistical Office. As the senior administrator stated, any documents including official reference letters, orders, or notifications regarding the university’s operation or its educational activities arrive at the university much later compared to other private universities where the medium of instruction is Mongolian. This challenges the university to prepare the necessary documents and information within such short notice and send it back to the respective government agency. The late arrival of documents is not only the problem. All documents are in Mongolian. University B translates all the documents from the agencies into English and explains it to international faculty members and other administrative staff. This takes a huge amount of time.

5.4 Case Study of the EMI Program at University C

This section starts with the introduction to the EMI program at the university and then it addresses the three main research questions. As detailed in the introduction to Chapter V, the data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty and two administrators) at University C in South Korea.

5.4.1 The context of the Program

Established at the beginning of the 1900s in South Korea, University C is a comprehensive university that is home to some 30,000 students and about 30 undergraduate colleges and graduate schools. This university operates two campuses in the country. The EMI program of this study is housed in the Graduate School of International Studies on the main campus in the Seoul area, South Korea. The graduate school was established in the 1990s with an aim to produce global talents. In order to produce global talents, the graduate school started to offer courses in English. The program is dedicated to providing students with a comprehensive education in global aspects of business, economy, and politics together with proficiency in English language communication. The EMI program of this study focuses on the International Studies Program that consists of two concentrations of Global Affairs and Business and Global Affairs and Trade. Without a master's thesis, students are required to obtain 46 credits, of which 14 three-credit-hour courses plus 4 credit hour language program courses. With a master's thesis, students are required to complete 36 major credit courses, 6 credit thesis course and 4 credits from language program courses. The graduate school has run exchange programs with a number of universities in the USA, China, Russia, Australia, and Japan. The graduate school also has internship programs and offers a broad range of scholarships to students.

5.4.2 EMI Program at University C

The EMI program of the study is situated on the main campus in Seoul, South Korea. The EMI program of the study has admitted 33 students in 2018. As one of the administrators described, the majority of students on the EMI program is from China while others are from East Asian countries such as Uzbekistan, Malaysia, Thailand, and Taiwan. Minimum English

language test scores TOEFL 570-CBT or TOEIC 930 is required of non-native English speakers. In the first semester, students are required to take at least eight ‘required courses’ which include pre-courses. Students who pass a qualifying test administered by the school may be waived. However, students eligible for this test must have completed an equivalent course in previous undergraduate/graduate programs.

Program implementers were asked to share their understanding of what reasons have caused international students to enroll in their program. Faculty members commented that most international students come to study in South Korea following their curiosity of K-Pop and Korean culture. One faculty member commented, “Most of our young students are interested in Korean culture, K-pop and they want to travel to some faraway places. I think South Korea is one of the best places to travel to” (FM_SKC1). Another professor shared his understanding, “Probably, they are interested in South Korea for various reasons like K-pop, Korean culture, maybe they heard about Korea from their friends. They may want to experience Korea for a short time while getting academic credit to transfer some from here to their university. For international students, the majority are Chinese. I think it is similar to the region that other Chinese regular students chose Korea for HE” (FM_SKC3). Another faculty member gave a similar opinion (FM_SKC2), saying that Chinese students who are the majority in the EMI program chose Korea because it is safer and closer to their country.

Most faculty members at the EMI program are Korean professors who have obtained their PhD degree in the USA and a few are international faculty members. These professors were hired to teach EMI courses from the beginning of their employment. One young professor noted, “I have to teach at least one EMI class every semester. That is my duty” (FM_SKC3). From the perspectives of an international faculty member, the professor felt that the Korean faculty members are the majority because they got their degrees in the USA or in Anglophone countries. One of the faculty members who got his PhD degree in the USA shared his experience as to why Koreans prefer US degrees and what advantage there are in studying in the USA. He detailed,

U.S. skill is dominant in the highly advanced research environment than any other country. We definitely have a lot of incentive when we actually studied in the States. But at the same time, when we accumulate our knowledge in the US and when you come back, it is much easier to spread out our knowledge at the same time. But in case of myself, I am actually trained a lot in the US. I have been actually been teaching assistant for 7 years. My whole graduate program, I've been teaching American students. I have

lots of experience in teaching different language for foreign students in my cases. Those types of training experience are valuable to me. Since when we come back, I do not have any problem to teach in English and even in Korean. Maybe that's why they [faculty] choose or take the US. That could be one advantage. (FM_SKC4)

One of the senior administrators remarked the need and the university's policy toward employment of more international professors, "The university encourages to hire international faculty members and as a whole, the university's strategy from now on is to try to pronounce very famous scholars with excellent performance which means an excellent research output or publications" (SA_SKC1). Another senior administrator described the employment process of faculty members, "Composing of faculty members in each department is their decision. We [top administration of the university] cannot force to hire very specific faculty members to them. They are kind of independent policy-making structures" (SA_SKC2). However, one faculty member shared his opposing opinion about the recruitment of international faculty members. He commented, "Koreans with PhD from abroad we do have a lot of pool, so they don't need to find international faculty with a very specific purpose. If they just have a very common purpose like buying the proper or good junior faculty, then why don't we just find Korean with US degree or the European degree. We do have such a good faculty pool in Korean" (FM_SKC4).

5.4.3 Rationales for the EMI programs

This section addresses the first research question along with the sub-question. The program implementers at University C described three interlinked reasons as to why the EMI programs have been implemented at their institution: a) to prepare globally competitive graduates, b) to attract more international students, and c) to become a fully globalized/international top university.

a. Preparation of globally competitive graduates. One of the senior administrators (SA_SKC2) explained,

The government of South Korea was the key actor in establishing EMI programs not only at University C but also at other major universities. He continued that the government-financed to establish graduate schools of international studies and MBA in major universities at first. Following this government demand, University C has established the graduate schools for international studies and MBA with a condition to initiate EMI programs. The primary reason behind this government policy was to prepare local graduates for the international market.

Another senior administrator shared, “Not only my university but also all universities in South Korea try to offer EMI programs in order to make students globally competitive and active players in the global market. To do so, they [students] need to be equipped with English language skills and be able to speak English fluently” (SA_SKC1) She went on to say, “If you can speak English, then you can make yourself understood in the global market or you are more in an advantage in collecting information” (SA_SKC1).

One faculty member (FM_SKC1) shared his view that University C followed the trend that all big universities in South Korea, such as Yonsei University, Korea University, Seoul National University and many others have opened a graduate school for international studies by offering EMI programs to help students become active leaders in the international market. A senior administrator commented on the importance of preparation of competitive graduates for the international job market through EMI program. She said in detail,

I think it is very necessary. We started English for so many years. It is important for us to expose to English-speaking environment. Also, it is more efficient. Just learning English is not enough. If you can speak and exposed to English environment with other foreign countries, and if you can speak Singaporean English or Korean English, it is still better. Being exposed many times is more important. (SA_SKC1)

Implementers note that the emphasis on producing capable students to compete in the international job market in English is one of the big factors for the university to introduce EMI.

b. Attracting more international students. Many program implementers described that the recruitment of more international students is the second rationale for University C. One faculty member emphasized that this was the MOE policy. He stated,

The MOE in South Korea actually has different types of policy to the university, not only the national university but also private university also follows some sort of MOE’s rule. One of the evaluations from the MOE is how many international students actually enrolled in the university. That is going to be one indicator for the globalization or internationalization level in the university. Maybe they [the university] try to enroll more international students. That is going to be one reason. (FM_SKC4)

Interestingly, program implementers shared their understanding that it is vital for universities in South Korea to attract more international students, especially it is more important to private universities outside the Seoul area. A senior administrator commented,

Nowadays, attracting international students is very important due to the shortage of domestic students. That is crucial. The decline in domestic students is not because of ageing and it is because of the not good economic situation. For the undergraduate program, we [the university] expect that impact severely soon. If we go to the further region, southern part provincial region, you will hear this whole, in provincial regions, some universities have to be closed because they cannot recruit enough students. So, many universities have to close their undergraduate program. We [the university] are feeling the impact of the shortage of domestic students in the least developed or furthest from the Seoul area. In remote areas, all the universities are difficult to manage. (SA_SKC1)

Similarly, one faculty member (FM_SKC3) noted that small universities in regions far from Seoul may have a hard time to recruit students. He went on to say that they would need to have an incentive to attract more international students. Another senior administrator shared similar views, but his reason was more connected to the notion that more domestic Korean students leave their country to study abroad. He commented,

The Korean government wanted to have more and more tuition-paying degree-seeking undergraduate international students. We [the country] have a huge deficit in terms of international education. More students are going out but fewer students are coming in. The government, especially the MOE thinks this is a big problem and emphasized the main thing is to attract more and more international students to Korean universities (SA_SKC2).

Moreover, he noted the importance of EMI program as for diversifying incoming international students and said, “If I stick to only Korean language programs, then that is inherent to the limitation to diverse students from many different countries. So, I just reached a conclusion that without EMI, it is not easy at all to attract more students from more different countries. That is the primary reason why we [the university] developed EMI” (SA_SKC2).

c. *Becoming an international top university.* Program implementers stated that increasing the number of international students is one of the ways to increase their reputation internationally. They also agreed that the MOE pushes top universities in the country to do so. The MOE is ranking universities with indicators such as the number of international students and the number of EMI programs. One faculty member put this as follows,

One of the reasons for having this EMI program is because of school ranking. One of the internationalization and globalization factors was the score or ranking of universities published by some private news media, such as Chosun Ilbo. This ranking has some influences on students and other communities. Annually, they publish university rankings.

Having EMI class or international students was counted as some kind of factors of judging the ranking. Probably, that is one of the reasons that the university tries to go for the EMI. (FM_SKC3)

A senior administrator added the following comment regarding rankings,

The domestic university rankings are important for all universities in South Korea because prospective students make their decisions on the ranking of the university such as the rankings by the JoongAng Daily Newspaper and Chosun Ilbo. As a result of the rankings, universities cry and laugh because it is so important. The indicators in the rankings are the same as those in the international rankings: research output, full-time professors, number of students per professor, amount of scholarship, and the number of international students and international faculty members. EMI is also a huge factor or a huge item. That is an international development index. So, it is very important in ranking. (SA_SKC1)

As implementers discussed their reasons for these rankings, they remarked that it is very important for the university to sharpen its profile in the domestic university rankings and also in the international university rankings. The domestic university rankings' indicators measure how many international students study at the university and how many EMI programs the university runs. One faculty member said, "It can be a part of international rankings. Domestic rankings are published by the Chosun Ilbo. That is something people do care about. And for some reasons, Korean universities also care much about international rankings. At least we [the university] have international students, exchange students, and there is a demand. We [the university] have to provide EMI programs to some extent because of this demand" (FM_SKC3).

Another faculty member expressed his opinion that the domestic and international rankings and international students all go together. He said, "If you attract more international students, your rankings go up. If your rankings go up, maybe you attract international students. So, it is a kind of ritual circle in a sense" (FM_SKC2).

5.4.4 Is EMI top-down or bottom-up?

This section presents responses of program implementers to the second research question which asks whether the EMI is top-down or bottom-up policy, as well as what the roles of program implementers in the decision-making process related to EMI are.

Implementers stated that the introduction of EMI program of the study was the initiative of the top management of the university. One senior administrator who was one of the initiators

of the EMI program explained that this EMI program at the graduate school was established by the university through a top-down decision-making process. However, he provided that once established, the program could be implemented based on mutual understanding and commitment between the top management and the school or department. He briefly described how the EMI program started,

Starting from the very beginning, the graduate EMI program was established by the university management. Faculty members and curriculums were actually organized by the top management with the government financial support. (SA_SKC2)

He also detailed the difference in the current decision-making process of establishing a new EMI program, “Our process is like that we just make the system for the EMI. Then we ask each department whether they are going to join this program. So, in that case, chair or some faculty members in each department initiate to mobilize a consensus. This is a kind of top-down approach and a bottom-up approach together. We cannot make all top-down. Without the system established by the top management, each department cannot make that by themselves. For those EMI majors, we are also supporting financially to operate the EMI programs” (SA_SKC2).

Another senior administrator (SA_SKC1) described that faculty members and even department heads are usually involved in curriculum design, program design, and to some point fundraising when making a decision related to their EMI program. She shared that the EMI program at her graduate school was implemented by the university; as a result, the graduate school was established. One of the faculty members commented that although there is a faculty meeting, the president or vice president of University C makes the decision and the school must design the program in accordance with the university’s decision. He differentiated the role between faculty members and the dean of the program,

A school dean is supposed to consult almost everything with other faculties at the faculty meetings and for example, in the case of revising curriculum, initiating new programs or calculating the public relationships within foreign or domestic institutions, then usually it is consulted in a way with other faculty meetings. However, most of the other administrative things are picked up by dean without consultation with other members. (FM_SKC1)

Bottom-up initiatives usually cover minor issues and smaller initiatives by both faculty members and students. As one faculty member (FM_SKC1) described, he initiated fieldwork for

Korean students to go to Myanmar. Another faculty member (FM_SKC2) said, he designed and proposed new EMI courses by himself and they were approved by the department head. However, he commented that he is not required to attend a faculty meeting by saying, “I am a bit outside of any decision making and I do not participate and have not participated in faculty meetings”. In fact, the faculty member was an international and he was not required to attend the regular faculty meetings that are run in the Korean language. Another bottom-up initiative related to curriculum design was shared by a professor (FM_SKC3) who said that he is required to participate in the decision-making process in faculty meetings by conducting tasks such as gaining consensus among faculty members or designing a new EMI course.

One faculty member (FM_SKC4) criticized a heavy administrative procedure that faculty members face when they want to implement their bottom-up initiative. He admitted, “In reality, we [the faculty] actually have to overcome all the tons of administrative procedure. I'm not sure I can actually get through the whole procedure” (FM_SKC4).

5.4.5 Factors for adopting EMI

Program implementers identified two factors that affected the decision to launch the EMI program at their school: a) global university rankings and b) international collaboration.

a. Global university rankings. Participants explained that both domestic and global university rankings have had a great impact on the establishment of EMI programs at University C. As being one of the top-ranked private universities in the domestic ranking, University C values the prestige of its position and prioritizes its improvement in the global university rankings. One of the senior administrators emphasized,

Reputation depends on the rankings rated by international institutions like the QS ranking system. The ranking is very important. University C has a goal to get into 500 or 100 top universities in Asia or in the world market. We have that kind of timetable. (SA_SKC1)

One faculty member shared his view regarding the rankings,

I think in South Korea, everybody cares, I think students care, universities care the ranking. It is very much an important thing. I think being a university in Seoul, this idea of having a graduate school in international studies is a big thing to be part of the club of the most important prestigious high ranked universities which attract students but at least the importance of having them to appear to be a big player in the educational sphere. (FM_SKC2)

However, program implementers worried that University C needs to take care of the diversification of its international student body not focusing on one country as one of the important indicators in the global university rankings is the number of international students.

b. *International collaborations.* Program implementers unanimously agreed that the international collaboration including student exchanges and establishment of joint/dual degree programs are the reasons for providing EMI. The graduate school runs joint degree programs including student and faculty exchanges with partner universities abroad, such as one with Fudan University, a prestigious university in China. One senior administrator (SA_SKC1) noted that the school sends its students to there because they provide EMI. One of the faculty members (FM_SKC1) shared his opinion that through joint and dual degree programs with overseas universities, the school can recruit more international students. He also stated that many faculty members propose to have some collaboration with foreign countries in Central Asia to provide more opportunity for students.

Another senior administrator stated the importance of EMI programs in international collaboration, especially in establishing dual degree programs with partner universities. He went on to highlight,

International collaboration [joint/dual degree programs]--It is very important, especially, dual degree programs. One of the unique features of our university is the emphasis on the dual degree programs. We [the university] are making as many as possible dual degree programs for many majors. For the dual degree programs, we need EMI. We are making dual degree programs with the US, many different countries in Europe and also Asia. For that purpose, EMI is very necessary. This is a very important factor! (SA_SKC2)

5.4.6 Challenges in implementing the EMI programs

This section provides answers to the third main research question. This section discusses the challenges faced by the EMI programs at University C as revealed in the semi-structured interviews. It describes three broad themes that emerged from the interviews: a) inflexibility of internal regulations and unclear policy of EMI, b) the quality of students, and c) administrative-related issues.

a. *The inflexibility of internal regulations and unclear policy of EMI.* Faculty members rather than senior administrators are concerned that internal regulations and rules of University C are

the biggest challenges to the EMI program. One faculty member described the current situation, “We [the university] have two-year MA programs. In other countries, it is only one year and six months program” (FM_SKC1). Then he shared his experience of failure to make a change in the university’s policy on their EMI program,

I offered to open two three-year master programs. One MA is in international relations, one MA in foreign language translations. But the school said we don't have such kind of rule. That's very stupid. Regulations and rules must be very flexible if we [the university] want to be global, vision is the same! Without flexibility, no globalization! (FM_SKC1)

Faculty members also commented that the university’s policy on EMI is unclear. One faculty member perceived,

I really wonder who is the main target, whether this is for Korean students who can speak English or international students including exchange students. This is my question. What is the purpose of this course at the end? Is this just for the university ranking or for domestic university ranking or domestic students to make them more competitive or comfortable in English, or whether what is the main purpose of the EMI program? Definitely, it has multiple goals, but what the primary goal is. (FM_SKC3)

This was echoed by another faculty member who said, “If you look at the literature of the program, the marketing is to create global citizens to help nurture Korean students to be global talents. What that means? I am not sure knowing about the world having these interactions knowing English, maybe knowing Chinese, maybe knowing another language. So, I think it is about Korean global citizens which is sort of empty phrase, I think” (FM_SKC2).

A similar view was shared by a faculty member who was worried about the university’s future policy regarding their EMI program and suggested the university put in place a clear policy,

If you go to the international economics department, they offer international economics courses in English. If you go to law school, they offer international law courses. If you go to the political science department, they teach international relations and international political economy and international development in English. So, students prefer to go to some departments which focus on specific issues in international relations. But we taught everything: economics, and business. My opinion what the graduate school is doing is desire. I think the world is more specializing. That's true. On the other hand, one uniqueness of globalization is integration and we need multi-discipline approaches to solve international issues, nuclear issues, it is not just a security issue. It is an environmental issue, climate change issue. Of course, it is an economic issue and social issue, too. And we have to approach from the various point of view to solve a

specific issue. I think we need to strengthen this EMI program. (FM_SKC1)

Another faculty member described that students including exchange students from other departments take the EMI courses from his school. That's why many of the EMI courses are elective. He argued,

We have to decide, for example, whether the EMI courses will be just elective courses or some kind of necessary courses. Because that is a part of normal programs for all students, but there are some students who cannot take an English course but have to take the course because it is necessary to graduate. In that regard, at this moment, all EMI courses are kind of like electives. There are major courses but there are alternatives. For example, the same courses are provided in Korean. This makes for some of us a hard time to find students for this course. EMI courses are for those who can take courses in English. But it is like a small subset of entire students. Then what is the purpose of this EMI course? If that is for all students and makes them more competitive or exposed to English background, then we [the school] may need to make it a mandatory course. But this makes a big burden on students as well. So, this can be a dilemma there. (FM_SKC4)

Interestingly, senior administrators did not consider the issues that faculty members pointed out as big challenges to the program. Instead, they were worried about their graduates in a rapidly changing environment on the international job market. This is discussed in the next section.

b. The quality of students. All program implementers at University C described a range of challenges related to the quality of students who enrolled in their program. A wide range of English proficiency levels among students emerged as a strong theme that almost all implementers provided. While a limited number of students have quite high proficiency for both informal communication and academic purposes, many are very weak. One faculty member stated,

There are some students who can speak or can write in English. For most of them, it is really challenging. On average, the class size tends to be smaller compared to other courses. For example, in my class, I have 22 students. But originally, I started with 26-27 students. But after the first or second lecture, the number gets down. Some students realized that they could not follow it. For me, I see some variations in the quality of students in the English class. For example, there are some students from non-English speaking countries, such as China. They are taking courses in English, not in Korean. But some of their English is worse than those in the Korean class. Even there is a variation of Korean students as well. (FM_SKC3)

This view was shared by another faculty member who commented, “I actually adjust that big variation of their English proficiency. I tried to find some kind of middle arrangement but it is always difficult. So, some issue or some content I have to follow more like higher advanced student's level. But the other just overview, the historical background or ordinary issue. I try to find to lower the level of proficiency” (FM_SKC4).

The poor English proficiency of students impacts faculty members in their deliver of course content in English. One faculty member stated, “...sometimes, it is very difficult to clearly convey the concept, particularly theoretical concepts and ambiguous points. I had some difficulties to convey the clear meaning of the concept to the students” (FM_SKC1). A senior administrator (SA_SKC1) agreed by adding, “They [the program implementers] have a problem in conveying the knowledge to students who are not fluent speakers of the English language. As a matter of fact, effective knowledge is compromised.”

Implementers also expressed their views about the poor prior knowledge of students in the subject matter. Many commented that the bulk of students have no or poor background knowledge about their field of study. One faculty member criticized,

It would be the big differences in levels in terms of English ability and background knowledge and desire to talk about that sort of big issues. As a small example, I had some students like "Oh, I don't want to talk about. I don't talk about politics. I just want to talk about fashion. They're in international studies graduate school. So the assumption could be they want to talk about these big global issues. But in fairness, they don't want to talk about it all the time. (FM_SKC4)

Other faculty members added to this critical comment, saying that many of their students feel a lack of motivation or desire to learn. One faculty member said, “Some students don't want to study. They just enjoy themselves in South Korea. That is a big reason why they actually choose South Korea. That's more into the K-pop and all different types of the K-pop wave or that kind of things...” (FM_SKC4). The professor went on to remark, “...the lack of motivation and laziness is highly correlated to each other, almost 50% of students do not want to study”.

Another challenge that University C needs to tackle is the lack of diversification of international student body. Implementers commented that the majority of international students in their EMI program is from one country, China. A senior administrator was worried about this dominance in the international student population and she said,

The majority of international students are coming to Korean universities is from China. One country dominant is not good and for international education, the virtue is basically diversity. Business administration department is also really worried about the too many Chinese students in their programs. They have the willingness to diversify and they prefer English-speaking students. It does not mean native English students. (SA_SKC2)

A similar view was shared by a faculty member who said, "...the number of international students coming to programs keeps growing, deeply from China" (FM_SKC1). By noting that most EMI classes are quite small and dominated by Chinese students, another faculty member shared, "The vast majority of students are Chinese students, which is quite interesting. Right now, my classes are quite small. I think I have maybe six students in one class and seven in another and in each class, there is one Korean student and one student from elsewhere, and the rest is Chinese students" (FM_SKC2).

c. Administrative-related issues. Several administrative issues have been identified from the interviews with the implementers. This section describes the conflict between the university and faculty members, the lack of administrative staff, and the heavy administrative procedure.

The first issue regards the conflict between the top administration and faculty members. The issue was raised because one faculty member refused to open his course to exchange students. The faculty member described the situation,

I don't know why this semester, so many students wanted to choose my course, Political Economy. I opened two classes for the subject. This semester, I was requested by students majoring in another area to open the same course again. So I invited the students to my course. However, exchange students from Europe wanted to take my course, too. So I said, this course is not for exchange students. They made a complaint to the university and the university gave me a warning: 'Hey, you have to open this course for all the students!' (FM_SKC1)

Another administration-related issue is the lack of administrative staff who are able to support international students by communicating with them in English and dealing with the diverse needs of international students. One faculty member observed,

At the level of the school, because there are students with a diverse background, the admission office usually has so many requests from the students. We [the university] don't have a mentor. It is not easy to recruit administrative people who can speak English communicably, who can speak some Chinese, who can speak some Russian comfortably. It is not easy. So, there are sometimes misunderstanding between administration officials and foreign students. (FM_SKC1)

The final issue relates to the heavy administrative procedure that implementers, mostly faculty members, have faced when they submitted or offered a proposal to the top administrative unit. One faculty member explained that his proposal to establish a dual degree program with a foreign university took a long time to go through due to the university's tedious administrative process and finally, he decided to give up. He commented, "We [faculty members] tried to apply it several times. But there are a large of administrative red cases over there. Still, we [faculty members] could not overcome hard administrative. We [faculty members] actually need to do this, but not in the near future, we can actually do this. But we [faculty members] do have our own will to try to find the way to those type of dual degree program" (FM_SKC4).

5.5 Case Study of the EMI Program at University D

This section starts with the introduction to the EMI program at university D, which is followed by the sections answering the three main research questions. As detailed in the introduction to Chapter V, the main data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty members and two administrators) at University D in South Korea.

5.5.1 The context of the Program

Founded at the beginning of the 1990s, University D is a small private university that is located outside the Seoul area, South Korea. University D has four different schools and one graduate school where more than ten thousand students study. The EMI program of this study is located in the International Graduate School. The graduate school focuses on the unique needs of international students and aims to educate international leaders for tomorrow. Currently, the graduate school offers five graduate programs in English. The EMI program of the study focuses on international education that is designed to provide students with the skills ~~that~~ they need to succeed in the globalized world. Depending on the qualifications, achievement and merits during their study, students are offered different types of scholarships, such as International Student Scholarship, English Proficiency Scholarship and Merit Scholarship. At the time of the fieldwork, the school had less than ten full-time professors. Now, the school programs have expanded and more faculty members have been hired. Most faculty members had a PhD degree in their fields.

5.5.2 EMI Program at University D

The EMI program of the study is located on the main campus of the university. During the fieldwork and interviews with the program implementers in 2018, the school offered two graduate programs in English and a total of 127 students including both domestic and international students were studying. The graduate school is targeting international students from Anglophone countries and some Asian nations, for example, the Philippines, Pakistan, and India. One senior administrator described the characteristics of the international student population,

One of the interesting factors is that we [the program] have many more male students than female students, a very little number of the female students we have. I think it is

because of the geographical characteristics that many of the students are from Pakistan, India, Philippines, and Central Asia now. So those are Muslim countries. In Muslim countries, they [the parents] do not send their daughters overseas. I mean to make the decision to send their daughter overseas is not easy. (SA_SKD1)

The EMI program offers two options for the students. Students enrolled in the program can choose either a non-thesis track or thesis track. Students are required to obtain 30 credits to finish the program. Students who have proof of official English test scores, such as iBT TOEFL 71 or IELTS 5.5 are eligible to apply for the program.

Program implementers were asked to share their perception of what reasons have pushed international students to enroll in their program. Faculty members observed that their students came to Korea to study for three main reasons: seeking out a better opportunity for HE in an advanced economy; finding a financial opportunity, such as scholarship; and being provided with a job opportunity when studying. One faculty member shared what he has observed by saying, “Most of them tell me that Korea is the perfect country to study because of the economic status of the country. They think in terms of technology, it's very advanced and then they believe that in Korea, they'll get better opportunities” (FM_SKD1). Another faculty member stated, “They feel like the main reason why they chose to come to study is that the first thing is they were attracted with some sort of financial systems” (FM_SKD2). Another faculty member added, “There are a lot of opportunities to work” (FM_SKD4).

Faculty members at the EMI program are diverse in terms of nationality. They are from different countries such as the Philippines, Pakistan, the United States, and India. They have been employed in the program since its establishment. One of the senior administrators highlighted one characteristic that might be different from other EMI programs in Japan and Mongolia which is the dual job responsibility (SA_SKD2).

5.5.3 Rationales for the EMI program

This section focuses on the first research question. The program implementers at University D described three main reasons as to why the EMI program has been implemented at their institution: a) to recruit more international students, b) to increase its reputation in the rankings, and c) to increase the income of the university.

a. Recruitment of more international students. Most program implementers stated that the university needs more students, especially international students. They gave several reasons for this. One main rationale is that there is a drastic decrease in the cohort of university-age domestic students. One senior administrator described the situation in South Korea,

Now the Korean HE is facing unprecedented hardships because of very varying demographical changes. We [the university] need to recruit the students from the international, world, I mean outside of Korea. (SA_SKD2)

As he described, Korean HE is facing very abrupt, fast changing of numbers of incoming students from high schools and because of the fast decline in the number of students entering universities, 20% of the universities are expected to shut down in the near future.

Similarly, one faculty member pointed out the country's situation in terms of the decline in enrollments of university-age students,

So many schools have unfortunately had to shut down because they don't have a necessary enrollment. So that is the current situation of South Korea. In order to save the university to expand and focus not locally, but international students since there are not enough students in Korea. We [the university] need to bring students from other countries here. (FM_SKD2)

This was reinforced by another senior administrator who said, "There was a low rate of the enrollment of domestic students. That's why, of course, one of the main objectives of opening this program is to attract international students" (SA_SKD1). Further, she commented that the MOE of South Korea had already notified most of the universities that they would be facing lower enrollment rates in the upcoming years. However, she expressed her doubt as to whether the information about lower enrollment rates, that is a demographic decrease in the cohort of university-age students, and even warnings about closure of some small universities are inconsistent. In other words, all the information provided by different sources such as the MOE is contradictory.

One professor emphasized the importance of EMI to attract international students and noted, "There isn't a very big market to recruit international students who can speak Korean. We [the university] wouldn't be able to fulfil any sort of international program with people that only spoke Korean because it is not a very global language" (FM_SKD3). In addition, he explained why the domestic market is not desirable to recruit domestic students into the EMI program.

According to this faculty member, Korean domestic students have more choices as to where they can pursue graduate education in Korea or anywhere else that EMI is used. So, the domestic Korean market is much more competitive than going to developing countries and recruiting students into South Korea.

b. Increasing the reputation in the university rankings. Program implementers talked about two different types of university rankings. Most program implementers were more concerned about the domestic university rankings than global rankings. As they provided, there are two domestic ranking systems announced by two different institutions. One of the indicators includes the evaluation of how many EMI programs the university has and how many international students are studying on the program. Implementers believe that their EMI program will help sharpen the current reputation of the university based on the indicators by the domestic university ranking systems. In his interview, one faculty member explained,

A good ranking gives the school a better opportunity in image and impression to the students. So I don't really want to think globally. It is already a broad perspective. It is also a target for a certain university. We have to start from the basic, from here within the country. Our school right now, we are not at the bad ranking within South Korea. Some other better-ranking universities in the country are suffering from the number of enrollments they get from international students and so far with our case, we have a good number. (FM_SKD1)

According to this faculty member, the university is doing its best to attract more international students in order to improve its reputation domestically and currently the situation is quite good compared to other universities in the country.

Other implementers had different opinions and some cautioned that the university was rushing into the idea of increasing its reputation internationally. One professor (FM_SKD2) admitted, “It is difficult to increase the ranking of the university internationally and the competition in the international market is very high. However, the professor proudly presented that the idea is realistic and much easier for the university to achieve.” In contrast, another faculty member (FM_SKD4) gave reasons as to why University D is rushing to increase its international reputation. University evaluations by the MOE include indicators that measure internationalization at a university. He said, “This is the most important for universities to become more competitive in terms of internationalization. So that's why the universities are

adapting to fit in the global university ranking that needs to be an international university” (FM_SKD4).

c. Increasing the income of the university. This factor was identified during the interviews with the program implementers. They claimed that behind the policy of recruiting more international students and increasing its reputation in the rankings there is a strong desire to increase the income of the university. One professor emphasized,

Most relevant rationale includes the desire to increase the income of the university. The income from students cannot be underestimated as motivation in this case. It has been highly desired once the first program was successful in terms of recruitment. Then it was easy to gain resources and support for the second and potentially the third-degree program. (FM_SKD3)

This quote shows that the income from the tuition fees from international students has had a great influence on the expansion of the current and other EMI programs.

University D desires to strengthen its profile in the country first and then strives to improve the university’s global profile. Implementers noted that the university receives no funding from the government and the income from the EMI program is centralized in the university budget not in the school. A senior administrator expressed (SA_SKD2) his view, “The school needs to manage the income by itself to expand its EMI programs. Thus, the rationale to generate revenue for the school from the tuition fees of international students was relevant to the university.”

5.5.4 Is EMI top-down or bottom-up?

This section presents responses of program implementers to the second research question. The program implementers were asked whether the introduction of the EMI program was a top-down or bottom-up initiative, how much their voices are listened to by the top management of the graduate school and the university and what level of decision-making process they are involved in regarding policies on EMI program at their institution.

Program implementers stated that the introduction of EMI program was based on the bottom-up initiative by the senior administrator (SA_SKD2). The senior administrator wrote a proposal to the president, which was then implemented by the university as a top-down process. He described the whole decision-making process of establishing the EMI program,

Not many faculty members participated in the decision making to start the EMI program. Myself, several deans, vice president and president in an executive meeting we made a decision. I wrote a proposal to the president and then we made decisions. Well, make the decisions, we didn't include many faculty members in the decision making the process. There are pros and cons. The good thing of involving, having many faculty members in hearing very different voices it's very efficient and good if we are in a peaceful time. But now we are in the time of 'live' or 'die'. So, we need to make the decision very fast. We need to have a very strong drive for the new program. (SA_SKD2)

However, he noted that when the EMI program was established, not many faculty members were involved in the decision-making. He went on to say that currently, decisions are made based on hearing the voices of other stakeholders such as faculty members, student advising and student recruitment offices. A regular faculty meeting is an important stage for the program implementers to discuss the challenges and issues regarding the implementation of the EMI courses. As the implementers described, the majority of faculty members are assigned a dual responsibility of the job, teaching plus administrative work. An example includes an international faculty who is fluent in Korean being assigned to manage all administrative-related documents for other international faculty members who have limited Korean. One of the international faculty members mentioned (FM_SKD4) that it was a great help not having to spend too much time managing the Korean documents. Currently, faculty members are involved in minor decision-making processes related to EMI, such as curriculum design, program design, and administrative work.

5.5.5 Factor for adopting EMI

Program implementers have defined an external factor that affected the decision to run the EMI program at their school. A strong underlying theme that emerged from the interviews was the university rankings.

University rankings. Program implementers admitted that domestic university rankings have an impact on the introduction of EMI programs at University D. The university gives high priority to sharpening its status and position in the domestic university rankings. One of the implementers emphasized, “With domestic rankings, it would help us a lot with internationalizing the program” and he went on to say, “A good ranking gives the school a better opportunity in image and impression to the students” (FM_SKD1). From the point of view of

another professor (FM_SKD3), the university hopes to increase its reputation in the rankings of universities in South Korea by using EMI.

Global university rankings are also considered to be an important factor for University D to implement EMI programs. One professor expressed her opinion, “We [the university] actually started to admit students who are very high achieving and it will help our program grow and become more long-run and be closer to achieving global ranking” (FM_SKD2). As another professor (FM_SKD4) highlighted, “Internationalization actions are important for the University D to fit in the global university rankings.”

However, program implementers argued that without improving the admission process of international students in the EMI program, program quality might be compromised as well as University D’s ambitious goal to sharpen their national profile and improve their status in the global university rankings.

5.5.6 Challenges in Implementing the EMI program

This section addresses the third main research question. This section describes the challenges faced by the EMI at University D. Three broad themes emerged from the interviews: a) the wrong admission process, b) the low quality of students, c) administrative and structural issues, d) the policy conflict, and e) the lack of financial resources.

a. *The wrong admission process.* All program implementers agreed that the admission process of international students went completely wrong for the second cohort of students and this has caused many problematic issues to consider. Interestingly, all program implementers were unanimous in their opinions. One professor detailed that the admission committee failed in screening international students during the admission process. He explained,

Somehow the admission process went wrong when the admission committee did not choose to do media call admission overseas. I think it was the very wrong action and we [the school and faculty members] are taking all the facts right now. We [the university] have this one whole class and students who have no English. (FM_SKD1)

The same experience was shared by another professor, who provided more details on the wrong admission process,

One of the explanations is that when the very first students were in the application process. The admission's interviews were done on the telephone. Unfortunately, it

appeared that some students were to be in the admission's interview on behalf of other students. So, we [the faculty] did not actually know what the English language skill level was. So, there are some ethics challenges that may have come up in the admission's process. (FM_SKD3)

The professor went on to criticize that the university did nothing to fix the problem. Instead, the university allowed the students to continue their study. He commented, “Instead of fixing the mistakes, we [the university] just kept them. We [the faculty] just tried to teach them English instead of teaching them master's in international education. It is getting better but it is a very weak implementation of EMI” (FM_SKD3). One more professor shared her experience about the wrong admission process,

When they recruit, it was not possible to go there in person to do on-site interviews. Because they [the recruiters] couldn't get the budgeting for it apart from the university. So, the next step, the other option was they [the recruiters] wanted to Skype interviews. But one of the recruiters said that in the country, the internet connection is not good. I guess they [the university] trusted the words of that recruiter and they said ‘okay’. (FM_SKD2)

She was surprised this accredited university accepted the admission procedure based on telephone interviews. As she explained, University D has high admission standards for international students and requires international students to have international English test scores of a minimum of IELTS 5.5 or 70 on iBT TOEFL. The most problematic part of the admission process was that the international students who enrolled in the EMI program may have hired someone whose English was good enough to pass the phone interview. This raises issues related to the quality of currently enrolled students which is the next challenge.

b. The low quality of students. Accepting a large group of international students from one country whose English language proficiency was very low has raised a number of issues regarding the quality of students. Program implementers identified a range of challenges they have faced. The challenges can be categorized into three broad themes as they emerged from the interviews: low English proficiency, culture difference and homogeneity, and different motivations for study abroad. Each theme is analyzed below.

Low English proficiency. Faculty members were unsatisfied with the English proficiency of the international students who enrolled in their EMI program. However, it should be noted that the number of international students whose English proficiency is high enough to take the EMI

courses is the minority. One faculty member described the English proficiency of students,

Because the students that we [the university] recruited, almost 100 students, many of them did not have enough English to survive in our classes. They were not effectively screened during the admission's process. So, the EMI implementation failed to include administrative steps and requirements in the admission's process they guaranteed our student population could succeed. Therefore, half of the students, approximately, didn't have enough English to introduce themselves or to do anything else in an academic setting. (FM_SKD3)

This was also voiced by other faculty members, one of whom noted, “I have this syllabus ready for this subject. But I always have to do something that could really go down to their level with the language. They don't speak Korean, I don't. They don't speak English! So, it is just crazy” (FM_SKD1). Another professor also gave an anecdote which exemplifies the difficulty of teaching these students. He said,

I think it is the biggest challenge I face as a professor. There is a joke that they [the school] should have rotated this class to different professors, so each of us would have a taste of how to teach them. (FM_SKD1)

Another professor remarked on the low level of students' English proficiency and complained that this was due to the wrong admission process.

Basically, the level of language of our students was far, far below expectation. But we [the university] still wait forward bringing them into the campus and then we [the university] kept them instead of correcting our mistakes and sending them home. There is still going to be a problem that comes from that cohort. The subsequent class that was recruited had a much better average level of English. But it was not very high. (FM_SKD3)

Culture differences and homogeneity. Program implementers shared their observations and views regarding the attitudes and home country experiences which formed the background of international students as well as their homogeneity. Implementers commented that the culture difference of international students sometimes caused a problem when teaching. One professor explained, “Many of our students are Islamic and they have made request about changing class days and times due to their prayer needs. In most cases, there may be one or two students who actually are not that same religion. So, we [the implementers] cannot change class time” (FM_SKD2). The professor also made sure to emphasize that the plagiarism of international students from the same country was a big concern. Expressing her concern, she said,

The standards for plagiarism are very different from Western standards. Some of our students think the copying with citation paraphrasing is fine as long as it answers the question they were asked. Culturally, they cannot understand why it is not okay because, from their point of view, they answer the question, the perfect answer. But the answer is not their answer. (FM_SKD2)

Program implementers also felt that the program could have been better if the international students were not mostly of one nationality. One professor said,

I think it would be good for everyone to have a variety of nationalities. Because that also contributes to the global experience. Right now, there are many jokes. It has to but half-real. They [the program implementers] say that this is not a global program. It is just an Uzbek program. Because we have so many Uzbek students. (FM_SKD3)

In regard to the homogeneity of international students, another professor wished he could have had domestic students [Korean] to diversify the dominance of international students from one or two countries. However, he (FM_SKD4) remarked that domestic students did not register to the EMI courses because of their low level of English and lack of confidence.

Another professor lamented the negative attitude of international students to professors who are younger than them. He talked about an age difference, “They [the international students] are mostly older than me. Somehow I need to give the impression that I have authority because I’m the professor regardless of my age and a very long history of teaching in the university” (FM_SKD1). As he described, his students tended to communicate and behave as a friend because of his younger age.

Different motivations for study abroad. The majority of program implementers agreed that most of the international students enrolled in the EMI program came to South Korea not to study but work. Implementers criticized that international students’ motivations for studying abroad is compromising the program. One faculty member expressed this as follows,

Their needs are different and the purpose of being here is very different from what we are expecting. I think that's probably the biggest challenge of administration and instruction. If the students are not here to study, they are here to actually to work. It is hard. It makes everything very hard regardless of the language. (FM_SKD2)

He also added that many of the international students live far from the university and it affects their attendance and status of their visa. He specified, “Some students live in Busan for work. It affects their attendance. They come maybe two hours late and only attend one hour which is not

okay. It is not okay academically; it is also very bad in terms of immigration” (FM_SKD2).

One of the senior administrators felt that not all but many of the students in the EMI program focused on working instead of studying hard. She noted, “Some of them are actually looking forward. The reality is some of them in the first place, their plan was to work which is actually not good. Their main intention was to work, not to study” (SA_SKD1).

c. Administrative and structural issues. It seems that the above inter-related challenges - the wrong admission process and the low quality of international students in the program - have created several administrative issues such as top-down policy for the implementers and documentation in English. The structural issue includes dual-duty job pressure.

Top-down administrative policy. As described by the program implementers in regard to the wrong admission procedure, instead of fixing the problem, the university has kept the international students whose English proficiency is very low. When the program implementers, particularly the faculty members complained about it, University D has instructed them to take care of the students and do their best to improve the English skills of these students. Faculty members were not happy about this instruction from above. One faculty member said,

We [the implementers] told and expressed it to the administrative staff and they do understand. They really do understand. They feel for us. But the reality is if we [the implementers] cut all of the students from our department, it will be really hard to the accreditation of our school and that's sort of something that you have to make a choice. If the whole school is going to suffer because of our students, that's choice that we [the implementers] decided that we [the implementers] didn't want to make. (FM_SKD2)

The professor went on to say that the implementers are not able to complain even though the situation was serious. Another professor commented that the implementers had no choice but to take the responsibility of taking care of the international students. He criticized, “I feel like sometimes the kind of students we have are too pampered. I feel like they're too pampered. We [the university] are spoiling them. But I'm not so much for it” (FM_SKD1).

Documentation in English. Program implementers explained that there are two different systems at the university, one is run in Korean and the other is in English. This creates a problem for the graduate school because the EMI program is a tiny part of the Korean-medium program. One professor mentioned that the, “EMI program is still housed in a very small unit within the entire campus. The entire campus has many thousands of students. Most of the EMI graduate

programs exist just in this one institute. So, we are a tiny piece of a big university (FM_SKD1). This means that even though the language of instruction, meetings and documents are all in English. Everything outside the EMI program is run in the Korean language. A senior administrator detailed,

I think at this university one of the obstacles and challenges in here is more on documentation because all professors are foreigners. When we submit some documents, everything should be in Korean. It is kind of a lot of work. You have to translate everything into Korean or you have to translate into English or vice versa. So, we actually have our own system here at our department. We have our own records, everything is in English. But the graduate school itself, they have their own record system. (SA_SKD1)

One professor pointed to the difficulty that faculty members face when teaching and working in the EMI program at University D:

One big challenge is that the faculties do not have a strong Korean language. So we [the international faculty members] come to the Korean language institution, all of the policies are written in Korean, all of the announcements and cultural things are written in Korean. It can be very difficult to integrate English teaching faculty into the culture of the community because they weren't recruited for the Korean language, they were recruited to teach in the EMI setting. There was very little done to accommodate the international faculty who don't speak. There was very little done to integrate them or to change the policies or to at least translate the policies. They have difficulties understanding what the rules and policies are and they often have to sign forms that they cannot understand because they cannot translate them. The school doesn't spend the time to translate those things into a foreign language or English in this case. (FM_SKD3)

As can be seen from this quote, the inter-departmental documentation in Korean creates a problem for most of the program implementers who have no knowledge of the Korean language.

Dual-duty job pressure. When the implementers had to take care of the international students in order to improve their English skills, they were assigned administrative tasks, such as calling the students to remind them to come to class in time regularly and dedicating more time to advise them. One professor shared his view,

I think the challenge is they [the school] make us do some administrative tasks that some of us are not happy with it. I am personally not happy with contacting students while they are absent and not happy with doing this every week, twice a month, and making reports like this. I'm not happy with this. Because I signed up for this job to teach and research. At least in my contract, I want to be able to do research. That is what I wanted to do. I am

not against the program and the people. When it comes to administrative tasks, it doesn't make me so happy. (FM_SKD1)

Another professor commented in detail on the increasing administrative job pressure on faculty members because of the students:

Actually, all of the professors have been trying to guide them [the international students] and let them know how the visa extension process is done, what they need to do, what documents they need, everything. Again, many of them, they don't speak in English. We [the implementers] have been trying to tell the ones who are fluent in English to spread the word or those things. For a part of our administrative tasks, especially our students are international, we need to have them come to class regularly. Because if their attendance is 80% it is a big issue with the immigration office. So, their visas could actually be endangered. Telling them to come and reminding them is very hard. (FM_SKD2)

The above quotes from the two implementers clearly exemplify the (potential) problems of the program. This has put a lot of job pressure on the program implementers leaving them with no choice but to take on this additional workload.

d. Policy conflict. From the point of view of senior administrators, University D has set a strict goal of recruiting international students. However, several factors are restricting the university's goal. One is the regulations by the MOE. A senior administrator commented on the policy of the MOE regarding the quota for international students. She noted the conflicting policy, "Before, we were recruiting a lot of international students. This time, they [the MOE] are kind of restricting; they are limiting the number of students because they said there will be a crunch in 2020" (SA_SKD1). This conflicting policy has had a negative impact on the university's policy. The senior administrator remarked, "I think it is affecting our recruitment rate. Before, we were planning to recruit, for example, 40 students. But they [the MOE] reduced into 21 in one year. So, it is kind of ironic. If the school needs more funding then we have to recruit more students. But the government is the one restricting us" (SA_SKD1).

University D has been putting in great effort to survive in the competitive HE market. The country's drastic population decrease has had a great impact on college-age student numbers. This has created a much competition among universities, especially for universities that are located outside the Seoul area. One of the senior administrators described the situation,

Amongst universities, we are competing for each other, and then we [the university] need to have a strategy to survive. Then, which one is the matter of one of the good remedies

to support our universities in terms of the financial needs and in terms of not firing faculty and staff, in terms of the maintaining our university as one of the good organization supporting the society, then we [the university] need to enrol students. This is one of the reasons why we are heavily focusing on the EMI program. (SA_SKD2)

Indeed, small private universities outside of the Seoul area have been struggling to find students for their programs. University D is able to recruit more international students to its EMI program. However, the university's plans are hindered by quota set by the MOE.

e. Financial issues. One of the senior administrators who is in charge of the whole EMI program at the graduate school shared his opinions on the finances for the EMI program. According to him, the EMI program is a small part of the school and is financially dependent on the university. In other words, all financial income such as tuition fees from the students on the program is flows into the university's central budget and then it is allocated back to the school. His account provides evidence to how the financial situation hinders the development of the EMI program:

I really would like to make this program as financially standing own program. But our university is centrally governing structures in terms of finance. Then tuition money should go to the central government office of university management. We need to ask the budget again from that. Then we cannot support our students fully or the faculty members fully. If our department is financially autonomous self-governing organization, we could be fine. (SA_SKD2)

Then he provided an example of when he wanted to improve the learning and working environment for both students and faculty members:

I'd like to apply for a laptop program for all our students which means I would like to give all our students a laptop. Equipping many different technologies in programs and then asking professors to use educational technologies and make very off-scale smart classrooms and smart learning circumstances with our students. This is the first baseline. We need to provide all our students laptops first. I've been asking the central governing of the university, I've been meeting many times with them. But the process is very slow. (SA_SKD2)

Interestingly, faculty members did not mention the financial challenges facing the EMI program. Only one faculty member briefly touched upon the need for incentives for faculty members.

5.6 Case Study of the EMI Program at University E

This section addresses the three main research questions. As detailed in the introduction to Chapter V, the main data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty members and two administrators) at University E in Japan.

5.6.1 The context of the Program

Founded in the late 19th century, University E is a private university that is located in the Kansai area, Japan. University E has more than ten graduate and undergraduate schools respectively and offers HE on its campuses not only in the Kansai area but also in another prefecture. Currently, over twenty thousand students including about 800 international students are studying at the university. The EMI program of this study is housed in the School of International Studies. Currently, the school offers one undergraduate program in English. The EMI program of the study is focused on international studies designed to develop world citizens who will be able to serve on the global stage. The primary goal of the EMI program is to develop students' abilities in the fields of culture and language, society and governance, as well as economics and management. International students who are admitted to the EMI program at the school must take the Japanese language course as a compulsory first foreign language. Privately-funded international students who have proven that they are experiencing financial difficulties are eligible to be awarded a scholarship such as tuition fee reduction by the university. Plus, promising students who demonstrate academic performance are offered a scholarship which covers 20% of the tuition fees in addition to the tuition reduction.

5.6.2 EMI Program at University E

The EMI program of the study is located on the main campus of the university. The School of International Studies has been offering the undergraduate EMI program since 2010. As the senior administrator (SA_JPE1) described, the school admits 15 students on average to its EMI program annually. In 2018, a total of 17 international students enrolled in the program. A wide range of students from different countries studies in the four-year program in English.

International students whose first language is not English should meet the English proficiency requirements of a minimum score of iBT TOEFL 71 or IELTS 6.0 to enroll in the EMI program. Japanese students are also accepted to the program and those whose English is not good enough can take the basic courses in English to improve their English proficiency. In 2018, the school offered over 120 courses taught in English. One faculty member (FM_JPE2) noted that the EMI program is a small sub-section of the School of International Studies. As he described, three streams of students take EMI courses from the EMI program. The first type consists of regular Japanese students who take electives in English. The second group of students is international students who are part of the EMI degree program. The third category of students is exchange students who are usually from North America, Europe, and some parts of Asia.

Most of the full-time faculty members at the EMI program are Japanese. One international faculty member (FM_JPE1) said that the school employs a few international faculty members who are from countries, such as the USA, Germany, South Korea, China and Singapore.

5.6.3 Rationales for the EMI program

This section addresses the first research question. The program implementers at University E described three main reasons as to why the EMI program has been implemented at their institution: a) to sharpen its reputation in the university rankings, b) to receive funding from the government, and c) to attract international students.

a. Sharpening the reputation in university rankings. Program implementers stated that the implementation of the EMI program plays an important role in sharpening the university's reputation in both domestic and global university rankings. One faculty member (FM_JPE3) observed that the university took up the opportunity to deliver an EMI program in order to make the university as well-known as possible in the international community and that the university believed that having some EMI programs in the Japanese community would bring them prestige. The professor went on to say,

All Japanese universities already started to move for global university ranking, but still, they are concerned about domestic university ranking. They [the domestic ranking] would have some points how many diversity your university has, so from that point of view if you have some English-based program, some international students would be there, you will be evaluated positively within the country. Although international ranking is very important, this university wants to ensure their local position. In order to improve

the local position and local competitiveness, they [the university] want to have some diversity in the student base. (FM_JPE3)

Having emphasized that the university wants to be recognized globally, another professor stated, “Global university ranking shows our status globally not only domestic. We [the university] like the global recognition” (FM_JPE4). A similar view was shared by another professor who emphasized internationalization as one of the factors for rankings and he distinguished the EMI program at University E by saying,

Universities are ranked by internationalization and the internationalization is maybe categorized into two. One is courses conducted in English. Second, courses talking about internationalization. Courses completely taught in English still minor in Japan. Courses offering a degree in English is also very minor. So, we [the university] are one of the few universities offering degree program with all courses are conducted in English. (FM_JPE4)

An additional comment on the rankings was given by another professor who said, “Most of the global university rankings are based on the prestige and research output, though” (FM_JPE2). He also mentioned that the funding from the government was a very important factor which leads to the next reason.

b. Funding from the government. Program implementers unanimously agreed that the government of Japan, in particular MEXT financially supported University E to establish the EMI program. To be more specific, the university was selected as one of the recipients of the Super Global University grant. One of the primary goals of this grant is to allot funding to the selected universities to run EMI programs. A senior administrator (SA_JPE1) described the grant as ‘massive grant’ that requires the recipient university to run activities for internationalization. The administrator further specified,

The government has given us so much money. It is a private university but it is receiving a lot of grant. Because from their viewpoint, human resource management and development and global human resource are very important. I think our university is good at it, so the government gives us the funding rather than to some other national universities. (SA_JPE1)

One of the faculty members remarked that one major factor for establishing the EMI program was government funding and he explained that the primary reason is “to get funding from the Japanese government and this is the first and also only basic reason of implementing

EMI at University E” (FM_JPE1). This was echoed by another faculty member who said that the one reason for the introduction of the EMI program was the funding from MEXT: “All the stuff comes from the MEXT funding. MEXT created the super-global program which University E is a part of. So, being a part of the grant comes with conditions that you have to meet” (FM_JPE2).

c. *Attracting international students.* Program implementers said that the university was aiming to recruit more international students as this was one of the conditions for the internationalization grant. For internationalization, the presence of international students is crucial. Thus, the university has set a goal to double the current number of international students by 2023 (SA_JPE1). This target relates to the Super Global University grant that requires the recipient to internationalize its university. As one faculty member put it,

University E is a part of the grant, thus they [the university] have an emphasis on the internationalization of the university and try to attract as many international students as possible. My department, they are trying to attract international students and other schools as well. They [the university] are positive in international exhibitions. Some of the initiatives are taken by the schools to attract more and more international students. (FM_JPE3)

A similar view was expressed by another faculty member:

More and more Japanese universities are trying to get more international students which is in line with the Japanese government’s policy to have more international students. A number of Japanese universities are trying to attract international students and I think this university is not different from the others. They [the university] also want to have international students. (FM_JPE4)

There is another goal behind the recruitment of more international students. The university believes that the presence of international students in EMI programs will have a great impact on the diversification of the campus environment. A junior administrator stated,

We [the university] want to diversify our environment and provide students with a diverse environment. This is *kokusaigakabu* (international). If the *kokusaigakabu* does not have the diversity, it is not *Kokusai* (international affairs). (JA_JPE1)

The junior administrator also said that the university offered the EMI courses and program in order to recruit international students and that there are two goals. First is to develop student exchange programs, and second to prepare globally competitive graduates in a diverse environment. According to him, the EMI program will be playing a key role in the goals.

However, one faculty member commented on the number of international students. He said, “There is still a fairly large emphasis placed on selective instead of just taking in large numbers of students. So perhaps in the next five years, there will more a larger and larger. But right now, I think its focus seems to be selecting the best students versus just taking as many as possible” (FM_JPE2).

5.6.4 Is EMI top-down or bottom-up?

As program implementers described, the introduction of the EMI program was the result of the top-down decision by the university’s top administration. A junior administrator described the decision-making process to establish the EMI program, “When we started the EMI course, it was top-down. But now we have been providing EMI courses and when we find some problems or points we [the school] should improve and fix it. Then we take bottom-up decisions” (JA_JPE1).

The EMI program had already been established before most of the program implementers, particularly the faculty members, were employed. Thus, they had no initial involvement in the decision-making process in regard to the EMI policy and program. However, the voices of program implementers are important to the university to make improvements to the program. One professor laid out the university-wide decision-making process related to EMI,

The university directions are made by the executive committee of the university that consists of the dean of each faculty. That is the university decision-making. Dean is the intermediary between university decision-makers and faculty decision-makers. We, faculty members, actually try to adjust to the university-wide directions. But promotions, hiring, changes in curriculum, those kinds of internal decision-making are made by our faculty members, not the university. So even though the university says that we have to add this and that but the university cannot order us. Even though the university asks us to do, but we make the decisions [at the program level]. So the delegation or responsibility is different. University has its own decision-making and we have our own decision-making. Responsibility is a bit different. (FM_JPE4)

An international faculty member said, “All Japanese organizations are very top-down decision-making process” and he went on to comment, “Here, we have sub-committees of sub-committees of important older people. That is the decision-making process. But in the top-down process, young faculty members like myself have probably little influence” (FM_JPE2). It seems

that faculty members are now more involved in the curriculum or program level decision-making process. One professor shared his view,

I am in the curriculum design and to some extent, the program design. With regard to the other decision issues, I think I do not have that much involvement. Issues are discussed in our faculty meeting, a small meeting within the English-based program. Since most of the decisions are favorable for the improvement of the program, we agree with the decisions. We did not disagree with most of the decisions in regard to the program decisions. But we have the option to give our opinion if you do not like it or if you have an alternative argument, we gave our opinions. (FM_JPE3)

Another faculty member added that the implementers make minor decisions at the regular faculty meeting of the EMI program. He said, “When there is a change in the curriculum and when we admit students, the faculty meeting needs to approve it as well. So, if there is a faculty member, we need to [approve]. And also recruiting, promotions, that kind of important decision-making is made by the faculty meeting” (FM_JPE4).

5.6.5 Factors for adopting EMI

The interviews with program implementers showed two main factors that have encouraged the university to make the decision to establish the EMI program with the funding from the government. Two strong underlying themes are a) university rankings and b) international collaboration.

a. University rankings. Program implementers noted that University E pays much attention to both global and domestic university rankings. They expressed their opinions that English is an important tool for performing higher in the rankings because the rankings indicators include the production of research papers in English, the percentage of a number of international students and international faculty members. A junior administrator (JA_JPE1) said, “From one point, universities in Anglophone countries are ranked higher in the rankings and from the other point, the number of research papers in English has a high impact on their reputation.” He went on to highlight, “The university cares the rankings and domestic students must study English. I hope that it will help the university to sharpen its reputation internationally.”

Related to the above statement, a senior administrator (SA_JPE1) explained, “University E desires to sharpen its reputation internationally. However, several factors limit the possibility for the university. The university is a liberal arts institution that has no engineering or medical

faculty. More publication in English comes from engineering and medical science fields. The only way to sharpen the reputation internationally is to have more international students and international staff.”

b. International collaborations. Program implementers perceived that international collaboration with overseas universities had a large impact on the decision of establishing EMI programs including the current EMI program of the study. The university hopes that EMI programs are the foundation of initiatives to increase the number of international students. This also includes student exchanges and dual degree programs in English. The university has established dual degree programs with partner universities abroad, most of which are located in Anglophone countries, such as Canada. University E also encourages its students to study abroad in order to allow them to experience foreign cultures and learn from others. This aligns with the university’s policy to prepare globally competitive graduates. A junior administrator (JA_JPE1) provided information that the university requires every student to study abroad before their graduation. As he said, the study abroad program may even include a short-term English program that would help students improve their English skills. Similarly, a senior administrator stated, “International mobility program in English is important” and “EMI courses are part of graduation requirement”.

One faculty member described how important international collaborations are for the university and its students. He said, “The university has a really strong relationship with Canadian universities and international relations are quite important for the university” (FM_JPE2). As another professor said, the majority of exchange students come from Anglophone countries to study at University E. The professor stated, “The university already has exchange programs with foreign universities, Asian, European, and American. Exchange students would love to have an English-based program. In our regular class, we do have some students who are here as an exchange student. For the exchange program, some English program is necessary” (FM_JPE3). The same opinion was expressed by one more professor who said “Exchange students are coming from international partners. We try to increase those activities. We try to outreach and make agreements with other EMI programs” (FM_JPE4).

5.6.6 Challenges in Implementing the EMI program

This section addresses the third main research question and focusing on the challenges that implementers in the EMI program at University E faced. It provides an analysis of three broad themes that emerged from the interviews: a) the quality of students, b) the quality of faculty members, and c) administrative-related issues.

a. The quality of students. Faculty members pointed out that the university has a good number of students in terms of the quantity. However, they criticized that the quality of students in the EMI program should be reconsidered. The first consideration is the level of English proficiency of students in the program:

In the classroom, I face problems with students. Their level of English is different. Some may have good English but most of them do not. In one class, I have 10 students whose English proficiency is so different, from lower to higher. Even students from Europe have bad English. (FM_JPE1)

The professor went on to detail that the problem is the class structure that puts exchange students, international students and domestic students in the same course. So, the difficulty is to balance the satisfaction with classes of exchange students and domestic students, especially since many exchange students expect classes that offer more opportunities for interaction and discussion as compared to domestic students.

Another professor was worried that the nationwide decrease in the enrollment of university-age students may have caused the quality of students in the program to decline. What the professor is concerned about is that the university keeps the same enrollment quota, and therefore academically less prepared students may still be enrolling at the university. He clarified,

I would say one of the things all are aware of is what we will see the drop of 18-year-olds. We [the university] are really going to see the bottoms of all out. I think everyone is aware of the decrease in enrollment of the domestic student, this is going to happen. The real only one question is the quality of students. (FM_JPE2)

The professor commented that the domestic students who have low English proficiency are admitted to the EMI program and this hinders the implementation of the program. Another faculty member shared the same view,

We [the university] still have a hard time recruiting students here. Also, Japanese students are not really exposed to education in English. We [the university] really want a professional level of English proficiency. International students somehow can do that but

Japanese students are not educated in such a way at all in the undergraduate especially. We [the university] try to screen by their proficiency in English. But it's quite hurdling for them because they are not really exposed to a professional manner. (FM_JPE3)

For other professors, the English proficiency of domestic students is not the only problem. Some international students also have low levels of English proficiency. One professor noted,

For some international students, English language capacity is a big issue. I got some international students in my class. For them, English is not their native language. Their capacity was an average. So, it was difficult for them to catch up with other students or try to understand fully the class lecture. All lectures are conducted in English. Some of our faculty members are native speakers. I think the language capacity of international students would be a caution! (FM_JPE3)

A senior administrator also described the low English proficiency of students, “Although I would like to teach them in the highly advanced level, if I talk fast or give them massive assignments, they won't be able to cope. So, I don't know how we can improve their English” (SA_JPE1).

b. The quality of faculty members. Half of the faculty members had concerns about the quality of faculty members teaching in the EMI program. Their concerns included the diversity of faculty members and the capability of delivering content courses in English to students. One of the professors was very critical about the diversity of faculty members. He stated his concerns (FM_JPE2), “The university hires a number of contract employees and anyone who is in the decision-making level power are Japanese or if they are not Japanese, there is someone who has been trained whole life in Japan.” In other words, there is very little diversity and even less diversity among tenure-track employees. Having noted that domestically, there are plenty of people who are probably available in Japan, the professor (FM_JPE2) also commented that the faculty members in the EMI program are not internationally recognized in terms of their research and publications. He said,

There is a very strict standard for faculty and research based on publication in social science citation indexed journals. You have to publish in the journals. They [overseas universities] are creating a faculty or research faculty of internationally competitive people. They [overseas universities] actually hire people away from the US university, well-known faculty, that is not going to happen in Japan”. He continued, “We have an English program, thinking about English faculty, or internationally focused, I don't see the faculty level could ever be competitive even in a small liberal arts college in the US. (FM_JPE2)

Teaching methods of faculty members were the other concern to consider for the successful implementation of the EMI program. One professor remarked,

The faculty members are the problems. Their teaching is bad. None of the full-time Japanese faculties has any single degree in non-Japanese countries. None of them! It can be assumed from one side that some professors have never been educated in a foreign country but speaks in English very good. However, we are not sure how much their knowledge is deep to teach the content course in English. (FM_JPE1)

A similar opinion was shared by another faculty member who said, “Even though people who can speak English but not necessarily can teach academic area, right! So, there are not so many professors who can teach in English even though they know academic knowledge. We [the university] want to recruit professors with academic knowledge, practical experience and English skills. But it's quite a big hurdle, I think. And there could be native speakers, such as American with academic knowledge. But they may not have practical experience, especially in the Japanese context” (FM_JPE4). The professor went on to say that one of the reasons for such lack of faculty members who can deliver the content courses in English is “probably to find this kind of person is very difficult here in Japan” (FM_JPE4).

c. Administrative-related issues. Several administrative issues have been identified for the implementation of the EMI program. The issues include the dominance of Japanese language environment, the lack of student support services, and the work pressure on the faculty.

The dominance of Japanese language environment. International faculty members described difficulties in a work environment dominated by the use of Japanese. Faculty meetings, documentation and internal communication via email are usually in Japanese and this creates a language barrier. One international professor (FM_JPE2) shared his experience of having no input in the discussions and involvement in the faculty meetings because of the language barrier. He also went on to say, “All the paper works and documents, everything is very troubling to read. Even if you speak Japanese well, it is just a barrier to foreigners to have any input. It makes more difficult” (FM_JPE2). Another professor tried to explain the reason why Japanese is used predominantly “We [the implementers] should be clear that the EMI program, not just an English degree program, it also has a regular Japanese degree program. So, it is not clear that it [the EMI

program] should be conducted in Japanese. It makes a barrier to foreign faculty” (FM_JPE3). The reason for the problem is that administrative staff cannot speak English. A faculty member stressed, “We have one administrative staff who is doing office administration for our program but she is only one person. Other administrative people understand what is written but they have a hard time responding to the demand from the international students. So, institutionally, administrative work may be a challenge” (FM_JPE4).

Lack of student support services. Program implementers were also worried about the lack of student support service. One major difficulty in the internal system was that it operates only in Japanese. This creates difficulties for international students. The university wants to introduce a dual language system (in English) university-wide. However, this faces financial issues due to the fact that only a few students study in the EMI program. A junior administrator stated,

The system of the university is all in Japanese. We are changing this system but we face a budget problem. English native students are very few at this university. But 50% of this faculty's students are English native speakers. But other faculties have very few students. When they [the university] change the university system, the university thinks the cost performance. It means that if there are two problems (there is a limited budget for them) they only choose one of them. The problem should be covering every student. But this case is for only the English-native speaker students. The university decides and fixes the most important problem first and postpones the least important issues which take more time to fix. That is called cost performance. (JA_JPE1)

The second difficulty is that international students have not been provided with the necessary information and service in case of emergencies, such as earthquake and other natural disasters. This clearly shows that the university does not have a fully functioning system of student service, especially international students. The junior administrator gave an example,

Japanese students have their parents in Japan in many cases. International students' parents are not in Japan. When an earthquake happened last month [2018], some Korean students came to the office. When an earthquake happened, we [the university] did not know what we [the university] should do. I did not know to whom I should contact. This happened the first time. Only 10 staff are in this office but we have many students. We do not have that kind of system to help students if this kind of problem happens. (JA_JPE1)

Another case shows that there is a lack of student service available to international students in the EMI program if they face some health issues and need to go to the hospital. The problem is that they cannot express their health-related problems themselves in Japanese to the

doctor. The junior administrator also commented on this problem “Sometimes some international students want us to do something for them. For example, the students who only speak English cannot go to the hospital because they cannot explain their situation to the doctor. So, some staff go to the hospital with them even during their holiday” (JA_JPE1).

Work pressure on the faculty. Since the EMI program of the study started with the funding from the government, the implementers felt a lot of pressure. A senior administrator expounded, “Because we got Super University Grant, a lot of pressure comes to the university to internationalize even syllabus. So, they [the university] want us to write our syllabus in English rather than together with Japanese. A lot of debate is like some professors are teaching French literature, some are teaching Chinese classics, why do they have to develop syllabus in English. So, there is a big debate going on. It is just to comply to make MEXT happy because they are the supporters with massive grant” (SA_JPE1). From his interpretation, it seems that faculty members feel a certain pressure to fulfil the requirements of the grant allotter.

5.7 Case Study of the EMI Program at University F

This section describes the findings from the semi-structured interviews with program implementers at University F in Japan. First, it introduces the EMI program and then answers to the three main research questions. As detailed in the introduction to Chapter V, the main data were collected from semi-structured interviews with seven program implementers (five faculty members and two administrators) at University F in Japan.

5.7.1 The context of the Program

Established in the late 19th century, University F is a comprehensive private university that is located in the Kansai area, Japan. University F now houses more than ten undergraduate faculty, over ten graduate schools, and two professional schools. The university offers HE on its campuses in the Kansai area. Currently, over twenty-five thousand students including about 1500 international students are studying at the university. The EMI program of this study was established in the Graduate School of Business on the main campus alongside the Japanese business program in the 2000s.

The EMI program of the study offers graduate degree program (master's level) and focuses on the business and management studies that are designed to nurture global-minded leaders who are willing and able to respond effectively to the emerging needs of increasingly diverse groups of people participating in the global economy. International students who are admitted to the EMI program at the school may take a wide range of Japanese language and culture courses free of charge. However, these courses are not counted in the credits required for the graduate degree. Students studying at the program are offered the opportunity to spend one term at one of their overseas partner universities as an exchange student. Up to 10 credits of courses that the students take at the overseas partner university can be counted toward the master's degree. The school offers a number of scholarships for international students. Self-funded international students are eligible for the university's merit scholarships and tuition reduction scholarships ranging from 30-100% of tuition fees. Other scholarships include graduate school scholarship and graduate school special scholarships that are dedicated to financially help students achieve their educational goals and complete their master's degree at

the university.

5.7.2 EMI Program at University F

The EMI program of the study is located on the main campus of the university. The Graduate School of Business launched the EMI program in 2009 and the aim is to prepare future business leaders who are willing and able to respond effectively to the emerging needs of the increasingly diverse groups of people in the global economy. The two-year master's degree program requires students to complete courses totaling 46 credits as well as a master's thesis or research project report. At the time of fieldwork and interviews with the implementers in 2018, 84 students were studying in the program. As the junior administrator (JA_JPF1) reported, the school admits 45 students in its EMI program annually. She explained that the school keeps the same student quota due to the limited number of faculty members. When applying for the program, international students are required to submit a GMAT or GRE test score report to the admission office. If neither GMAT nor GRE are offered in their country, the international students may consult the admissions team. The school has set no requirement for the minimum scores in the exams. The main admissions process is the preliminary interview via Skype or in-person at the school. Most of the full-time faculty members (5 out of 8) at the EMI program are non-Japanese. International faculty members are from countries such as the USA, Austria, and Bangladesh.

5.7.3 Rationales for the EMI program

This section addresses the first research question. Based on the interviews with the program implementers at University F, three main themes have emerged as to why the EMI program has been implemented at their institution. The themes included a) sharpening the status internationally, b) attracting international students, and c) preparing globally competitive graduates.

a. Sharpening the status internationally. According to the program implementers, the university has started the EMI program following the government idea for globalizing universities. The university hopes that while being globalized through the EMI program, the university will be able to sharpen its status and reputation internationally. One senior administrator described that

the university “just followed the policy of the Japanese government, globalization. That is the reason. Actually, globalization is recommended by the Japanese government. I think that is the reason that we [the university] started this EMI program” (SA_JPE1). A similar opinion was shared by one professor who detailed,

The country itself has big globalization of education push. Japan is lagging behind the other countries in terms of global education. This is the government itself making a decision that it wants to have more global universities and University F is aligning with that globalization movement. (FM_JPF3)

These quotes show that in following the government policy on globalizing universities, University F hopes to not be left behind and improve its status both domestically and globally.

One professor highlighted that international reputation affects prospective students and their parents decide which university they want to choose. She mentioned, “It is important for any university to look at their rankings because it is going to affect everything. When the university advertises, that is marketing, they want to publicize that they are number five or they are in top ten or something. That is really important” (FM_JPF1). She also went on to say, “The employment of foreign faculty makes the university more global and if their students were learning from foreign instructors, especially the parents who are paying tuition claim that they are appealing” (FM_JPF1).

Some implementers said that international accreditation for the EMI program would make a significant contribution to the university’s international reputation. As one professor (FM_JPF5) explained, the university is seeking an international accreditation from an international accreditation organization for its EMI program and this is the fundamental requirement for the EMI program implementers to make the program known internationally. More detailed information about the international accreditation was shared by another professor who said, “The accreditation is from the ACBSP. We are just starting the process. In order to be a globally recognized business school, it has to have some type of international accreditation” (FM_JPF3). According to the program implementers, by having an internationally accredited EMI program and being ranked higher internationally, the university will be able to attract more international students.

b. Attracting international students. Program implementers described that attracting more international students was one of the target goals set by the university. The implementers believe

that the university will be able to accomplish the goal with the successful implementation of EMI programs not only at the graduate school but also at other schools of the university. When establishing the EMI program, the primary target was to recruit more domestic students as one of the faculty members described. Having noted that the EMI program heavily focused on the recruitment of international students, the professor (FM_JPF5) reminded that the foremost purpose was once to attract Japanese students. Unfortunately, very few domestic students were interested ~~in it~~ and as a result, a limited number of domestic students joined the program. She explained,

The primary objective was to attract Japanese students to give them EMI. But unfortunately, we are getting a very few Japanese. Our objective was to have more Japanese students. We [the university] have some Japanese students. But we are not able to accomplish this objective. Instead, we have international students but we [the university] have not many Japanese students. (FM_JPF5)

Indeed, according to the junior administrator (JA_JPF1), there is only one Japanese student studying in the program. One of the potential reasons for domestic students' low interest in the EMI program is that the Japanese-medium business program is huge and it accepts a thousand students annually. One faculty member commented, "The university is very interested in attracting international students, but the department is not as big as other Japanese programs such as the Department of Economics. They have like a thousand students each year" (FM_JPF4).

Since the program had failed in recruiting domestic students, the target shifted to recruit foreigners who are residing in Japan, in particular in the Kansai area, one of the business hubs in the country. One professor explained the reason for the EMI program to recruit such people, "We [the university] had a Japanese MBA program in Japanese. There are so many international people in the area [where the university is located], so many international students are in the area. Just it makes sounds. They [the university] started the program in 2009 in English" (FM_JPF3). So, the university took up the opportunity to develop the EMI program in order to help those foreigners study in English because many of them were not proficient in Japanese and not able to pursue their degree in Japanese. Similarly, a junior administrator said, "The area is a very popular place among students and famous in the world. Many foreigners wish to come to live and study in the area. But they do not know Japanese. They do not have much opportunity to

learn Japanese outside of Japan. If we [the university] can offer EMI program in English, we [the university] will welcome the foreigners but also Japanese people” (JA_JPF1).

Another professor pointed out that another reason for the EMI program to attract international students was the decline in the population of university-age students. Not only the university but also other private universities are aware of this phenomenon and they are aiming to fill the gap with international students. As the professor (FM_JPF3) claimed, the university really wants to have international students and they are working very hard to collaborate with universities inside and outside of Japan for exchanging or bringing international students.

Another professor explained that the university’s aim to attract international students is aligned with the government’s policy for internationalization. He said, “The way that the government looks at universities is the number of international students you have in your program and being able to have a compelling program for international students is also important” (FM_JPF5).

c. Preparation of globally competitive graduates. The majority of program implementers highlighted that the EMI program is for preparing globally competitive graduates who have obtained global skills such as critical thinking and English skills and who are capable of doing business by bridging Japan with the outside world. The implementers also emphasized that the internationalization initiatives by Japan’s government for universities encourage the university to run the EMI program. Having disclosed that the university receives some funding from the government, one professor said, “We receive fund from the government. It is a part of the policy that we are producing more global graduates. This is an objective of the objective!” (FM_JPF5). A similar opinion was expressed by another faculty member who said, “It is just the university listens to the national government. I mean as part of that government initiative, they [the university] do want to prepare the students to be globally competitive” (FM_JPF2).

According to some implementers, the EMI program is for preparing the graduates who will be able to bridge Japan with other countries in terms of business. One professor expressed this as follows,

We will have quality business graduates who can dominate in Japan and abroad. So our outcome is that we [the university] want quality business graduates who can work in Japan and also who can in other countries. (FM_JPF5)

Similarly, another professor said, “have them [the graduates] be active in both in and outside of Japan using their English!” (FM_JPF1).

Another professor unveiled why Japan needs such programs to prepare globally competitive graduates. The potential reason behind the introduction of the EMI program is the shrinking business market in the country.

If we [the university] just educate Japanese executives to deal with the Japanese market, the shrinking market, Japan, the country, needs to engage more actively in the global market. So, the number one clearly is that especially for business school, interaction with the global economy and the management outside of Japan is critical. I think the faculty recognizes that to choose to create a global MBA. (FM_JPF5)

The reason revealed in the above quote highlights the need for universities to prepare human resources for expanding the shrinking business market. In order to do so, competitive graduates who have a combination of knowledge about the country, critical thinking skills, and high level of English communicative skills would be necessary. In regard to human resources, some implementers talked about the push for global human resource initiative known as “global jinzai” by Japan’s government. One professor explained the reason for the EMI program for preparing global human resources, “One thing is that government really pushes this [the idea of preparing competitive graduates] in global jinzai. In order to meet this global jinzai, the university tries to fit into that” (FM_JPF3). The quote of the professor was supported by another implementer who remarked, “The government policies on education do affect how the university designs its programs. So, for example, the number one would probably be the MEXT Education Department. They [the department] think that student should practice critical thinking, be globally open-minded” (FM_JPF2).

5.7.4 Is EMI top-down or bottom-up?

Based on the second research question, this section discusses whether the EMI program was initiated top-down or bottom-up, whether program implementers have been involved in the decision-making process to establish the EMI program, and what their contribution has been to the development of the program.

Interestingly, none of the program implementers except one faculty member were part of the decision-making team for establishing the EMI program. They were employed after the program had started. The faculty member who was one of the contributors to the development of the EMI program from the beginning shared his knowledge that the EMI program started based on the bottom-up initiative by a group of Japanese faculty members in the Japanese medium business program:

There was a group of faculty members in the Japanese MBA program at that time they felt that it really needed an English only program. They [the Japanese professors] started the program in a bottom-up effort and this was not requested by the president. So, they went through all the paperwork and all the documentation and everything in order to start. (FM_JPF3)

A senior administrator (SA_JPF1) who is now head of the EMI program said that even he came after the EMI program was created. Similarly, one faculty member (FM_JPF3) shared that he was hired after the university created it and when the university was expanding. He added that he joined the program to help it grow.

Implementers participate in other decision-making levels, such as curriculum and program design in order to make the program better and keep it going successfully. Some implementers mentioned that they are more involved in the curriculum level of the decision-making process. With regard to the contribution to the decision-making, it seems the voices from international faculty members differ. One international faculty member commented, “In Japan, it is very difficult for foreigners to be involved in the decision-making process. But I had an involvement in the curriculum design” (FM_JPF5). Another international faculty member added, “I have not been involved in the decision-making process. I am just doing what I am told” (FM_JPF4). This was detailed by another international faculty member who noted, “I’ve been members of other committees, but not dealing with decision making in terms of the EMI courses. I’ve been approached by faculty members with ideas in a very informal setting. I don’t know what happens in terms of EMI” (FM_JPF2).

One professor explained that there are some bottom-up initiatives from the faculty members. However, the initiatives usually concern minor issues and need to be accepted by the top administration of the university (FM_JPF1).

5.7.5 Factor for adopting EMI

Through the analysis of responses from program implementers one factor that encouraged the university to implement EMI program was identified. The one underlying theme is the ‘global university rankings’.

Global university rankings. In their interviews, most of the program implementers emphasized that the global university rankings have had an influence on University F’s decision to start the EMI program. Implementers believed that the introduction of an EMI program and the presence of international students in the program are crucial to the university’s performance in the rankings since one of the main indicators in the global university ranking systems includes the percentage of the number of international students. One faculty member highlighted,

As for the global university rankings, they [the university] want to attract international students to boost their existence and position. A lot of universities are concerned about the global university rankings, or I would say global rather than domestic university ranking. The university is concerned with attracting international students by having a nice environment that they can learn English! (FM_JPF4)

Similarly, another faculty member expressed his opinion that university rankings affect international students to make their decision and he further marked, “The number of international students you have in your program is important; so being able to have a compelling program for international students is also important. In related to that, in order to get that, the international students actually come among critical decision factor. For international students for business school, the global rankings are pretty important!” (FM_JPF5). One faculty member also added, “Bringing international students to the university helps improve the ranking of the university” (FM_JPF2).

As another professor mentioned, University F is aiming to receive international accreditation for the EMI program hoping that it will also help improve their status internationally. The professor said,

For the global university rankings, the university is looking for accreditation from the USA. That is why the global university ranking should be the first that is in business. Once we [the university] improve the university ranking globally, we [the university] are sure that we [the university] are leading the public institution in rank. (FM_JPF5)

5.7.6 Challenges in Implementing the EMI program

This section addresses the third research question and focuses on the challenges that program implementers faced when implementing the EMI program at University F. Three broad themes emerged: a) the lack of students' language proficiency and background knowledge, b) language barrier, and c) the lack of financial resource.

a. Students' language proficiency. Program implementers said that the students' language proficiency of both English and Japanese and background knowledge of the subject matter were an issue. Some implementers were worried about some international students' low English skills. One professor commented, "The students' English level is very low. Thus, it is very difficult to try to improve the EMI instruction of the student quality" (FM_JPF1). She went on to say that the students in the EMI program have little chance to use their English outside the classroom and it is challenging for her to allow the students to practice and improve their English, especially conversational English outside the classroom. She said, "They have a lack of chances to use their English outside the university when they are involved here. So as usually they are just talking to each other or they talk to me. So, giving them chances to using their English outside the classroom is something that is a challenge" (FM_JPF1).

Moreover, the implementers stated that the international students felt bad due to the lack of Japanese language proficiency when interacting with the staff at University F and the Japanese people in the community. One faculty member mentioned, "This is a problem in our school right now that students can speak only English, a lot of students are really not fluent in Japanese" (FM_JPF4).

In addition to the lack of language proficiency, non-native students struggle to understand English vocabulary. One international professor described,

I think the major difficulty is in the classroom, just making sure the people understand at the same level. As a native English speaker, I just say something, I know I mean, but for some reason, for a non-native speaker, the meaning is questionable. I teach in a very diverse classroom. The hardest lesson for me it was, as a native speaker of English, teaching in English is not a problem, that I had struggled with was the difference of English, differences in English, country to country, student to student. Again, I guess there is a cultural aspect to English that even if you learn the language there is just a unique way of interpreting and understanding what it said. But it is the difference in understanding of the same exact word that causes me the most trouble. (FM_JPF3)

From this quote, for native speaker faculty members, teaching is not a problem. However, they are challenged to deliver the meaning of English words and expressions to students.

Besides the challenges of students' language proficiency, there is another challenge for the implementers when they teach the students. Many program implementers complained that the background knowledge of the students in the program is insufficient to take their courses. One faculty member pointed out, "Some students were not very familiar with statistics even we do have a core course in statistics. But some students were not very fluent in the statistical language. They needed to read some textbooks" (FM_JPF4). A similar view was shared by the senior administrator who said, "Some students from some specific countries the basic knowledge is very low. So, I am not mentioning which country is. Because of different education level in different countries, sometimes it is difficult to educate the students" (SA_JPF1). This shows the difficulty of teaching students who have almost no background knowledge about the subject and who had been educated in a different culture.

b. Language barrier. Program implementers were faced language barriers. The majority of international faculty members in the program lacked Japanese language proficiency. This creates a challenge for both the program implementers and the administration. The regular faculty meeting of the EMI program is held in the Japanese language and the international faculty members commented that they are unable to contribute their voice because of this language barrier. One professor commented in detail,

This [the faculty meeting] is mandatory for everybody. It is in Japanese. It is very difficult to propose something at the meeting unless you have Japanese proficiency you cannot communicate in Japanese. In our university, the faculty meeting is totally in Japanese. If you do not know Japanese, you cannot communicate. In a Japanese faculty meeting, we do not talk much. But before the faculty meeting, those who are in the committee, in the committee we have some foreign faculty, there is no translation from Japanese. (FM_JPF5)

This clearly shows that the Japanese language environment creates an uncomfortable environment for international faculty. Similarly, another international professor voiced that the university should hire more Japanese professors who can help the international faculty members on the translation of documentation and interpretation of discussion at the faculty meetings. The professor remarked,

I think we [the university] should have at least one or two Japanese professors. Because someone has to speak in Japanese to negotiate something internally within the university. This is a very important aspect. Some professors can speak Japanese but not fluently. Sometimes we [the international faculty] need to work on documentation. That's something that Japanese professors have to take the big role. I think this combination of native professors who can speak English would be a very important part. Someone has to take a role to adjust their [the international faculty] needs and the university's internal issues and so on. (FM_JPF4)

In regard to the challenge in the translation of documentation, another international faculty member shared his experience. He commented,

Administrative people always speak in Japanese and I only speak in English. All documents are in Japanese. Only some are in English. I use google translate, it is not good, but there is no option. In order to translate the documents, I will need a translator or I have to have a translator. I need to pay money for that. I have to pay from my own pocket. I do not have any other problems except the language problem” (FM_JPF5).

Like international faculty, Japanese native speaker professors also face a language barrier when working in the EMI environment. One professor felt concerned about her English,

The challenge is maybe my English. I am a native Japanese speaker. So, I think my English is relatively okay compared to other Japanese professors, but I am still improving. I know I found sometimes difficulties in delivering very important points in English. I could have done it in Japanese because I am a native Japanese, but I am not a native English speaker, so sometimes I found it not very fluent in giving the main and critical points in English. So, I am kind of struggling. That's my challenge! (FM_JPF4)

In addition, a senior administrator commented, “The language problem. Because I am not a native English-speaker. I have to learn English and use it to teach. Sometimes, students complain” (SA_JPF1). However, he was confident with his knowledge in his area and he considered the language barrier as a minor problem that could be fixed. He said, “I am confident about my knowledge. There is no perfect person. For some of the native speakers, they can speak perfectly in English. But they do not have high-quality knowledge like me. So, I am very confident in my knowledge in my area. My English is only not good enough” (SA_JPF1).

Another professor touched upon another problematic aspect by pointing out that Japanese universities including University F tend to hire new international faculty members with no Japanese and no experience of teaching EMI courses. She went on to criticize that universities are doing this just to align with the MOE's intentions to promote their position (FM_JPF4). She

criticized this practice of hiring international faculty members who have less experience of working in an EMI environment.

c. *The lack of financial resource.* Program implementers identified a lack of financial resources for promoting the EMI program as a challenge. The implementers wanted to improve the quality and the reputation of their program—and they are working on its international accreditation. However, they faced financial problems. In addition, the process of seeking international accreditation is very slow. One professor described the situation,

I think the university does not understand the value of international accreditation for business school. I think there is always funding issue, so how much funding the program gets. We [the program implementers] ask for extra funding in order to get accredited or extra funding in order to attend some global events. We [the program implementers] do not have that kind of flexibility because we [the program implementers] are not bringing in much money into the university. That is probably the major obstacle. It is hard to grow an international program in Japan without global accreditation. Our student numbers are lower, relatively, I think it could be. In order to get that international accreditation, we [the program implementers] will need a budget, but the university won't give the budget unless we [the program implementers] have a lot of students come in. It is just an endless circle. That is an unfortunate challenge. (FM_JPF3)

As can be seen from this quote, the EMI program operates within its budget that is mainly from the tuition fees of students enrolled in the program. The senior administrator noted that the program is self-sustained. In other words, they do not receive extra funding from the university. According to the senior administrator: “For us, the challenges are maybe we have to apply for the international accreditation by ACBSP. Which means we have to have a global standard not Japan's standard” (SA_JPF1). The implementers believe that international accreditation will recognize the quality of the program internationally. However, the university does not distribute any funding to the program implementers and it seems it will take some time to proceed. One professor explained that the slow process is related to Japanese culture. In Japan, everything is carefully planned and this takes a long time. Based on his experience, the professor commented, “We are just going slowly, but my background would suggest that we move quickly. Let's invest and let's go, and let's do! But the Japanese structure and work we need two years to study and analyze to make sure this is actually a reasonable investment. We are going much more slowly!” (FM_JPF4).

The limited financial resources also affect the lack of administrative staff to support

international students in the program. There is no budget for hiring more staff: “We [the program implementers] have a limited resource. We [the program implementers] cannot allocate so many office staff to help and support international students. That is something that an institution should think of!” (FM_JPF4).

5.8. Cross-Case Analysis

This section combines the results of the individual case-study universities and presents themes that have emerged across all EMI programs of the study. The six case-studies reported the rationales for EMI programs, top-down and bottom-up decision making, external and sideways influences, and implementation challenges facing by program implementers (see Appendices A-F for detailed presentations of the individual case studies).

This cross-case analysis combines the cases and analyzes them within the conceptual framework before presenting significant elements of EMI program implementation across the cases. The cross-case analysis is structured according to the research questions.

5.8.1 Rationales for the EMI programs

Table 16 shows the rationales for the EMI programs across the six case study universities. There is a commonality at all six universities that the EMI programs focused on the provision of international education to students to help them to be competitive in the international market. It also shows that all EMI programs operate in an international context and can no longer remain domestically focused. Program implementers explained that the introduction of EMI programs was based on the university's strategic plans and initiatives to become competitive and, if possible, to become one of the leading top universities internationally. Having noted the importance of becoming an internationally recognized university, the implementers at universities D, E, and F stressed the need for domestic recognition first and then for international recognition. As the implementers explained, universities C, E, and F introduced their EMI programs in order to align with their government's policy. University C in South Korea follows its government's policy to internationalize HEIs in the country and the policy includes the introduction of EMI programs at both top national and private universities. University C receives funding from the government for running the EMI program of the study. Similarly, the University E in Japan receives some funding from Japan's government and needs to follow the government policy. Other universities A, B, D, and F have no financial support from their government.

Table 16 Cross-case Presentation of the Rationales for the EMI programs

Description of the Rationales					
University A	University B	University C	University D	University E	University F
EMI program to be a World-Wide Premier Education and Training Provider	EMI programs to educate students to effectively compete in the international business environment	EMI program to prepare and train students to be globally competitive in international studies	EMI program to provide educational excellence with elite professors and high-achieving students	EMI program to educate students to understand and analyze issues in the field of international affairs	EMI program to prepare future business leaders
To become an internationally recognized university	To become an internationally recognized university	To prepare globally competitive graduates	To recruit more international students	To sharpen its reputation in the university rankings	To sharpen the status internationally
To attract international students	To attract more international students	To attract more international students	To increase its reputation in the rankings	To receive funding from the government	To attract international students
To prepare globally competitive graduates	To prepare globally competitive graduates	To become a fully globalized/international top university	To increase the income of the university	To attract international students	To prepare globally competitive graduates

The rationales for introducing the EMI programs at these universities are clearly multifaceted and can be categorized in any of the five rationales for HEI internationalization proposed by Knight and de Wit (1997), Knight (2003a, 2004), de Wit (2000), and Wächter et al., (1999). The rationale for the introduction of EMI program at University E tends to be politically motivated as Japan's government grants generous funding to a number of universities with a desire to launch more EMI programs in order to recruit international students. The recruitment of international students is a core policy for the 300,000 international students plan. University E also has social/cultural rationales (Knight, 2004) by placing more emphasis on understanding foreign languages and cultures and respect for diversity through internationalization. It should be

noted that University E receives the highest number of international students and its student body is the most diverse amongst the six case-study universities and the university is dedicated to promoting intercultural understanding and citizenship development.

All six universities are motivated to create an international reputation and brand name for their own institution to place the institution in a higher position for competitive advantage, particularly through rankings. The EMI programs at these six universities clearly illustrate that these universities are dedicated to increasing/sharpening their status and reputation in the global university ranking systems. In particular, universities B and F have a strong branding rationale (Knight, 2004) for developing an international reputation. These two universities are striving for accreditation from an international accreditation body like the ACBSP. They hope that international accreditation would add a reputation to their EMI programs and attract international students.

University D in South Korea stands alone as being more economically motivated to compete for strengthening its income base through the provision of international education to international students (Wächter et al., 1999). Economic rationales are pursued due to the increasing labor force and marketing of HE in the international market. University D believes that it will gain more experience in international marketing strategies to recruit international students through the EMI program in order to find alternative sources of income.

It appears that all universities are also academically motivated to introduce EMI programs with greater emphasis on integrating the international dimension into teaching and academic standards and on the enhancement of an institution's quality. All six-case universities have started their EMI programs to prepare and produce globally competitive graduates and future leaders in their field. Implementers stressed the importance of improving the quality of education to international standards for the sake of both domestic and international students enrolled in the EMI programs, and they believe that in the long-term, it will influence the wider university.

5.8.2 Is EMI top-down or bottom-up?

Table 17 shows that the introduction of the EMI programs was based on the top-down decision that was directly made by the top management of universities other than universities D

and F. Program implementers at universities A, B, C, and E described that the president or vice president or deans of departments made the decision to start the EMI program. Some of the program implementers were hired after the program had started. In contrast, at universities D and F, a faculty proposed the introduction of EMI programs. However, they admitted that the process to finalize the program as an independent EMI program was long. Interestingly, University B had both top-down and bottom-up initiatives to open its EMI programs. One of the program implementers who was teaching in the existing EMI program proposed the university's top management to open another EMI program. It was fully supported by the university's president and the initiative went through all the necessary formalities and approvals of the university and the MOE in Mongolia. Similarly, University F's EMI program was established based on the idea of one of the faculty members in the existing Japanese-medium program. The professor foresaw that there was an urgent need for opening a program in English along with the strong Japanese-medium program.

Table 17 EMI policy as Top-down or Bottom-up

	University A	University B	University C	University D	University E	University F
Top-down	√	√	√		√	
Bottom-up		√		√		√

The roles of program implementers in the decision-making process related to EMI were limited in terms of the decision-making levels. Table 18 presents the program implementers' involvement in the decision-making process. Interestingly, none of the program implementers is present in the decision-making committee which is the highest decision-making level. Program implementers in the EMI programs across the six case-study universities said that they are more engaged in the activities for EMI curriculum design and program design. Program implementers at all case universities enjoyed their academic freedom to design their own curricula for the EMI courses they are teaching. It is up to them to manage the content of the courses free from the pressures from the university and even from the MOE/MEXT. However, they noted that they should follow the guideline and instruction of the university and the ministry when designing

their curricula. As described by the implementers, their involvement in the program design included all activities that focused on improving the quality of the EMI program and supporting students.

Table 18 Cross-case Presentation of the Program Implementer's Involvement in the EMI Decision-Making Process

Decision-making levels	University A	University B	University C	University D	University E	University F
Decision-making committee						
Administration	√					
Institutional policy plan to adopt EMI		√				
Research on EMI policy		√				
Program design	√	√	√			√
Curriculum design	√	√	√	√	√	√
Fundraising						
Others (minor issues at faculty meeting)	√	√	√	√	√	√

Across all case-study universities, it was mandatory for most implementers to attend regular faculty meetings to discuss minor issues regarding the EMI program and make decisions based on mutual agreement. Interestingly, implementers were not involved in any activities for fundraising.

5.8.3 External and sideways factors

Table 19 illustrates the external and sideways factors that influenced the case-study universities to implement the EMI programs. As for external factors, all universities wished to become an international university or sharpen their reputation in both domestic and global university rankings. Whether in domestic or global university rankings, the proportion of EMI programs and the number of international students and international faculty members in the EMI programs greatly contribute to higher performance in the rankings. Therefore, all case-

universities paid much attention to the rankings and expected higher positionings by implementing EMI programs.

Table 19 Influence of External and Sideways Factors on the Introduction of EMI

Sideways and external factors	University A	University B	University C	University D	University E	University F
Sideways factor (International collaborations)	√	√	√		√	
External factor (University ranking systems)	√	√	√	√	√	√

Sideways factor included international collaborations, in particular partnerships with overseas universities. Partnerships with overseas universities were conducted through exchange programs and joint/dual degree programs, mostly in English. The case-study universities introduced the EMI programs in order to advance their mutual collaboration with their partner overseas universities. As for the partner universities, EMI programs were one of the requirements for the case-study universities. Universities A, B, C, and E fit in the category of sideways factor.

5.8.4 Challenges in Implementing EMI programs

Table 20 below summarizes the challenges in implementing the EMI programs at the six case-study universities. When the typology of challenges as described in the literature review is applied, all case study universities experienced linguistic, cultural, administrative and managerial, and institutional challenges.

Linguistic challenges. All case-study universities' program implementers faced linguistic challenges. Linguistic challenges resulted in faculty members facing difficulties in teaching heterogeneous classrooms with mixed-ability students. There are two major concerns in this category. The first one concerns the English proficiency of both domestic and international students. Many of the implementers pointed out that they had to lower the assessment for their courses since their students could not keep up with the level of English in the classroom. The

second major concern was about the background knowledge of the students enrolled in the program. The majority of students in the programs had poor knowledge of their field of study. Program implementers reported that it is difficult to teach students with a different contextual background and many said that they ended up teaching the students the basic content first. Interestingly, implementers at the universities A and B expressed their worries about their graduates' Mongolian language proficiency and commented that some graduates felt disadvantaged when being employed by a domestic company. According to the implementers at these two universities, Mongolian students encounter linguistic problems when working in the Mongolian context and they do not feel confident in expressing themselves in the Mongolian language in an understandable way.

Implementers at universities A, B, E, and F cited that their universities lacked capable faculty members who are able to deliver content courses in English in the EMI programs. As the implementers commented, University A needed more international faculty members who are qualified to teach the high standard courses and deliver the content in English to students who are required to pass international examinations during their study at the EMI program. However, the university has not taken any necessary step toward hiring such high capable international faculty. Compared to University A, University B has employed more foreign professors who are mostly from South Korea. However, the majority of the international faculty members had less experience of teaching in the EMI context and some international faculty members were even hired on a voluntary basis. Some implementers at University B were skeptical about the English proficiency of professors teaching on a voluntary basis. In comparison to the universities in Mongolia, almost all faculty members at University E in Japan are Japanese and only a few had experiences of study abroad and teaching overseas. Some international faculty members at this university were hesitant about the domestic professors' English proficiency. In contrast, some domestic faculty members at University F shared their views about the quality and English proficiency of international faculty members in the EMI program. One senior administrator (SA_JPF1) noted that international faculty members speak fluent English, but that did not mean that they were completely capable of delivering the content in English.

Table 20 Cross-case Presentation of the Challenges in Implementing the EMI programs

Description of the Challenges						
	University A	University B	University C	University D	University E	University F
Linguistic challenges	Teaching in heterogeneous classrooms	Teaching in heterogeneous classrooms	Teaching in heterogeneous classrooms	Teaching in heterogeneous classrooms	Teaching in heterogeneous classrooms	Teaching in heterogeneous classrooms
	Insufficient Mongolian proficiency of students	Insufficient Mongolian proficiency of students			English proficiency of faculty members	English proficiency of faculty members
Cultural challenges	Students' attitudes towards faculty members	Students' attitudes towards faculty members		Lack of adaptation of international students to new academic culture		
Administrative challenges		Documentation in the native language		Documentation in the native language	Documentation in the native language	Documentation in the native language
		Heavy faculty member workload		Heavy faculty member workload	Heavy faculty member workload	
			Lack of clear policy for EMI	Lack of clear policy for admission	Lack of clear policy for student support service	
Institutional challenges	Insufficient financial resources	Insufficient financial resources		Insufficient financial resources		Insufficient financial resources
			Homogeneity of international students	Homogeneity of international students		

Cultural challenges. The least observed challenge across the six case-study universities is the cultural challenge. This kind of challenge emerged strongly from University D in South Korea. The majority of international students enrolled in the EMI program is from one developing country. The academic culture in the developing country is completely different from the developed country where they are studying. Program implementers at University D explained that it was the biggest challenge to teach international students how to avoid plagiarism and how to let them understand the culture and academic rules of the university. As the implementers

described, the home culture, in particular, the religious ritual of these international students sometimes contradicts the university's policy. It is still hard for faculty members to accept their behavior and unfamiliar constant requirements. Program implementers at universities A and B in Mongolia also experienced cultural challenges. At University A, the majority of students enrolled in the EMI program was Mongolian and they behaved differently towards faculty members depending on the age difference. It is common for students who are closer to the age of their professors to interact with them as a friend. In contrast, domestic students at University B tended to communicate with their international professors in an improper way. In Mongolian, the terms 'professor' and 'teacher' sound and mean the same, but the latter one is used very commonly among the students. This makes international faculty members at the university feel frustrated.

Administrative and managerial challenges. The most prominent challenges at each case-study university related to administration and management of the EMI program. Universities B, D, E, and F are challenged by the preparation of documentation in the native language of the country. At universities B and D, all official documentation must be prepared in the native language of the country even though the EMI program is run in English. This creates a huge problem for international faculty members who have limited local language proficiency. In addition, the language of faculty meeting which is the basic discussion place for all implementers operates also in the native language of the country. These are the double challenges for international faculty members in the case-study universities E and F in Japan. Many international implementers at universities E and F expressed their frustration and opposing views as to why the administration and management of the EMI programs should be operating in the local language. Implementers at University B in Mongolia commented that the MOE in the country requires all documents including the curricula in Mongolian and they do not understand why the MOE accepts documents only in Mongolian. The requirement for the preparation of documentation in the local language leads to the next challenge, heavy workload for faculty members.

Program implementers at universities B and E shared a similar heavy workload. Implementers at University B had to prepare all documents including the curricula in Mongolian as demanded by the MOE. The implementers had a hard time finding someone who could

support them in translating the documents into English. University E also received heavy workload pressure from MEXT of Japan to internationalize documents, such as translation of the syllabus in English. This was the new requirement for the university that received funding from the government. Program implementers at University D also felt heavy faculty member workload. Due to the university's internal policy, when faculty members at the university were hired, they were assigned dual job responsibility, one is teaching and other is administrative work. After teaching, they have to do their administrative work, such as student service, translation of documents, and inter-communication with other departments.

Implementers at University C explained that the administrative and managerial challenges in EMI program implementation arise because of what could be termed a lack of clear objective for what the EMI hopes to achieve. At University C, one professor explained that the ultimate goal for the EMI policy for the entire university is not clear-cut and even professors in the minor departments such as Korean language and culture are mandatory to teach in English. Another administrative and managerial challenge includes the wrong admission process for international student recruitment at University D. Because of the failure in recruiting good international students, the quality of the EMI program has been compromised. University E also faced this type of challenges. Implementers at this university complained that the university lacks services for international students. The information for international students is available in Japanese but not in English. The language of the system at the university is still in Japanese.

Institutional challenges. Two main types of institutional challenges, insufficient financial resources and homogeneity of international students, were observed across the case-study universities. Four case study universities, A, B, D, and F seem to face insufficient financial resources to a certain degree to support program implementers' initiatives and ideas to improve their EMI programs. Implementers at University A explained that they would need more international faculty members and technical and material resources for the improvement of their program. However, the university has not yet taken any measures. As they explained, there is a financial issue to make this happen. Similarly, University B urgently needs experienced and highly capable faculty members to teach in the EMI programs. Unfortunately, the university has a budget shortage to do so since most of the income comes from the tuition fees of the students. As compared to universities A and B, University D appears to be stronger in terms of financial

capability. The problem is that the top management of the university is reluctant to accept the program implementers' wish to become financially independent from the head university. The implementers hope that financial independence would allow them to brand their program in more effective and efficient ways, such as recruiting more international students and making the program more competitive and expandable. In addition, they hope that international faculty members teaching in the program would be supported financially and the financial independence would solve the classroom technology-related problems, such as equipping the classrooms with modern smart technology and provision of students with laptop computers. Program implementers at University F stated that the program needs an international accreditation and they believe that the international accreditation would add some international recognition. Although the university understands the urgent need for international accreditation of the EMI program to make it competitive internationally, it has not distributed any budget for it. In contrast to other case-study universities, the EMI program implementers at University F enjoy financial independence from the head university. Nevertheless, they are still heavily dependent on the tuition fees of the students enrolled in the program and these do not provide them with much income for program improvement.

The second type of institutional challenge was observed at universities C and D in South Korea. At University C, the majority of international students enrolled in the EMI program are from China which is also the case in other departments at the university. As program implementers commented, the homogeneity of international students from China has not been the only issue for the university but was observed nationwide in all HEIs in South Korea. Similarly, almost all of the international students in the EMI program at University D are from Uzbekistan. One of the program implementers at University D describe the EMI program as an 'Uzbek' program. The problem of recruiting international students from one country deteriorates the quality of the EMI program. The most prominent challenge happens in the classrooms where there is almost no interaction between domestic and international students from one country.

5.9 Chapter Summary

This chapter presented an analysis of the data generated to explore the implementation of EMI programs at six case study universities in Mongolia, South Korea, and Japan. First, it

provided background information about the study participants who comprised senior administrators, junior administrators, and faculty members both domestic and international. Second, the chapter presented the analysis of each case study of the EMI program(s) at the six case study universities. This analysis described the EMI program(s) of the study and presented the analysis according to the research questions. Finally, the chapter presented the analysis of the results in a cross-case comparison.

Analysis indicated that University A has an internationally oriented EMI program that is designed to prepare internationally competitive graduates in Mongolia and abroad. Program implementers perceived that the university wishes to become an internationally recognized university while attracting international students. However, there are concerns about the quality of students and faculty members, and insufficient financial resources to enhance the quality of the EMI program. The role of program implementers in the decision-making level is limited to curriculum design and attendance in faculty meetings that decide only minor issues.

Similarly, the EMI programs at University B aim to educate and develop future leaders in Mongolia and in Asia. The rationales of the EMI programs at University B are similar to those of University A. University B aims to become an internationally recognized university, to attract more international students, and to produce competitive graduates for the global job market. However, there are difficulties in finding capable faculty members to join the programs. In comparison to University A, when making a decision related to the programs, the implementers are more involved in decision-making levels, such as decision-making committee, program design, and curriculum design.

The EMI program at University C aims to provide students with a comprehensive education in the global dimension of international studies together with proficiency in English communication. The rationales of the university to implement an EMI program are very similar to the universities A and B. They included the preparation of globally competitive graduates, recruitment of more international students and sharpening the international reputation. However, the issues regarding the quality of students and the inflexibility and unclear policy for EMI are considered as challenges. The involvement of implementers in the decision-making process related to EMI is somewhat different from the other programs in other case study universities. Both major and minor issues are decided under the mutual agreement between the top

management of the university and the program implementers.

The EMI program at University D is designed to educate international leaders for tomorrow. The main rationales for the introduction of the EMI program include the recruitment of more international students and increasing the reputation internationally. In addition, University D hopes that it will add some income through the EMI program. When launching the EMI program, University D made a major mistake in the admission of international students from one country. This resulted in lowering the quality of the program. The role of implementers in solving issues and problems that have arisen in the implementation of the EMI program was not well represented in the decision-making process.

University E established the EMI program to develop world citizens who will be able to serve on the global stage. The rationales for the EMI program are not much different from the above case study universities. University E aims to sharpen its reputation internationally, attract international students, and receive funding from the government. The only difference is that University E was selected as one of the recipient universities of funding from Japan's government for internationalization including the implementation of EMI programs. When implementing the EMI program, the university has faced several major challenges, such as the quality of students enrolled in the program, the quality of faculty members, and the lack of student support services. Like universities A, B, and D, the implementers at University E made less contribution to the decision-making process related to EMI. Especially, international professors were not well represented in the decision-making level due to their language barrier.

The EMI program at University F is designed to nurture global-minded leaders who are able to respond effectively in the global economy. The purposes of establishing the EMI program are the same as the universities A, B, and D. The major challenges facing in the EMI program concern the insufficient English proficiency of students enrolled in the program and the insufficient funding to enhance the quality of the EMI program. International faculty members in the program commented that their contribution to the decision-making process related to EMI is limited to only curriculum and other minor issues. Although the EMI program is run in English, all other administrative issues are conducted in Japanese, which poses difficulties for many of the international faculty members.

In summary, the cross-case analysis highlighted that the desires to become an

internationally recognized university that attracts more international students and prepares globally competitive graduates are underlying institutional rationales for implementing the EMI programs in all case study universities. As perceived by the program implementers, the strongest external and sideways factors that influenced the case study universities to introduce EMI programs were the global university rankings and international collaborations with overseas partner universities. The biggest challenges experienced in implementing the EMI programs are linguistic, administrative, and institutional in nature rather than ~~to~~ cultural. The policy to establish the EMI programs was more top-down than bottom-up. Program implementers are encouraged to participate in the decision-making process related to EMI. However, their involvement is limited. These results will be discussed in relation to previous research in the following chapter.

CHAPTER VI. DISCUSSION

This chapter reflects on the findings presented in Chapter V with regard to the overarching research focus of the study and in relation to previous research. To situate the analysis, the chapter begins by restating the research problem and research questions. Then, it summarizes the key results of this multiple case study. Finally, the chapter discusses the results with respect to previous literature findings.

The primary goal of this study was to explore factors that drive private institutions to adopt EMI policy and how the EMI policy is implemented in Mongolia, South Korea, and Japan. In order to reach this research goal, EMI policies and practices at two private institutions from each country are analyzed under the overarching conceptual framework addressing the following research questions,

1. What are the key drivers of policy on adoption of EMI in private higher education institutions in Mongolia, South Korea, and Japan?
 - How do the faculty members and administrators perceive the rationales?
2. How do government (top-down), faculties and departments (bottom-up) and external agents (external and sideways) influence EMI practices in these institutions?
 - How are the faculty members involved in the decision-making process related to EMI?
3. What are the challenges around the implementation of EMI policies and practices in private institutions?

6.1 Overview of the Main Findings

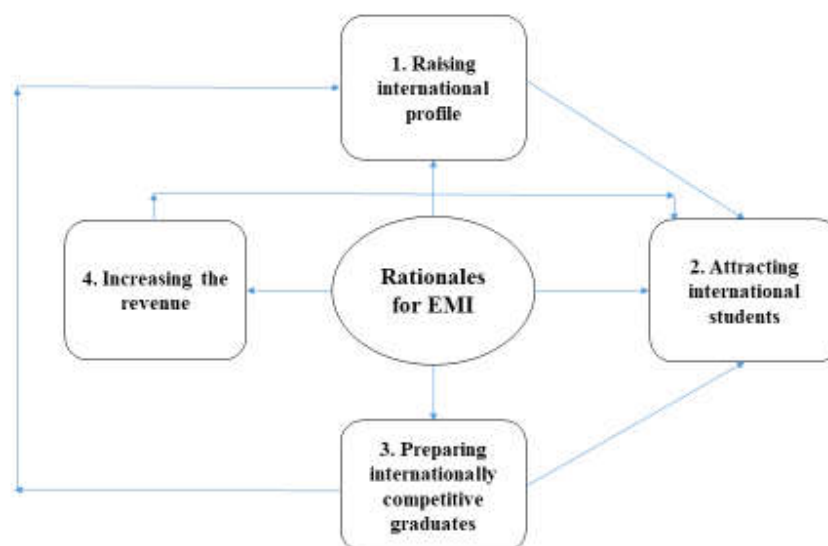
The findings from the comparative case study reveal that institutional rationales for implementing the EMI programs place emphasis on three important desires: 1) to become competitive internationally, 2) to recruit international students, and 3) to prepare competitive graduates for the international job market. The policy to introduce EMI programs was top-down for four case study institutions while for two other institutions, a bottom-up initiative led to the EMI program opening. The roles of program implementers at the decision-making levels was limited to only designs of curriculum and programs and to their

participation in the faculty meeting, a stage for discussing and solving only minor issues. As program implementers perceived, two significant factors that influenced their institutions to implement EMI programs can be outlined as external and sideways factors: university rankings and international collaboration between the institution and its partner overseas institutions through an exchange, and joint/dual degree programs in English. EMI programs' implementation at the case-study institutions is challenged predominantly by linguistic, administrative and managerial, and institutional impedimenta rather than cultural.

6.2 Rationales for Implementing EMI programs

The motivations of the six case-study HEIs for implementing their EMI programs can be split into four categories (See Figure 7). The first dominant motivation across the case study HEIs is (1) to raise their international profile. These HEIs wish to sharpen and increase their reputation in both domestic and international university rankings. They believe that they would be able to approach the goal by (2) attracting international students and (3) preparing global human resource. The first and second motivations are closely interconnected. Among the HEIs, universities D and E put more emphasis on (4) receiving funding from the government and increasing the income from the tuition fees of fee-paying international students. Again, the motivations two and four are also interrelated. It is believed that motivation three contributes directly to motivations one and two. Applying Bradford (2016) classifications, the case study HEIs' motivations contain all elements of academic, cultural, political and economic rationales for implementing the EMI programs. As Hultgren, Jensen, and Dimova (2015) outlined, the motivations of the six case study HEIs may be situated in the national and institutional levels. At the national level, the governments of South Korea and Japan have placed considerable emphasis on internationalization, such as recruitment of international students. At the institutional level, the case study HEIs considered EMI to prepare graduates for a global job market (Knight, 2004; Galloway, Kriukow & Numajiri, 2017), increase global competitiveness to raise the international profile and increase income (Galloway, Kriukow & Numajiri, 2017), and receive funding from the government (Galloway et al., 2017; Hu et al., 2014). Each motivation is discussed below.

Figure 7 Rationales for Implementing EMI programs in six case study institutions



The following sub-sections provide an analysis of the findings pertaining to the first research question:

What are the key drivers of policy on adoption of EMI in private higher education institutions in Mongolia, South Korea, and Japan?

Within the conceptual framework used for the research, it discusses the participants' perceptions of the rationales for implementing EMI in their institution.

6.2.1 Finding 1. Raising the international profile.

The adoption of EMI in universities worldwide has been based on numerous rationales. One of the rationales for EMI includes the need to promote an international and globalized image of the university and join the league of world-class universities (Cho.D, 2012). There have been studies on driving forces behind EMI conducted in Europe (Wächter & Maiworm, 2014), Japan (Brown, 2014; Bradford, 2016; Rose & McKinley, 2017; Galloway et al., 2017), South Korea (Byun & Kim, 2011; Cho.D, 2012), and other countries in Asia (Hamid et al., 2013; Galloway et al., 2017). Wächter and Maiworm (2014) who did institutional survey addressing a total of 1,155

HEIs in the 28 countries in Europe found there is a remarkable growth of EMI programs across non-English-speaking Europe and one of the important motives to offer EMI programs is to sharpen the international profile of the institution. The most frequently mentioned effects of EMI programs are an improved international profile of the institutions and the strengthening of cooperation with foreign partner universities. The latter will be reviewed in the section for external and sideways factors of the discussion section.

The case study universities in the three countries provide a very similar picture, although the order of priority for the above-mentioned motivation may differ a little. The growth of EMI in Japan has been linked to Japan's policies for IoHE since the 2000s with an aim to maintain Japan's competitive position in the world economy (Brown, 2017, p.3). Within this new view, it is believed that IoHE including EMI would increase the overall competitiveness of Japanese universities in the global image. One of the core policies for IoHE in Japan is the Top Global University Project (MEXT, 2014). The rationales of the Top Global University Project aim to enhance the international competitiveness of HE in Japan (MEXT, 2019a). The main performance indicators set by the project include goals to increase the number of classes taught in foreign languages. However, the term 'foreign languages' refers to English (Hashimoto, 2018). In his study on forces behind the EMI trend in Japan, Brown (2014, p.53) found, by investigating EMI in 12 universities in Japan that the most commonly cited reasons include a perceived need to catch up with other universities and a desire to sharpen a university's public image. As mentioned in the Methodology section, University E in Japan is the university that was selected as one of the B type universities in the Top Global University Project. The results of this study show that as part of the targets for internationalization, University E has set a high priority to strengthening its EMI programs and courses while aiming to be a respectable top university in the world. By aligning Japan's government plan, University E has been working to promote international collaboration with other international institutions such as the UN, and partner foreign universities in mainly Anglophone countries, such as Canada. University E sees that the potential collaboration with these foreign institutions is the expansion of ongoing exchange and degree programs in English. Similarly, University F had attempted to compete for the Top Global University Project, but it failed to be selected. However, as the program implementers described, University F still follows Japan's government policies for internationalization on a

voluntary basis in order not to be left behind the other competitive universities in Japan. Like University E, the primary focus of University F is to enhance their international competitiveness by providing quality education in English.

In her study that analyzed 20 articles directly related to EMI in HEIs in South Korea, Cho (2012) found that there has been the need for Korean HEIs to go global because of the dismal performance of local universities in international rankings. Korean HEIs have been ranked lower in the popular ranking systems due to the lowest number of international students and the proportion of international faculty working in local universities. For hiring more international faculty and attracting talented international students, the expansion of EMI programs has been adopted as one of the core internationalization strategies. Both of the case study private universities in South Korea wish to raise their international profile. The results of this study show that University C has more advantage of being located in the Seoul area than University D that is located outside the Seoul area. The reason is that in South Korea, the location matters the most in this competitive HE market. The central location of HEIs in the Seoul area gives more opportunity for universities, especially private HEIs to attract more students and faculty and in turn, it helps the university to compete for others. There is also a tendency of Korean EMI researchers to focus on institutions in the capital, Seoul (Cavanagh, 2018, p.63). In addition, it is prominent that the competition between the private HEIs in South Korea is intense due to the sharp drop in the population of university-age students. It affects hard the private HEIs outside the Seoul area. This is more discussed in the section about the rationale for attracting international students.

This study is the first attempt to discover EMI in Mongolia in depth since there exists no other research or study in this field except one by Gundsambuu (2019b) who investigated rationales of implementing EMI in two private universities in Mongolia. He found in his online survey that the highly ranked rationale for EMI is ‘increasing the ranking of the university’ and ‘domestic university ranking’. However, this study reveals that the case-study private HEIs in Mongolia have a similar rationale as the case study HEIs in Japan and South Korea. In order to raise its international profile, University A has focused more on dual degree programs in English and as well as international accreditation on their EMI programs. University B in Mongolia presents an interesting contrast in terms of the introduction of EMI programs since its

establishment. University B is 100% EMI university and its initial motivation was to produce competitive graduates in Mongolia. This motivation was then enriched by other rationales, such as ‘becoming an internationally recognized university’. This study reports that there is no policy from Mongolia’s government to drive private HEIs to create EMI programs. Rather, its policy has focused on national universities.

Now, in order to understand the rationale in-depth, it raises one question: Why do the universities need to increase their international profile? To answer this question, the first priority for the case-study universities is the visibility in the international HE arena. Program implementers in the case-study universities believe that EMI can play a big role in raising the prestige or rankings of universities. As implementers claimed, a university’s competition tends to be the most important factor for students and parents because hiring companies generally pay more attention to the job applicant’s university. As a matter of fact, the competition for becoming a prestigious university leads to higher ranking and reputation. In fact, the criteria to measure the competitiveness of universities serve to promote English. To support this view, there is a study by Lehtikoinen (2004) that EMI programs have helped Finland to increase its visibility in Europe. As Lehtikoinen provided, the MOE in Helsinki claimed that in Finland EMI programs and English education have helped to increase the visibility of Finnish HE elsewhere in Europe. Likewise, the six case study universities wish to do so with a double goal to attract international students as it can be described ‘hit two birds with one stone’. In their study of a questionnaire for 76 HEIs in Italy, Costa & Coleman (2013, p.11) found that there are three reasons for introducing EMI programs in national universities: to improve the international profile and to attract international students, and to prepare domestic students for the global market. In private HEIs, the reasons are the same, too. As we see, the first two reasons are interlocked and one goes after other. This is what we describe it ‘hit two birds with one stone’. The finding of the present study is also supported by previous research that views EMI as a rationale for increasing the international profile of university (Botha, 2013, p.472; Muthanna & Miao, 2015, p.63). From one point, the six case-study universities wish to increase their international status and at the same time, they wish to attract international students, which is discussed in the next section.

6.2.2 Finding 2. Attracting international students

The findings of this study present that the second rationale for introducing EMI programs at case-study universities is the goal to attract international students. Among the case study universities, this rationale is stronger in the case study universities in Japan and South Korea. In order to understand the rationale for attracting international students, its factors should be examined first. This section starts with the political and social factors in Japan and South Korea that affect the case-study universities to adopt EMI policy. Then it is followed by the motivation for the case-study universities in Mongolia.

There are two driving factors affecting the case-study universities in Japan and South Korea for recruiting international students. The first one is the political factor. As discussed in the Finding 1, the growth of EMI in Japan is linked to the government's IoHE policies to maintain Japan's competitive position in the world economy (Brown, 2017, p. 3). Within this view, recruiting top-quality talents of students became the top priority in the core policies on IoHE. It was supported by Japan's government to implement the biggest ambitious plan to recruit 300,000 international students for Japanese universities. One of the key policies for attracting international students in the plan is the ongoing Top Global University Project. Unsurprisingly, as being one of the implementer universities in the project, University E bears a responsibility to recruit international students by expanding its EMI programs. In fact, this case-study university is quite successful in recruiting international students and the number is increasing year by year. However, the situation is a bit different in University F. Although it is not a part of the government's project, University F aligns its operation with the government's policy to recruit international students. The number of international students enrolled in the EMI program of University F remains stable since the program started.

Similar to Japan, the introduction of EMI is encouraged by Korea's IoHE policies. In recent few decades, Korea has initiated several projects for internationalizing its HEIs, including the Brain Korea 21, Study Korea 2020, World Class University, and Brain Korea Plus. These policies emphasized the provision of EMI courses and EMI was added to the evaluation criteria for the projects (Kang, 2018, p.8; Byun et al., 2011, p.435; Kim. S.J, 2017, p.55). In addition, the policy behind the recruitment of international students was the Korean government's support to balance the gap between the number of inbound and outbound students. Due to the low quality of

college education, the excessive private tutoring, and excessive competition of college entrance, Korean students study abroad ranging from bachelor level to postgraduate studies, including short-term and long-term educational arrangements (Park, 2008). University C in South Korea, like University E in Japan, established the EMI program of the study with the funding from Korea's government. Thus, the first priority for University C is to recruit international students in its EMI program in order to align with the government's plan. Since University D does not receive any financial support from Korea's government, the goal to attract international students in its EMI program is the strategy for survival for University D. Students in South Korea tend to enrol HEIs in the Seoul area and it has become a big impact factor for private HEIs outside the Seoul area. Due to low entrants, private HEIs in remote areas are keen on international students.

Surprisingly, there is no government policy focusing on private universities in Mongolia concerning the IoHE and as well as there exists no initiative and plan for private HEIs. The case-study universities in Mongolia perceive that it is crucial to recruit international students in order to approach their goal to become an internationally recognized university. In other words, they believe that the presence of international students in their EMI programs will diversify and internationalize their institutions.

The second driving factor that is affecting the case-study universities in Japan and South Korea to attract international students through EMI programs is the social factor, a decline in the population of university-age students. EMI is seen as a response to the shrinking cohort of university-aged students (Bradford & Brown, 2018, p.11; Kim & Lim, 2018, p.105). HEIs in Japan and South Korea need to recruit international students to fill the continuous decline in the number of entrants due to the falling birthrate and ageing society. One of the senior administrators in the EMI program of the study in South Korea highlighted, "Now the Korean HE is facing unprecedented hardships because of very varying demographical changing. We need to recruit the students from the international, world. I mean outside of Korea..." (SA_SKD2) and further he described, "...the Korean HEIs, now we are facing very abrupt fast-changing of numbers of incoming students from high schools. So in 2020, we have last students number stand total universities to first-year quota students since. It is a reality, a really big problem right now". Similarly, one faculty member in EMI program of the study in Japan (FM_JPF1) described the decrease in enrollment of domestic students by noting "...no other

universities can deny that they're declining at some point just because of demographics in Japan. it is called the 2019 problem. ...it is 2019 or 2020 problem where we will have a decrease of students. You have a huge drop in the number of first-year students. So, because there is a drop in the number of students, you are going to have a drop in all the numbers all across.” From the interviews, we can easily understand that the demographic change in Japanese and Korean populations in general and in the freshman-age student population is a crucial factor that has driven their governments to increase the number of international students (Byun & Kim, 2011). Revenue issues were concerned for private HEIs in relatively small cities in the region located outside Seoul, South Korea (Dewi, 2018, p.77). The economic rationale is dominant in those institutions, as they survived on tuition fees from the student as primary income (Lee, 2012; Byun & Kim, 2011). This is more relevant to the case study University D in South Korea. As for the universities with a stronger base, like universities C, E, and F which mostly located in the metropolitan region, the economic rationale is not dominant. Unlike Japan and South Korea, there is seen no change in the current domestic enrollment of Mongolian HEIs.

The findings of the study are supported by previous research (Gürtler & Kronewald, 2015, p.110; Coleman, 2006, p.5; Klaassen, 2008, p.32; Wächter & Maiworm, 2014, p.53). For instance, having conducted a survey for HEIs in Germany, Gürtler & Kronewald (2015, p.101) found that respondents of (15%) HEIs in Germany answered that one of their institutions’ top three motivations for offering EMI included ‘attract international students’. As Coleman (2006, p.5) observed, ‘the recruitment of international students, which English facilitates, leads to enhanced institutional prestige while Klaassen (2008, p.32) stated that the goal of offering EMI programs in the Netherlands is to attract more international students as the Dutch demographic trend shows an increasing decline in the growth of new Dutch students. Moreover, as the Netherlands wants to become one of the internationally recognized top-players in education, the focus of universities becomes more and more outward bound and international. According to the institutional survey study undertaken by Wächter and Maiworm (2014) covering 2,637 HEIs in 28 countries, one of the strong driver for majority of European universities to offer EMI programs was ‘brain gain’, for example, recruitment of international top talents to the institution as a future workforce for their own country/region. These studies present that recruitment of international students leads to the increased status of the international profile of an institution and

enhances the employability of domestic graduates which is the next important rationale.

6.2.3 Finding 3. Preparation of globally competitive graduates

The third rationale for introducing EMI programs in the case-study HEIs clearly contains elements of both socio-cultural and economic rationales suggested by Knight (2011, p.216) and de Wit (2000, p.16). Indeed, the rationale for implementing EMI in this study more closely reflects Knight's (2011, p.216) Human Resources Development and de Wit's (2000, p.16) need for the more global labor force. Previous studies about EMI addressed that EMI programs facilitate a country's participation in the global economy through human capital development (Dang et al, 2013, p.7), make students fit for global and international labor markets (Wächter & Maiworm, 2014, p.52), meet the needs of home students to work and study across borders (Yonezawa, 2014, p.43), and increase domestic students' English proficiency in preparation for entering the global market (Kang, 2018, p.38; Galloway et al, 2017, p.5). The present study is in line with these previous studies to some extent, but a closer look at the findings of the study reveals some difference.

Under Japan's government policies for IoHE, projects such as Global 30 and Project for Promoting Global Human Resources Development were implemented to develop domestic students' skills and ability while engaging with international students in EMI programs. As Yonezawa (2014, p.49) pointed out, the government of Japan has started various program funds for encouraging domestic students to acquire international experiences. These program funds have focused on training local students to foster global leaders and human resources. Similarly, in South Korea, the introduction of EMI programs intends to improve domestic students' English proficiency (Kang, 2018, p.38) in order to prepare them to be competitive in the global job market. In contrast, the findings of the present study reveal much difference. Almost all students enrolled in the EMI programs of the case-study HEIs are international. Program implementers did not specifically refer that their EMI programs are for preparing domestic students to be competitive in the international job market. These case study HEIs felt that the well-trained and well-prepared graduates who are competitive in terms of their English skills would be beneficial to their international status and as well as to attract international students. It could be said that this rationale is, again, interrelated to the previous two rationales for increasing the international

profile and for attracting international students.

In Mongolia, the number of international students enrolled in the EMI programs of University B is much higher than it is in University A. However, both case-study universities in Mongolia intend to equip students with high English skills so that they can better perform in the international job market. As a result, the universities anticipate that the high employability of the graduates in the international job market will contribute to their mission to increase their international profile and recruit international students like those in Japan and South Korea. It also should be noted that the number of international students in the EMI programs of the case-study HEIs in Mongolia is much lower, especially for University A. Thus, it is hard to say that University A truly aims to train international students to be competitive graduates in the international market.

As both developed countries with super-aged society, Japan and South Korea lack human resource and need to develop a future workforce. Having commented that the youth and working-age population is decreasing continuously due to the low birth rate and super-ageing in Japan, Yonezawa (2014, p.37) highlighted that Japan needs to foster globally competitive human resources in order to sustain a well-advanced economy and the necessity for Japanese enterprises to expand their business further to the global market. Korean society is also ageing rapidly. As Korean society ages, the need to find a sufficient supply of human capital to replace its retirees becomes urgent (Rosalie et al., 2013, p.917). In other words, in a bigger picture, these two economies need more global labor force to move forward as described by de Wit's (2000, p.16). As Knight (2011, p.235) described, the case-study HEIs in the three countries adopted EMI focusing on developing a skilled workforce and international students are encouraged to remain in the host country for employment purposes. The findings of the present study also support the study by Galloway et al., (2017, p.5) who concluded that EMI helps foster intercultural competence through mixing with students from different countries and such competencies are seen to be attractive for the increasingly internationalized labour market. In comparison to Japan and South Korea, the majority of the population in Mongolia falls in the category of comparatively young and there exists no lack of human resource in the domestic market. However, when the country is engaged more in international relations in the globalized era, the country undoubtedly needs a competitive human resource. Interestingly, the case-study HEIs in

Mongolia illustrate a proudness of their graduates who have been successfully employed by many international organizations not only in Mongolia but also abroad. This is not seen from the other case study HEIs in Japan and South Korea.

6.2.4 Finding 4. Increasing the revenue of the university

This is the fourth rationale for offering EMI programs as described by the program implementers in the case-study universities in the three countries. The findings of the study corroborate previous findings with regard to the rationale for increasing the income of the institution. The large European study by Wächter and Maiworm (2014, p.52) summarizes five different reasons for the introduction of EMI programs and one of which includes ‘improving the income base of the institution through revenue from tuition fees paid by international students’. Similarly, Wilkinson’s (2013, p.9) study reported five different groups of motives for establishing EMI programs, two of which are survival and financial. According to Wilkinson (2013, p.11), various stakeholders promoted EMI as a means of internationalizing HE so as to attract international/domestic students from overseas or domestic institutions under increasing pressure to find new sources of revenue (Knight, 2011, p.235). These studies show that universities implement EMI for increasing their income base as one of the main reasons.

The findings of the study reveal that universities C and D in South Korea, and E in Japan adopted EMI for increasing their income from international students and as well as from the government funding. As reported in Chapter V, universities C and E received government funding to establish and run their EMI programs. The Korean government has aggressively pursued the introduction of EMI in HE in order to enhance its global competitiveness. In 2004, the MOE in South Korea began financial support for universities that adopted an EMI policy (Kim et al., 2017).

The case-study HEIs consider that EMI is seen as a competitive advantage in the competition among HEIs for governmental incentives and financial support (Hu et al., 2014, p.22). Although the funding is not much, these HEIs still keep continuing their EMI programs. University C’s program implementers shared that they wish not to expand their current EMI program of the study unless the number of incoming students in their EMI program is more diversified. They were worried about the homogeneity of international students from one country,

in particular, China. In contrast, University E wishes to expand its EMI program in order to recruit more international students including exchange students. The reason is, of course, the government's pressure on them to increase the number of international students. In fact, most of the private universities in Japan are operating below capacity due to the shrinking cohort of university-aged students. International students are seen as a way to fill the empty seats for the universities to survive (Brown, 2017).

University D in South Korea has started its EMI program by seeking to add one financial source. Its rationale for increasing the revenue of the institution looks strong for several reasons. First, the institution needs income from students to maintain its operation in continuous and stable ways. Second, the location of the institution outside the Seoul area is a disadvantage to the institution. Finally, there is a decrease in the enrollment of domestic students in HEIs nationwide and the domestic students tend to enroll in HEIs in the Seoul area. The income from the tuition fees paid by international students in the EMI program of University D is high and it could be said that it is one of the important financial sources for University D for survival.

As Knight (2008, p.109) defined, the financial motivation is very strong for HEIs, and for example, for private universities in Japan, international students are seen as a way of filling the places left empty by a falling Japanese population of the relevant age group. Although the findings from other case-study HEIs did not support this rationale, it can be assumed that EMI programs bring in some revenue. For example, universities A, B, and F wish to increase their intake of international students by hoping that more income will help the institution approach its goals, such as improving infrastructure in University B, improvement of student support and technical service in University A, and acquiring an international accreditation in University F.

6.3 Is EMI top-down or bottom-up?

This section discusses the second research question:

How do government (top-down), faculties and departments (bottom-up) and external agents (external and sideways) influence EMI practices in these institutions?

- *How are the faculty members involved in the decision-making process related to EMI?*

6.3.1 Finding 5. The dominance of top-down policy and insufficient representation of implementers in the decision-making

This study investigated whether the initiative to establish the EMI programs was a top-down policy or it rooted from the bottom-up initiative, and what are the current roles of the program implementers in the EMI program. The findings from this study reveal both top-down and bottom-up initiatives for establishing EMI programs. This section begins first the top-down decision-making process. It is then followed by the bottom-up initiative to adopt EMI. Finally, it discusses the current roles of program implementers in the decision-making process related to EMI.

Universities A, B, C, and E established EMI programs based on a top-down decision by the top management of the institution. University B illustrates a different path of opening EMI programs in comparison to others. Already noted in Chapter V, University B is 100% EMI institution in Mongolia and it was the first former president's idea for opening EMI programs in the country in order to bring new and international standards into Mongolian HE. All program implementers were recruited after the EMI programs had been established in the university. The EMI programs in universities A, C, and E were decided based on either the existing medium of instruction programs in their native language or an initiative to run a new program. The driving factor for implementing such programs in universities C and E was the internationalization policies by their government. In other words, policymakers in universities C in South Korea and E in Japan made their decision upon the request of their government that provided financial incentives for opening EMI programs. The EMI programs in universities C and E were based on the existing Korean and Japanese medium of instruction programs. For University A, the EMI program of the study was introduced as a new program decided by the top management of the institution.

The above results of the study support those of previous studies (e.g. Hu et al. 2014; Botha, 2013; Newbold, 2017; Manh, 2012; Gill, 2006). For example, when Hu et al., (2014) who explored 1126 HEIs found that the drive for EMI is generally top-down, Botha (2013) concludes that it is an unsurprising result of initiatives being produced by university administrators and policymakers rather than grassroots-level stakeholders. Based on the studies by the authors, it can be summarized that there have been top-down processes that the governing bodies of

universities impose the adoption of EMI as part of a strategy of internationalization. Some studies argued that majority of program implementers, such as faculty members are not sure about their university's EMI policy and policymakers and university managers insist on introducing EMI for reasons of economic growth, prestige, and internationalization (Dearden & Macaro, 2016, p.469; Kirkpatrick, 2017a). Some studies also found that government policy forces HEIs to use EMI not considering the English proficiency of staff and students (Kirkpatrick, 2017a; Manh, 2012, p.264).

None of the case-study universities of the study revealed a direct force from government on their institutions to adopt EMI policy. It is rather the institution's own initiative or the strategy that aligns with the government policy for internationalization. It is clearly seen from the findings from universities C and E which received government funding.

There are bottom-up initiatives of the implementation of EMI programs in universities D in South Korea and F in Japan. The EMI program of the study in University D in South Korea was initiated by a faculty member who worked in the Korean-medium instruction program. This initiative then became a more systematic and institutionalized plan resulting in EMI degree program. The EMI program of the study at University E in Japan was also an idea of a faculty member who worked in the Japanese-medium instruction business program. Similar to the EMI program in University D in South Korea, the idea was developed and then it was finalized as a degree program in English. The recruitment of program implementers was conducted after the EMI programs in the case-study institutions had been established. In other words, almost all program implementers in the EMI programs of the study in these HEIs were employed after the program was initiated.

The findings of the study demonstrate that the role of program implementers in the current decision-making process related to EMI is limited. The representation of program implementers in the case study HEIs falls into the decision-making levels of program and curriculum designs. Program implementers are usually encouraged or mandated to attend regular faculty meetings in which only minor issues about the implementation of the EMI programs are discussed and decided. However, there exists one big problem for most international faculty members. It was common in the findings that majority of international faculty members who have limited proficiency or no language proficiency of the native language of the country is

disadvantaged to deliver their voice to the discussion and decisions at the faculty meetings. The reason is that the working language of the faculty meetings is in the native language of the country. For example, the faculty meeting is held in the Japanese language in the universities E and F in Japan and in the Korean language in University C in Korea. For other universities A, B in Mongolia and D in South Korea, the faculty meeting is held in English and there is no language issue.

The findings of the study also show that program implementers criticized about the lack of specific information on the implementation and decisions and whether their suggestions or requests submitted to the top decision-makers are considered. Consistent with Molino & Campagna's (2014, p.163) result, program implementers in the case study HEIs claim that their institution has not sufficiently involved them in the decision-making process. It is not surprising to read, from a number of authors reviewed, references to the fact that the key actors in the decision-making process related to the implementation of EMI programs have rarely been consulted by university policymakers and managers at the institutional level (Dearden & Macaro 2016).

6.3.2 Findings 6. External factor

When discussing the rationales for implementing EMI programs in the case study HEIs in the three countries, two important factors, external and sideways, have emerged from the data of the study. Thus, this section presents the external factor in order to support the rationales discussed in section 6.3.1.

It was evident in the case study that an external factor influenced the decision of the HEIs of the study to adopt EMI policy. Program implementers strongly referred to domestic and global university ranking systems to the external factor. According to Deem et al., (2008, p.83), HEIs in both Europe and Asia have been going through significant restructuring processes to enhance their competitiveness and hierarchical positioning within their own countries and in the global market place. One major consequence of this is the intensified competition among HEIs to prove their performance through global university league tables or ranking exercises (Marginson, 2006). In Asian countries, such as Hong Kong, Taiwan, China, Japan, Singapore, and Malaysia, the governments and universities have taken university ranking exercises very seriously and research

has become one of the major yardsticks in measuring university performance (Deem et al., 2008, pp.88-91). Moreover, all of their governments' policies have focused on national universities.

Rankings that are specifically designed to rank universities in Japan and South Korea exist in the popular ranking systems, such as the THEWUR and QSWUR. However, there is no information on the official rankings of Mongolian universities in the above-ranking systems. The findings of the study show an interesting fact that among the case-study universities, universities A and B in Mongolia, D in South Korea, and E and F in Japan have targeted to become one of the top-ranked universities in their home country first and then in Asian university ranking system. As for being already ranked higher in the domestic university ranking system in South Korea, University C concerns to move forward to the world university rankings. Surprisingly, it is unclear how the case-study universities A and B in Mongolia would measure their ranking domestically when there is no existing domestic ranking system in Mongolia and even no information in the world popular university ranking systems.

The study by Deem et al., (2008) concludes that universities in Europe and Asia quest for world-class university through their performance in publication and research output in English. In contrast, the findings of case study present a different view that the case study universities will approach their ambitious goal to become a top university in the region, or Asia, or in the world through the introduction of EMI programs by attracting international students and employing international faculty members and at the same time by maintaining their financial status. Interestingly, except University D, none of the universities of the study did mention the importance of research output in English for the rankings.

The findings of the study are also evident in previous studies (e.g. Dewi, 2018; Kim et al., 2017; Kirkpatrick, 2011; Yonezawa, 2010; Brown, 2017; Coleman, 2006; Piller and Cho, 2013; Gundsambuu, 2019b). Having compared the HE systems and IoHE in Indonesia and South Korea, Dewi (2018, p.69) concluded that both of the countries are targeting to make their top HEIs into world-class universities. Indonesian government focuses on enlisting its universities in 500 best universities in the global university ranking while the Korean government has a bigger ambition in achieving a higher position, top 100 worldwide. For achieving the targets, internationalization of curricula including EMI and joint degree programs would play a significant role in enhancing their competitive strength. In their study, Kim et al., (2017) pointed

out that the Korean government has aggressively pursued the introduction of EMI in HE in order to enhance its global competitiveness and since 2004, the MOE in Korea began financial support for universities that adopted an EMI policy. Moreover, Korean newspapers' university rankings have fueled the expansion of EMI classes in HE. In fact, the ranking system by the JoongAng Ilbo in South Korea introduced the index of globalization, which includes ratios of EMI classes. These agendas have affected both top national and private universities in South Korea. University C, a recipient of the government incentives for offering EMI programs, is no exception of this government policy.

As Yonezawa (2010) described, positioning on domestic and international ranking tables can be extremely important for HEIs. Internationally, a good ranking facilitates the creation of partnerships with universities abroad which is discussed in the next section about the sideways factor. Domestically, rankings are a major deciding factor in both private investment and public funding. For universities struggling to maintain or improve their ranking, EMI can be seen as an investment. This is especially evident for the case study universities A, B, D, and F. These case-study universities have made a huge investment from its resource to establish the EMI programs.

Universities around the world strive to become top universities because the graduation from these institutions was considered assurance of a better and protected life (Yonezawa, 2010, p.123). Therefore, to be ranked in the world university rankings has become an important indicator for the success of universities. It is surprising that the data from the case study universities C and E did not emerge that the graduation from the institution is the assurance of a better opportunity for future career and higher employability for their graduates. The two HEIs have already considered themselves as positioned higher in the domestic ranking and strive for global ranking. In other words, program implementers in the two HEIs of the study consider rising in the rankings a very important issue.

6.3.3 Findings 7. Sideways factor

In addition to the external factor, the findings of the study have also revealed that there exists a sideways factor, which has influenced the case-study institutions to adopt EMI. In other words, HEIs are nowadays more engaged in international collaborations as an internationalization process. Universities are encouraged to establish an international office or an

international cooperation office to act as the main engine for internationalization initiatives. Universities made their own strategic plan in their way to achieve the goal of being internationally acknowledged and recognized. To do so, HEIs are now rushing in opening joint/dual degree programs with universities abroad and also programs for international students (Dewi, 2018, p.71).

The findings of the study present that universities A, B, C, and E have established an international office that manages the EMI programs, exchange programs, and recruitment process of international students. All administrative work including recruitment of international students and promotion of EMI programs abroad in universities D and E are managed by the administrative office of the EMI program. However, in any case, all case-study universities except University F unanimously supported that international collaboration in a way of establishing joint/dual degree programs and exchange programs with partner universities abroad have had a greater impact on the introduction of EMI programs. The findings of the study support Coleman's (2006) study in some way that explored EMI in Europe. As Coleman (2006, p.5) found, in countries whose national language(s) are little taught elsewhere, bilateral exchanges are only possible if courses are delivered through an international language, most frequently English. Compared to Japanese and Korean, Mongolian is in the category of less taught language, so HEIs in Mongolia consider that English is the only way to collaborate with universities abroad. Truly, universities A and B in Mongolia have developed more joint/dual degree programs in English than programs in other foreign languages. This is also evident in the case-study HEIs in Japan and South Korea.

This study is also reminiscent of previous studies (Costa & Coleman, 2013; Alexander, 2008; Wächter & Maiworm, 2014; Gundsambuu, 2019b) reporting that based on more contacts abroad, private HEIs are proportionately much more interested in EMI programs, as this allows them to attract more fee-paying international students and enrich learning through joint study with students from different national/cultural backgrounds. As Alexander (2008, p.85) argued, the reason for the introduction of international programs in English in Germany is the reputed need for an increase of international students and make its HEIs more popular and visible abroad. Likewise, program implementers in universities A, B, C, D, and E agreed that their institution has benefited significantly from the international collaborations in joint/dual degree programs

and exchange programs in English in a way of attracting more international students (universities B, D, and E in particular). However, interestingly, none of the case-study institutions except University D did mention the financial benefit from fee-paying international students. Moreover, none of the case-study HEIs has cited the benefit for domestic students to study together with international students. It may be the only reason that the case-study HEIs have very few domestic students in their EMI programs.

Although all case-study universities focus on joint/dual degree programs in English, universities B, C, and E target more on exchange programs hoping to bring more international students in their EMI programs. For instance, there is a commonality between universities B and E that they have more diverse international students and exchange students are one of the important components in the EMI program. The findings of the study also supported the idea that if there existed no joint/dual degree programs and exchange programs in English, there would not have been many international students in the EMI programs.

6.4 Challenges in Implementing EMI programs

This section discusses the third research question:

What are the challenges around the implementation of EMI policies and practices in private institutions?

This study applied the typology categorizing challenges as linguistic, cultural, administrative and managerial, and institutional derived from Tsuneyoshi (2005), Bradford (2016), and Susser (2016). Each of the case-study institutions in this study faced linguistic, cultural, administrative and managerial, and institutional challenges as they implement their EMI programs. Cultural challenges were less felt by program implementers in this study when other challenges were strongly felt by program implementers. Many of the difficulties predicted in the existing literature. However, in comparison to administrative and managerial challenges, the cultural challenges seemed easier to overcome. The linguistic challenges were of particular concern to the program implementers. Most faculty members in this study felt that their English skills were sufficient to teach in the EMI programs. However, some expressed a hesitancy of

their English proficiency when teaching in the EMI classroom. It is noteworthy to remind that the design of the study is such that it reflects the perspectives and reported concerns of the program implementers only. It did not reflect any of the voices and concerns from the angle of students.

The greatest range of challenges experienced in the case study HEIs is the administrative and managerial and institutional in nature. These types of challenges included issues related to administration and management of EMI programs, such as admission process of international students, marketing and branding, communication gaps, insufficient financial resources, insufficient capable faculty members and the quality of international students. The existence of these challenges concerning the EMI is unsurprising that similar challenges have been well-documented.

6.4.1 Finding 8. Linguistic challenges

Numerous previous EMI research discussed the linguistic difficulties that arise during the implementation of EMI programs. Challenges concerning students' insufficient English proficiency (e.g. Belhiah & Elhami 2015; Costa & Coleman 2013; Doiz, Lasagabaster, & Sierra, 2011; Choi, 2013), lecturers' insufficient English language (e.g. Hu et al., 2014; Cho.J, 2012), language proficiency of students and professors (e.g. Doiz, Lasagabaster, & Sierra, 2013; Zacharias, 2013); inadequate language proficiency of domestic students in native language (e.g. Gundsambuu, 2019b) were all documented in this study. In fact, consistent with other studies (e.g. Bradford 2016), most participants except very few program implementers did not feel that their English abilities created challenges in the classroom. As faculty members reported, lower-proficiency students exhibited a wider range of linguistic challenges, which centered around a lack of both academic skills and language-related skills. This is especially well observed in the case-study universities B, D, and E. Some students, especially international students at these universities had insufficient background knowledge of the subject matter and as a matter of fact, this has created a challenge for faculty members to repeat or explain the content of the course in more easy words, or lower the requirements for the students.

Faculty members' English proficiency was another linguistic challenge. Although lack of English skill was mentioned, some program implementers were referring to other professors

teaching in the EMI program and even some directly referred themselves. It was observed in general that international faculty members who are from Anglophone countries tended to see that domestic EMI faculty members' English ability is incompetent. In contrast, it was noticed that some domestic faculty members who have never studied abroad speculate that international faculty members' content knowledge is insufficient. This finding does concur with research findings by Borg (2015, p.20) that even highly proficient teachers in Iraq reported teaching in EMI is challenging due to limited linguistic abilities. Such findings present that there needs teacher training for EMI faculty members because being proficient in English and being an expert in a subject area does not indicate that a lecturer is qualified to teach that subject area in an EMI setting (Aizawa & Rose, 2018, p.1139). Indeed, the faculty members at the all case-study HEIs reported that there exists no regular pedagogical training for faculty members to help them teach successfully in the EMI setting. This finding is also evident in Costa and Coleman's (2013, p.13) study that found EMI lecturers were not provided with any kind of training or support.

Another concern about the faculty members' English competency is the required criterion for faculty members in the EMI program. Surprisingly, none of the faculty members affirmed that when hired, they were not required any proof of documents that will prove their English proficiency and were not required to give a demonstration lesson to showcase his or her ability to conduct a course in English. However, the case study university D in South Korea was exceptional that a new faculty member is required to teach at least one course in English per semester without testing his or her English ability to teach the course in English.

There is an interesting fact amongst the case-study HEIs in the three countries concerning the highest academic degree of professors in the EMI programs. Majority of faculty members in the case study universities B, C, and E have PhD degree, especially, all those in University C in South Korea obtained their PhD degree in the U.S.A. However, either some of those who have PhD from Anglophone countries or some of the domestic faculty members in the EMI programs directly manifested the insufficient ability of their English language. It demonstrated that such faculty members were still hesitant about their English proficiency although they had had long training in Anglophone countries. This finding is supported by the study by Hu et al., (2014) who found that although all the EMI professors had had graduate training and completed EMI coursework in overseas universities, their communicative command of English was perceived to

be inadequate by themselves.

Interestingly, domestic students' insufficient native language competence was ticked as a problem after their graduation. It was strongly suggested by the program implementers in universities A and B in Mongolia. According to the program implementers at the two HEIs, one of the negative sides for domestic students for studying in EMI setting is that it gives them little time to practice their native language because all classes and extracurricular activities on campus and off-campus are in English. In addition, students face difficulties to translate the terminologies and terms in English into Mongolian. This finding is observed in Pulcini & Campagna's (2015, p.83) study which reported that translating terms in Italian is painful and useless, many terms in Italian are missing or are inadequate, overall translations generate misunderstandings. However, program implementers claim that this is temporary and can be easily solved after some time working in the Mongolian environment.

6.4.2 Finding 9. Cultural challenges

Literature has also discussed the cultural challenges that arise when HEIs implement EMI programs. Previous studies found that EMI in Saudi Arabia causes a serious cultural threat that may lead to cultural catastrophe (Al-Sultan, 2009), EMI approach poses a threat to people's identity (Arnett, 2002), and EMI creates culture dependency and US-dominated hegemony (Galloway et al., 2017). However, the findings of the study are not in line with what was observed in the previous studies.

When implementing EMI, HEIs recruit a diverse pool of international students and international faculty members with different academic cultural norms and expectations (Bradford, 2015, p.85). The findings of the study identified two broad types of cultural challenges that program implementers encounter when implementing EMI programs. The first is, as program implementers commented, the intercultural difference in understanding the idea of academic integrity. This is seen in the case study University D that its homogenous international students have insufficient academic knowledge about plagiarism although they have been explained by the faculty members. This is a serious academic misconduct. In addition, international students have different concepts of learner autonomy and independent work. In fact, some of them hardly have such concept at all. There are also different attitudes towards collaboration, group work and

teacher-student roles. This is seen as passive participation. This finding is supported by the study of Andrade (2006, p.137) who noted that international students attributed their lack of participation to language weaknesses and sensitivity to their ability and professors perceived this lack of involvement to be cultural rather than linguistic. The intercultural difference also happens when international students come from completely different cultures. This study demonstrated the failure of international students to adapt to new academic culture due to their religious observance. This was observed in University D that most of its international students are from Muslim culture, thus the days of Ramadan conflict with the time schedule of such Muslim students.

The second type of cultural challenges is related to inadequate pedagogical skills of faculty. To be more specific, there is the view that EMI lecturers do not see themselves as language teachers and as well as EMI faculty members are challenged when teaching heterogeneous students in non-Anglophone countries. Most faculty members at the universities C and F noted that when they deliver the content in English, they do not focus on the language. This finding is in line with previous studies conducted by scholars, such as Borg (2015, p.26), Lasagabaster & Doiz (2018, p.144), and Ashcraft (2006, p.12). As pointed out by the scholars in general, lecturers teaching in EMI setting in all discipline face the challenge of teaching their subject area courses in English to students who are not proficient enough to follow lecturers. Some of these lecturers may feel frustrated to cope with language issues in their classroom which demands extra knowledge and skill regarding second language acquisition process. Others may feel that biology or chemistry lecturers have nothing to do with language problems (Ghorbani & Alvi, 2013, p.4).

Some researchers (e.g. Hellekjaer & Westergaard, 2003, p.71) suggest that EMI in non-Anglophone countries constrains EMI lecturers' teaching methods. As Hellekjaer and Westergaard (2003, p.71) point out, some of the lecturers who have not conducted their studies in Anglophone countries may not be confident or qualified enough to teach in English. However, the present study presents a different view that even though EMI faculty members conducted their studies or completed their highest academic degree in Anglophone countries, they still feel little confidence to teach in English. In fact, almost none of the faculty members in the case-study universities had received any professional development in pedagogy prior to starting the

teaching of their subject. Interestingly, the findings of the present study illustrate that many of the faculty members at the case study HEIs felt that they would not need such pedagogical training. However, some, for example, international faculty members in University E claimed that the EMI classrooms tend to be dominated by teacher-fronted lecture sessions with little interactivity (Dafouz et al. 2007) because many of the EMI faculty members are domestic and have never been trained outside Japan.

The findings of the study are also inconsistent with the study by Wächter and Maiworm (2014, p.103) who found that insufficient English proficiency of both domestic students and international students appears to be the smallest language-related problem while heterogeneity in the command of English used by the students in the classroom is more of a problem. When EMI faculty members face a multilingual and multicultural group of students, it is clear that this group is more heterogeneous than a group of domestic students in terms of previous knowledge, skills, and educational experience (Räsänen, 2011).

6.4.3 Finding 10. Administrative and managerial challenges

Existing literature suggests the challenges related to the administration and management of the EMI programs are problematic for the implementation of EMI programs in the current study. It includes those associated with issues in the recruiting process of international students and increased teacher workload (e.g. Bradford, 2015; Wächter & Maiworm, 2014) and English language assessment policies (Rivers, 2010).

Literature states that especially, new EMI programs are forced to lower the standards to be able to attract international students and to launch the programs. Thus, they do not always get as good students as they would like (Wächter & Maiworm, 2014, p.97). Indeed, the findings of the present study revealed that due to the lowering the standards and instant change in the traditional recruitment process of international students, many poor-quality international students in terms of English proficiency and previous knowledge of the subject matter enrolled in the EMI programs. This had direct and indirect influences to increase the workload of faculty members. The results reported in this study show that in universities B, C, D, and E, increased teacher workload creates difficulties for EMI programs. In previous studies, lecturers in Portugal were not willing to teach in English due to an increase in workload (Kerklan, Moreira &

Boersma, 2008) and lecturers in a Spanish university were reluctant to teach in English and refused to be trained in CLIL (Aguilar & Rodríguez, 2012). However, the reluctance to teach EMI courses was not mentioned as an issue by any of the implementers in the present study. Rather, it concerns that faculty members spend more time for preparation of lectures for the students in the EMI programs. In addition, there appears a new administrative challenge that is not discussed in the literature. It is the dual-duty job pressure on faculty members which is different from the increased teacher workload that is more related to preparation for teaching EMI courses. Rather, it is related to administrative job duty that faculty members are assigned to bear. This is observed in University D that many faculty members, except teaching, are responsible for administrative work, such as international students counselling, documentation translation, interpretation between faculty members in other departments, and overseas recruitment and management to name a few. The reason for assigning a dual job duty on faculty members is that as explained by the head of the EMI program, the university wants not to spend more money on it. This is associated with a financial issue that is discussed in the institutional challenges section.

The next issue concerns the English language assessment for faculty members. It is unsure how the faculty members, most of whom are non-native English speakers in non-Anglophone countries are assessed when being employed in the EMI programs. This issue was raised by some program implementers that especially international faculty members from Anglophone countries made negative comments about domestic colleagues. There also remains doubt over how the faculty members including international non-native speakers are assessed when the EMI program is accredited internationally. It is known that the case-study University A in Mongolia has already received international accreditation in its EMI program while two others B and F are working on qualifying for an international accreditation on their EMI programs.

6.4.4 Finding 11. Institutional challenges

The findings of the current study present that when implementing EMI programs, the case-study HEIs have faced several institutional challenges. It is unsurprising that these institutional issues are consistent with the results of studies conducted by Wächter and Maiworm (2014), Huong (2010), Manh (2012), Bradford (2015), Arita (2003), and Lassegard (2006).

Beyond the EMI classroom, problems found among administrative staff were one of the most frequently mentioned in this study. Due to the insufficient number of administrative staff and lack of their English proficiency, international students who have less or no knowledge of the native language of the country encounter many problems. According to Wächter and Maiworm (2014, p.22), English proficiency of administrative staff, especially those in central administration, such as housing office, student service, etc was regarded as least satisfactory and in addition, administrative staff are not only unprepared to deal with students in English, but also unwilling to do so. In comparison, the results of the current study present that some case study universities (A, C, and E) do not have any student service or student support center at all. As a result, students are provided less information and guidance to whom they should approach when they need support. Although some case-study universities (E and F) have either student support service or administrative staff to support students, they still lack sufficient English speaking staff to deal with international students' various demands.

The findings of the current study also revealed that the biggest institutional challenges for all case-study universities are insufficient funding and the need for capable human resources. The majority of the challenges discussed in the above challenges sections and this section are rooted in the insufficient financial sources. Similar to those in Wächter and Maiworm (2014), many of the EMI programs in the case-study HEIs depend on the tuition fees that students pay and many EMI programs do not have any funding available to compensate for the fees by granting scholarships to at least some of their EMI students. From the other side, due to lack of income and scarcely available scholarships, many self-financed international students focus on spending too much time on part time-jobs and too little time on academics. It has a negative effect on the quality of the EMI programs. In addition, the funding requests submitted by the program implementers to the highest university administration are usually not accepted for some reasons. One of the most cited reasons that the highest administration provides is that the funding is only for the sake of a few students in the EMI program and it is not efficient for the whole university students.

It was also identified in the results of the current study that faculty members who are capable of teaching EMI courses lack in the EMI programs. The reason behind this is also related to the lack of incentives for the program implementers. Except for University C, none of the

faculty members in other case-study HEIs receive any incentive for teaching EMI courses. This appears to negatively affect the development of EMI programs. Moreover, international faculty members' salaries represent a high university cost. Inadequate funding for training of faculty members and money for textbooks in English was highlighted by the program implementers as reasons for the challenges experienced relating to the insufficient financial sources.

A lack of international accreditation of EMI programs is another major obstacle for some case-study HEIs. It is associated with branding and marketing of the university. According to the experiences of university A, branding the EMI program through the international accreditation by a respected international institution in the world would increase the visibility of the EMI program not only domestically but also internationally. Other universities B and F are willing to internationalize their EMI programs in a way of qualifying an international accreditation. However, limited financial resource is affecting these HEIs to receive international accreditation on their EMI program.

Last but not least, it should be noted that the recruitment of international students was concerned as a challenge for some case-study HEIs. HEIs around the world are competing to attract top talent international students in their EMI programs. The presence of top talent international students is crucial to the development and reputation of the EMI programs and as well as the institution. The findings of the present study support the study by Lassegard (2014) in some general ways, but a closer analysis reveals that it creates obstacles for branding and marketing and burdens on program implementers (Bradford, 2015). In the current study, implementers at University D feel that recruiting international students to their EMI program is difficult. Similarly, other case-study HEIs are experiencing some challenges related to the issue. In regard to the challenges for the recruitment of international students, the quality of international students is also concerned by the program implementers. Particularly, universities D and E highlighted that the admittance of poor-quality international students in their EMI programs is hindering the EMI program from growing and it creates stress for the faculty members when teaching such students.

6.5 Chapter Summary

This chapter discussed the analysis of the data generated to explore the implementation of

EMI programs at six universities in Mongolia, South Korea, and Japan. First, it provided background information about the study participants who are comprised of either senior administrators, junior administrators, or faculty members involved with the EMI programs. This chapter then presented the findings for rationales for implementing the EMI programs, top-down and bottom-up decision making, program implementers' involvement in the decision-making process, and factors for the introduction of EMI. Finally, it is followed by the discussion of challenges that the program implementers have encountered when implementing the EMI program. This comparative case study revealed numerous findings. The findings from this study are discussed in regard to previous studies.

As regards the first research question on the rationales for implementing EMI programs, the case-study HEIs introduced EMI for four main reasons. First, the rationale for raising the international profile was the strongly cited reason for all case-study HEIs as to why they have introduced EMI programs. This is followed by the next reason: 'attracting international students' which is tightly interrelated to the first reason. The case-study HEIs consider that the presence of international students will help increase their reputation not only domestically but also internationally. The third rationale for implementing EMI programs lies for preparing globally competitive graduates. As program implementers claimed, the English language skills are highly appraised and useful for the current and future careers of their graduates and as well as for the graduates to be employed by international organizations and to be highly competent for the international job market. The final rationale is to increase the revenue of the institution. Not all but the majority of the case-study HEIs perceived that EMI will bring more international students and in turn, the tuition fees paid by the international students will add income to the university.

For the second research question, the analysis indicated that the EMI program was established upon the bottom-up initiative from faculty members at universities D and F while for others, it was a top-down process. This study identified that the majority of the program implementers are now more engaged in the development of curriculum design in the decision-making process related to EMI. Unfortunately, their voices for the betterment and improvement of the EMI programs are not well listened by the top administration of their universities. In addition, it seems the only stage for program implementers to deliver their voices and express their thoughts on EMI programs is the faculty meetings where only minor issues can be solved.

Interestingly, this study revealed that domestic and international university rankings and international collaborations had an impact on the case-study universities to establish their EMI programs.

Finally, in reference to the third research question, it transpired that the major challenges experienced in implementing the EMI programs were linguistic, administrative and managerial, and institutional in nature rather than cultural concern. Some linguistic and cultural difficulties were, as most program implementers believe, were easier to solve at the individual and programmatic levels whereas the other types of challenges remain more problematic to overcome.

CHAPTER VII. CONCLUSIONS

This comparative case study explored the implementation of EMI in six HEIs in Mongolia, South Korea, and Japan in depth through qualitative analysis of the perception of program implementers of the EMI programs in the institutions. The findings were presented and discussed in detail in the previous chapters. The following sections present the summary of the main findings and implications, both theoretical and practical, based on the findings of this study and the original conceptual framework. It then made recommendations for future research to build on the knowledge, which this study has generated.

7.1 Summary of main findings

To become internationally competitive in today's fast-growing competitive international HE market, HEIs in Mongolia, South Korea, and Japan seek to expand and strengthen their international activities and collaborations. One trend that many HEIs are rushing into is the introduction of EMI programs. Although studies on the EMI phenomenon in HE in different contexts are growing, there are still few that focus on the implementation of EMI in a broader context and concern EMI programs in public institutions rather than private ones. Little is known about how and why EMI programs are being implemented in private HEIs. In order to better understand it, this comparative case study explored EMI programs in both undergraduate and graduate levels in six private universities in Mongolia, South Korea, and Japan. It investigated the rationales, external and sideways factors that play an important role in shaping the HEIs in this study, the extent of program implementers' involvement in the EMI decision-making process, and as well as it identified the challenges that the case-study HEIs faced in implementing EMI programs. In other words, it analyzed the EMI programs from the perspectives of those involved with the implementation of EMI programs within the institutions.

The existing literature on EMI programs and EMI in general illustrated that the rationales for EMI differ in terms of design and characteristics. External and sideways factors such as global university rankings (Cho.D, 2012; Piller & Cho, 2013) and international collaborations (Rinehart et al., 2017) play roles in shaping the EMI programs. The literature (Tsuneyoshi, 2005; Bradford, 2016; Susser, 2016; Rakhshandehroo & Ivanova, 2019) also discussed different types

of challenges that face HEIs in implementing EMI programs. Therefore, to understand the contexts of EMI programs in the three countries, this comparative case study was conducted at six private HEIs to explore the EMI programs in-depth. The study found that the rationales for implementing EMI programs at the case HEIs in Japan and Korea are in line with the respective of government's policies on internationalization. The desires to increase the institutional competitiveness at international HE market and recruit international students played an important role in their decisions to adopt EMI policy. However, the study showed that there exists no particular policy dedicated to private HEIs in Mongolia and the rationales for introducing EMI programs are based on the institutions' own will and initiatives. Third, fostering global human resources by producing competitive graduates for international job market was another main rationale for institutions to adopt EMI policies. In addition, the study identified two factors that influenced the case-study institutions to adopt EMI—the global university ranking and international collaborations in joint/dual degree programs in English.

Another distinct feature of this study is that it investigated the involvement of program implementers in the decision-making process related to EMI. The study found that program implementers, in particular, faculty members are not well represented in the decision-making process. Although they are the key implementers of the EMI program, their voices are not well reflected in the decisions and it may create some potential challenges in the implementation process of EMI programs and may raise concerns about the quality of EMI program.

Administrative, managerial and institutional challenges were found to be the most significant obstacles to program implementation at the case-study institutions. Some of the main issues include an insufficient funding, lack of capable human resources, and need for recruitment of international students. Other types of challenges, such as linguistic and cultural are seen as minor compared to the above.

In conclusion, this study has further contributed to the growing global phenomenon, EMI, by providing more 'evidence' for the rationales and challenges in the case study HEIs on program implementers' perspectives. This comparative case-study also raises awareness of faculty members' beliefs and experiences concerning EMI in the HEIs where often their voices are not valued or heard in the broader context of policy-making. It is hoped that the outcomes of the study provide further impetus for governmental and institutional policy on EMI and practices

in the HE sector of the countries of the study.

7.2. Implications of the Findings

This comparative case-study builds upon existing literature on EMI and EMI programs more broadly and is able to offer new insights into the conceptualization of EMI programs and EMI. More specifically, it offers perspectives for the expansion of the theoretical concepts used in the conceptual framework of this study.

7.2.1 Theoretical Implication

In their studies detailing the main drivers behind the expansion of EMI, Cho (2012) and Piller and Cho (2013) identified global university rankings that speed up and push HEIs to go for EMI. As Piller and Cho (2013) note, the prestige of the best universities nationally is firmly entrenched in South Korea and parents and students are increasingly forced to rely on university rankings for information about the standing of a university. Thus, competition has created a demand for university rankings, which, in turn, fuel further competition as the most prestigious universities aim to verify their high prestige while lower-ranked institutions strive to improve their standing. In the popular university rankings, such as the THEWUR and QSWUR, the indicators to rank universities include similar criteria and the indicators that are highly scored include research and publication, the proportion of international faculty and students. In her study, Cho (2012, p.19) highlights that Korean HEIs should work harder to hire more foreign professors and attract talented international students and expand EMI programs in order to climb up to the world university rankings.

The findings of this study support the above idea that global university rankings have had an influence on the decision-making process of the case-study HEIs to adopt EMI policy. This idea is especially observed from the case study HEIs that introduced EMI from the top-down decision-making policy. Similarly, the bottom-up initiatives to open the EMI program in the case study HEIs encourage the idea, but it should be better to note that the initial primary goal for the bottom-up initiatives was different. However, program implementers in the case-study universities that adopted EMI on a bottom-up initiative claim that one of the external factors for it was the global university rankings.

The theoretical concepts derived from the studies by Cho (2012), Piller and Cho (2013) was used as a framework for organizing the literature review, managing and analyzing the data in the current study. The data analysis revealed that the theoretical concepts were reinforced by the current study that the case-study HEIs of this study asserted the impact of global university rankings on the introduction of their EMI programs. In other words, the theoretical concepts apply to the HEIs and EMI programs in the context of this study. However, it could be effective to explore the external factor that is influencing the introduction of EMI programs in HEIs in other contexts and should be validated through application to additional case studies.

7.2.2 Practical Implications

The findings of the present study clearly revealed that there are practical implications for those involved with the development and implementation of EMI programs and EMI courses at HEIs in Mongolia, South Korea, and Japan. The description of the EMI programs and their institutional contexts in this study provided an opportunity for education practitioners and those who are planning to introduce a new EMI program to learn from the experiences of others, analyze and determine the applicability of the results to their own institutional contexts, and draw useful information from the results.

In the light of previous research and the findings of the present study, the first thing that must be taken into consideration is the fact that HEIs must consider how the EMI programs are going to approach the desired goals they have set. The case-study HEIs in this study have set ambitious goals, as rationales for the introduction of EMI programs, to become one of the top universities listed in the world popular ranking systems to increase the number of international students and to produce highly competent graduates for the international job market. It is unrealistic for HEIs that the existence of a few EMI programs in university-wide and the presence of international students on campus will help them to accomplish the desired effects associated with the rationales for EMI. Instead, HEIs must focus on the quality of students enrolled in the EMI programs, especially when recruiting international students, on creating the good teaching and learning conditions for both international and domestic faculty members and students, and on reconsidering how the outcomes and goals of EMI programs will be achieved.

The strategies to approach and achieve the outcomes and goals have implications for the

design of the EMI programs. Program implementers of the EMI programs in other contexts should consider the integration of the EMI program in the same faculty and how it will fit in with other local frameworks (Bradford, 2015). Although it has not identified issues associated with physical isolation of the EMI program, the study suggests that it may be more successful if the EMI programs allow EMI students to be engaged in the whole university life. In other words, program implementers should be aware of the conceptual isolation of EMI program when designing the program.

The study has raised concerns about students' limited English proficiency and the accompanying manner in which EMI is currently being implemented. Evidence from this study and others discussed in the literature review illustrate that key challenges EMI program implementers face include the insufficient English language abilities and the accompanying learning and pedagogical pressures for students and EMI faculty members. This study has identified some gaps in the language and academic support required to fulfil the needs of both students and staff to address students' limited language proficiency. A key implication would be the university's reassessment of the current recruitment process of international students to make sure whether HEIs recruit students whose English proficiency is sufficient to take EMI courses. In addition, HEIs must establish language and academic support services for those who will need such support in order to align with the desired goals of the EMI.

Another concern that the current study has identified is the faculty training for both the international and domestic faculty members. It seemed that HEIs would be better to conduct a regular faculty development training for especially, new and least experienced EMI faculty members by involving other experienced faculties in order to allow the new one to learn from other's best academic and pedagogical experiences. The results of the study found that EMI faculty members encounter challenges regarding the delivery of content in English to students and even some international professors expressed their hesitance about the domestic faculty members' English capability and teaching styles. These challenges are often perceived as being linguistic. Thus, these challenges could be resolved through pedagogical and intercultural skills development training. Again, this kind of training should be regular not a temporary.

There is another implication for the way that international faculty members are supported to teach in the programs. EMI programs may have more successes in recruiting international

faculty members who have sufficient language proficiency of the host country and are able to smoothly and easily adjust in the culture of the institution and the country. Otherwise, they may feel frustrated and reluctant to get involved in the activities of the institution due to linguistic problems. They may also feel unsatisfied with the working environment and condition of the institution. This study presented the linguistic problems that international faculty members face because the working language of the department or institution is not in English. Therefore, it is important to ensure that EMI faculty members are supported linguistically.

The results of the study also have implications for the recruitment process for both international and domestic students. It was observed that more international students than domestic students are present in the EMI programs and among the international students, the majority is from one country. It seems the homogeneity of international students may problematize the internationalization process of the university and diversity of international students in the EMI programs. Thus, the EMI programs present a new institutional challenge for these HEIs as they seek to brand themselves effectively and focus their programs on the diversity of international students from different countries. This study also found that a few domestic students are recruited in the EMI programs. The reason for this lies not because of the lack of interest of domestic students, but it is because of their insufficient English proficiency. Thus, there needs more organized and professionalized student recruitment focusing on domestic students.

Related to the issue of student recruitment is the issue of infrastructure for EMI students. Institutional information system in English, in particular, is of great concern to students from overseas. Program implementers in this study suggested provision for the establishment of such university-wide information system in English with the same information that is in the native language. The insufficient information in English may have a negative impact on the satisfaction of international students in the program.

When implementing EMI program, HEIs need to consider whether there exist sufficient financial resources and a solid plan to approach the goals. The present study revealed that the biggest challenge for an institution in implementing EMI programs is the insufficient budget which may be required for the improvement and expansion of the program. The findings of this study reported that program implementers would need more financial support for improving the

quality of the program and creating a good learning and teaching environment for students and faculty members. However, the top administration of the institution is not supportive of the actions suggested by the program implementers. Those who desire to open a new EMI program, or expand their existing EMI program should be aware of the sufficient financial resources.

The results of the study also have implications for the involvement of faculty members in the decision-making process related to EMI. The results of the study showed that the lack of voices representing the faculty members in the top decision-making process at the institutional level leads to misunderstanding between the EMI program implementers and the top administration of the institution. It may have a negative result in the quality of the EMI program. Therefore, it would be better for HEIs to allow and reflect the voices of the faculty members in the decisions related to EMI.

7.3 Limitations of the Study

The findings of the study need to be considered in terms of the limitations. There are three limitations in this study: 1) the representative of other stakeholders, 2) the generalizability of the results, and 3) the lack of original academic research sources in Japanese and Korean.

First, the representative of the participant population has a limitation. This study used an approach of document analysis, fieldwork observation, and semi-structured interviews with only administrators and faculty members who are involved in the implementation of EMI courses and programs. The perspectives of students, one of the important stakeholders, are not represented in this study. Most importantly, it is unfeasible to cover all stakeholders due to the limited amount of time for the analysis and interpretation of the huge volume of data. Future study should incorporate the perspectives of students in addition to other stakeholders' views.

Second, the limitation of the sample constrains the generalization of the findings. The experiences of EMI implementation at the six case-study institutions differ in terms of different institutional and country contexts, for example, some have a long history of EMI implementation whereas some are experiencing EMI for a comparatively shorter period in few disciplines. Thus, this may show varying results. An additional limitation exists here in regard to the individual case-university. Although case studies can tell a phenomenon in an individual case in more in-depth and in detail, generalizations are difficult. The cases in each country may not represent

similar types of universities in the country or in the region, nor all HEIs implementing EMI.

Finally, this study relied upon the publication in English. The original research and documents in Japanese and Korean sources and contexts lack in this study. The case for Mongolia is different because the researcher is Mongolian and sources in Mongolian are well represented. Although this study presents the lack of publication courses in Japanese and Korean, it should be noted that the publications in English may represent the original sources in Japanese and Korean to some extent because the authors whose nationality are Japanese and Korean have extensive academic knowledge of their country's HE, IoHE, and EMI.

7.4 Contribution to the Literature

This study contributes to the literature in four distinct ways: 1) concepts of external and sideways factors influencing the decision-making, 2) input of knowledge to top-down and bottom-up decision making, 3) application of the typology of challenges facing the implementation of EMI programs in different contexts, and 4) perspectives of Mongolian EMI program implementers to the EMI literature.

External and Sideways Factors: Currently, there is little study focusing on the external and sideways factors that are influencing governments and institutions to adopt EMI policy. This study is contributing to the literature from the perspectives of program implementers in EMI programs that these two factors play a crucial role in the growth and expansion of the EMI phenomenon in countries of the study. In particular, the external factor, the global university ranking system is speeding up the competitions between HEIs in the world. In order to increase or sharpen their international profile, HEIs have been focusing their operations on branding, attracting more international students, and establishing strategic collaboration with overseas partner universities through EMI programs. The latter is seen as a sideways factor determined by the program implementers of EMI programs in this study. The case-study HEIs of this study believe that launching joint/dual degree programs in English in collaboration with prestigious partner universities abroad is one of the key strategies to compete for a higher ranking in the global university ranking systems.

Top-down and Bottom-up Decision Making: There exist few studies that investigated whether the EMI policy is top-down or bottom-up. Most studies found that EMI is top-down in

public HEIs in many countries. This study is expanding this concept that EMI is also introduced by a bottom-up initiative by faculty members in private HEIs. In addition, this study attempted to respond to the general question about whether the top-down or bottom-up EMI decision-making differs. This study clearly showed that top-down policy creates some misunderstandings, such as institution's unclear policy about EMI among program implementers, more pressure on faculty members, and not much support from the top administration of the institution. In contrast, bottom-up initiatives by faculty members illustrated carefully designed EMI programs that foster both faculty members and students in terms of good teaching and learning environment and allow efficient and effective adjustments in the programs.

Application of Typology of Challenges. Literature review in Chapter 3 outlined the challenges that HEIs encounter when implementing EMI programs. This study explored the challenges for the EMI programs in different countries and applied the typology of challenges (Tsuneyoshi, 2005; Bradford, 2015; Susser, 2016) in different contexts. Through this study, it developed a better understanding of the typology of challenges that HEIs face in new or existing EMI programs. It also validated the study by Bradford (2015) through the application to the additional case study in Japanese and non-Japanese contexts.

Mongolian EMI program implementers' experiences. When IoHE and EMI are much studied, little is known of peripheral countries. This study makes the first attempt to explore the EMI in-depth, a new concept in Mongolian HE. By filling the gap by exploring the experiences of program implementers in EMI programs in private HEIs in Mongolia, this study contributes to the literature related to the specific country and as well as the broader literature in this field.

7.4 Suggestions for Further Research

This study explored how and why social science-focused private HEIs implement EMI programs in Mongolia, South Korea, and Japan. The insights from the perspectives of program implementers in EMI programs in these countries could be of practical use for other institutions as they seek to introduce or improve EMI programs and EMI courses. In addition, the results of this study may be of value for policymakers and implementers seeking to understand how the EMI programs in different contexts are being implemented. However, the result of the study led to several suggestions for future research.

First, this study purposefully selected cases that are considered prestigious or well-reputed private universities in the countries. Some receive a government grant for the implementation of EMI programs. Therefore, future studies should conduct research with different types of universities, if possible peripheral private universities in the countries in order to better understand the phenomenon and to determine the transferability of the results to institutions of different sized and different funding sources, and different outlooks towards internationalization.

Second, future research should focus on the perspectives of students to explore the case in-depth to picture it in a comprehensive way. This case study only focused on faculty members and administrators of the EMI programs. The voices from other important stakeholders, such as domestic and international students would be valuable to find out how the EMI program is implemented in the classroom level, what challenges they face during their learning, and what support they will need in the future. In addition, future studies should adopt a study design that includes direct classroom observation in order to achieve a better understanding of implementation on the ground level.

Third, this study found that institutional challenges are seen as the biggest in affecting the implementation of EMI programs. Future studies could investigate it further to find out what difficulties HEIs may experience in adopting and implementing programs and what possible solutions they could apply to decide the issues. One idea is to compare how the implementation challenges evolve over time in the case study HEIs of this study in the three countries.

Finally, this study found out that one of the main rationales for implementing EMI programs includes the preparation of globally competitive graduates. Thus, further research is needed to compare the learning outcomes of EMI students and post-program employment in host countries or internationally. It would be valuable to the literature to explore the post-employment of EMI graduates that could be used to evaluate the current progress of the implementation of EMI programs in countries.

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Appendix A: Detailed Presentation of the EMI Program at University A

This section answers the three main research questions along with sub-questions. As detailed in the introduction to Chapter V, the interview data were collected from semi-structured interviews with 11 program implementers (seven faculty members and four administrators) at University A in Mongolia.

The context of the Program

Located in the capital city Ulaanbaatar, University A is one of the most reputable and oldest private universities in Mongolia. University A is one of the few private universities able to compete with national universities. The university was established at the beginning of the 20th century and has expanded to encompass one professional undergraduate and graduate school and eight faculties on one campus. The university focuses on undergraduate education, with about 3,800 of almost 6,000 students enrolled in undergraduate programs in 2018 (MECSS, 2019).

Internationalization activities

University A is aiming to become a regionally recognized university. University A, in its strategy, wishes to become a “leading academic and research university that meets international accreditation standards and requirements”. To accomplish this objective, the university established a new internationally oriented professional school (it is the home to the EMI examined in this study) in 2006. In 2012, the school has expanded to offer undergraduate and graduate programs and as well as professional degree programs in English. In its introduction, the university stated that students will be able to obtain world-ranking education in their home country, Mongolia and constantly improve their English skills while mastering in their fields. In addition, students will be able to transfer to other equivalent institutions and universities in highly developed countries such as the United Kingdom, Australia, Canada, Singapore, and Malaysia. University A is also focusing on international accreditation by overseas organizations. For example, the university has been internationally accredited by ACBSP from the USA. University A is also actively engaged in collaborative projects and partnerships with over 30 universities from ten countries around the world, including joint and dual degree undergraduate

and graduate programs in China, South Korea, Taiwan, Singapore, the United States, the United Kingdom, Italy, and Germany. Over 100 students study in their partner universities every year in accordance with the mutual exchange programs (University A Brochure, 2019).

EMI Program at University A

This study focuses on one undergraduate EMI program at University A which is centered in the internationally oriented professional school that is located on the main campus. The EMI program in the professional school understudy at this university began in 2006 and admits students in September for the fall semester. The school admits two types of students: full-time students who just finished their secondary school education and adult students who may have already obtained their university degree and have work experience in financial and business fields. As the senior administrator of the school stated (SA_MGLA2), all full-time students are required to study the first two years here in the country. After completing the courses within the two years, ~~the~~ full-time students with sufficient English proficiency and who are able to afford the tuition fees of the overseas partner universities will be able to transfer to partner universities in the United Kingdom or Singapore. Those who have qualified but are not able to afford the tuition fees of the partner universities are offered to continue their education for a bachelor degree (additional two years) at University A. The school recruits the second type of students to help them pass international professional degree examinations and obtain their international degree in their field. This type of students is not conferred any degree. It should be noted that this study only focuses on full-time students and all the quotes and concerns provided by the faculty members and administrators ~~are referred~~ to the EMI program for full-time students. One senior administrator described the students enrolled in the EMI program,

High school graduates enroll in the EMI program. The level of their English is varied, some students graduated from a high school in the USA whereas some finished local schools or international schools in Ulaanbaatar (the capital city). Few international students from the Russian Federation, Nepal, and Bahrain study in the program. (SA_MGLA1)

Students in the EMI program can be referred to as studying on an English track. The

professional school also has Mongolian-taught programs that have very similar curricula and lead to the same degree and students in the EMI program are given the choice to complete their program in English or in Mongolian. Therefore, those students who might not want to continue their degree abroad have the option to transfer to the Mongolian-taught programs.

At the time of the study, the school of this EMI program recruited over 130 students. The number of students accepted into the EMI program has steeply increased from 60 in 2017 to 75 in 2018. A senior administrator of the school explained that even though student numbers are increasing, the university faces difficulties in providing classrooms for incoming students. In other words, the university experiences an infrastructure problem. The senior administrator described the situation,

The number of students enrolled in the regular Mongolian-taught undergraduate programs is huge, and this year [2018] the university accepted around 700 students. Every year, we keep this number. In addition, not all these enrolled students can graduate; some extend their year of study and return next year. This also contributes to the increase in total students. Because of this, we experience a lack of classrooms to accommodate for all the students. (SA_MGLA2)

The school has the potential to accept more students. However, this potential is limited by the university's spatial capacity, such as the insufficient availability of classrooms. International students can be accepted on the EMI program. Currently, very few international students, mainly from Inner Mongolia, China are studying on the program.

Rationales for the EMI program

This section addresses the first research question along with the sub-question. The program implementers at University A gave three main reasons as to why the EMI programs have been implemented at their institution: a) to become an internationally recognized university, b) to attract international students, and c) to prepare globally competitive graduates. Each is discussed below.

a. To become an internationally recognized university. Program implementers unanimously

agreed that the first important rationale for implementing an EMI program is to become an internationally recognized university. University A aims to become a leading academic and research university that is recognized internationally. One faculty member further elucidated,

First of all, our mission is to become a leading university in Asia. Behind this goal, of course, there is a policy to recruit international students. Universities abroad conduct courses in English to attract international students and to enter the international market. We won't be able to internationalize through Mongolian language-mediated instruction. And there may be very few people who want to learn Mongolian and study in Mongolian because Mongolia is not a developed country. But studying in the English language is different! (FM_MGLA1)

The above quote reveals that University A wants to increase its international profile through recruiting international students. To do so, EMI programs will play an important role in attracting international students. According to this faculty member, Mongolian language-mediated instruction has no appeal to most international students. The majority of faculty members were fully aware of the university's mission to become an internationally recognized university, and they expressed their positive views that faculty members who are capable of delivering course content in English are vital to this mission.

As one senior administrator described, University A regards ~~to~~ international accreditation as one potential way to achieve the university's goal of becoming an internationally recognized university. As she stated, "University A has received international accreditation from the international accreditation agency, ACBSP and this means that the university's quality, especially English program quality is good, and it is aligned with the university's mission" (SA_MGLA1).

One junior administrator explained that University A aims at becoming an international university that is recognized in the region (Buryatia and Tuvan in the Russian Federation and Inner Mongolia, China). The junior administrator also emphasized the need to increase the number of international students in order to reach the goal. She went on to say, "...we conduct courses taught in English for international students. Although there are few international students, the university still keeps conducting the same number of EMI courses" (JA_MGLA1). The

program implementers were convinced that the international reputation would be one of the main driving factors to attract international students to the EMI program.

b. To attract international students. The program implementers talked about a rationale of attracting international students as a reason for introducing the EMI programs at their university. A faculty member pointed out the limited educational market for domestic students as a reason for implementing an EMI program at his university. He went on to clarify,

The Mongolian population is three million. If we consider the number of students who finish their secondary education and advance to HE in the fields of business and management, there is only a small number. If we [the university] want to develop, the only way is on the international market. (FM_MGLA5)

Domestic universities compete fiercely over the limited number of domestic students who are graduating from secondary schools. To attract international students through EMI programs, University A is focusing first on two neighboring countries. One is the Russian Federation and the other is China. One of the senior administrators mentioned,

In the future, we aim to reach out to regions such as Inner Mongolia, China and Tuvan, Russian Federation because they are rooted in Mongolian nationality. (SA_MGLA2)

Similarly, a junior administrator remarked that the university focuses on recruiting graduate-level students from Inner Mongolia, China and is also preparing to export similar online education to the Russian market,

Within its policy and strategy, the university is undertaking all possible measures to recruit international students from Tuvan and Buryatia in the Russian Federation and Inner Mongolia and Tianjin in China. Currently, we do not have many international students. However, the number of international students from the countries tends to increase in both undergraduate and graduate levels. (JA_MGLA1)

Indeed, University A understands the need to attract international students and at the same time to increase the number of EMI courses to achieve its strategical goal in order to become an internationally recognized university. Having noted the importance of creating the

learning environment for international students, one faculty member said, “...to accomplish the university’s mission to recruit international students, the solutions include more EMI programs and capable human resource who can teach the EMI courses and manage the program” (FM_MGLA5).

From a different angle, one international professor tried to describe the reason for attracting international students through EMI program at the university. According to this faculty member, the country is facing some economic challenges that are affecting universities in their recruitment of domestic students: “The university still requires to develop its market in a different country so that they [the university] will be able to attract international students. However, to do that, the internal development of the university needs to strengthen and to be able to teach international students in English” (FM_MGLA2).

Program implementers said that the university is targeting the two neighboring countries, Russia and China, to attract students. As a result of these recruiting efforts and the availability of an EMI program, the number of international students from China has been increasing in recent years. One professor (FM_MGLA4) remarked that every year six to seven students come to study from China in the EMI program thanks to the university’s initiatives.

c. To prepare globally competitive graduates. The third reason given by program implementers is the preparation of globally competitive graduates. A senior administrator explicated this,

Many companies from other countries are pouring into Mongolia. What they need is a good quality workforce who is equipped with high English and communicative skills. I believe this university’s EMI program has greatly contributed to produce global citizens in Mongolia. (SA_MGLA1)

Another professor shared a similar view, “Many international organizations that are operating in Mongolia make their reports in English following international standards. They need, for example, accountants who have high English proficiency to prepare the reports in English. So, there is a market demand for graduates who finished the school” (FM_MGLA6).

In the globalized era, Mongolian companies also want to expand their business operation abroad. There is a high demand for companies to cooperate with foreign partners and implement joint projects. For this kind of business, English language skills are highly required. One professor said, “We have opened the EMI program foreseeing that professional qualifications are crucial to the foreign-invested companies when they hire employees from Mongolia”

(FM_MGLA5). His view was reinforced by another faculty member who specified,

The Mongolian labor market is small. In this small labor market, it is not easy for youth to pursue their career and build up the life that they want. In order to compete in the world market, for example, the nearest market in Singapore or Hong Kong, we will need English language skills. Thus, we are implementing EMI programs for producing such a workforce who will be able to work internationally. (FM_MGLA4)

It seems that graduates from this university's EMI program will have an advantage. First, the domestic reputation of the university is high and everyone wants to enroll at the university, especially the EMI program. The program implementers were proud of their graduates due to the fact that foreign and domestic employers in Mongolia seek to hire their graduates. One faculty member (FM_MGLA1) remarked that students at the EMI program graduate with two universities' diplomas, having completed their first two year-program in Mongolia and other second program at the partner university abroad. Companies in Mongolia are more interested in hiring such graduates who have high English skills.

Is EMI top-down or bottom-up?

Based on the second research question along with the sub-question, this section seeks to explore whether the EMI program is top-down or bottom-up, and how program implementers are involved in the decision-making process related to the EMI program.

Program implementers were asked whether the EMI policy is initiated top-down or bottom-up and what their involvement is in the decision-making process of adopting the EMI program at their institution. They were also asked to talk about what they understood to be external and sideways factors that have shaped their institution's EMI policy decisions.

Program implementers described a top-down approach to implementation of the EMI program. They stated that the program was implemented at the request of the university board of directors and president. Faculty members argued that they have no power to participate in the decision-making process. However, it is open for them to submit or offer their ideas, recommendations, or proposals to the top decision-making administration, such as the executive committee. Their contribution to EMI program usually includes the preparation of documents

(for application for international accreditation), development of curricula, research on EMI practice and policy, and participation in faculty meetings to discuss issues related to EMI courses. In particular, faculty members are involved in decisions regarding curriculum design, administration, and program design.

One faculty member expressed some dissatisfaction about the faculty members' involvement in the decision-making process related to EMI program and EMI courses, "Before, a department decided what courses to teach and which program to implement. In recent years, the Academic Affairs Office tends to direct us from the top. I am not satisfied with it" (FM_MGLA2). Another faculty member also criticized, "I was actually involved in the decision-making in my department not for the whole university. Sometimes, the top management does not listen to the recommendations that we [implementers] provided. I am the expert and I have many years of experience, but the top management was not listening. So, I did not get the exact outcome that I was hoping for" (FM_MGLA3). From the perspective of program implementers, minor issues related to the implementation of the EMI program are discussed at the faculty meeting of the school and then the recommendations and requests to make changes are proposed to the top management. However, it is not clear if the university accepts their request or recommendation. In particular, there is no feedback.

Factors for adopting EMI

Two strong underlying themes emerged from the interviews when program implementers expressed their views on the factors that influenced their university to introduce EMI programs:

a) global university rankings as external and b) international collaborations as sideways.

a. Global university rankings. In short, program implementers stated that global university rankings impact their university to adopt EMI policy. One faculty member stated, "...any student who is planning to study abroad first checks the ranking of universities. Students do not choose a random university. As Mongolia is not a favorite study destination country, people check the country's university ranking" (FM_MGLA7). A junior administrator also described, "Asian university rankings are announced every year. It is affecting us, so we are qualifying some criteria for the rankings, such as international accreditation in order to be included and perform in the rankings" (JA_MGLA1). The university targets Asian university rankings and climb up

the ranks as much as possible. One senior administrator explained, “We want to maintain the current quality as much as possible, and to take various initiatives such as the establishment of blended programs and e-learning programs. To be competitive with the rivals in the world, we must conduct at least half of our programs in English” (SA_MGLA1).

b. International collaborations. Implementers explained that the expansion of international collaborations with overseas partner universities require their university to develop more EMI courses and programs. University A implements several joint/dual degree programs including the EMI program discussed here in collaboration with universities in Asia and the USA. A faculty member described, “There were two joint degree programs with universities in South Korea and America. Before I went to South Korea for advancing my degree, domestic professors taught courses in Mongolian when partner universities’ professors came to conduct courses in English at University A. Now all courses are taught in English due to the requirements of the partner universities!” (FM_MGLA4). A senior administrator shared the same opinion that overseas partner universities have a great influence on the expansion of EMI programs and courses. She went on to state, “...there are at least admission requirements of the partner universities. If students’ English language skills do not meet their requirements, they will not be able to transfer there” (SA_MGL1).

As the senior and junior program implementers described, the initial requirement for establishing a joint/dual degree EMI program with partner universities in ~~the~~ Anglophone countries and as well as some countries in Asia is that the university must have extensive experience of implementing EMI degree programs for a certain period of time. The university encourages its students to study in the joint/dual degree programs in English at their overseas partner universities. Students have the opportunity to transfer the credits that they have studied at the university to the partner universities, as the junior administrator explained (JA_MGLA1).

Challenges in Implementing the EMI program

This section addresses the third research question along with the sub-question. Program implementers describe a number of challenges that they and their institution face in implementing the EMI program. Their concerns related to a) the quality of students, b) the quality and lack of faculty members, and c) the lack of financial resources.

a. The quality of students. Implementers reported that they find it difficult to teach students whose English proficiency is very low. One faculty member is uneasy about the students' English skills and expressed his opinion that "International students have no problem of taking EMI courses while few domestic students understand the content in English. Some students said the content is too hard for them" (FM_MGLA5). Other faculty members also noted the lower English proficiency of students who enrolled in their EMI courses. Faculty members find it difficult to teach students with lower English proficiency. They explained that this was the students' fault but a misalignment of admission process.

Implementers also worried about the difficulties that their students face in their jobs after graduation. The difficulties include interpretation of English terms and terminologies into Mongolian. A junior administrator said that the graduates who are hired by Mongolian companies encounter problems of interpreting professional terms and terminologies in Mongolian. Although they are proficient in English and are able to explain the words in English, they feel less confident in Mongolian. This is one of the side effects of the EMI programs as the implementers explained.

Interestingly, some challenges to EMI implementation at University A occur within the EMI classroom. Some faculty members shared their views on the attitudes of students. Their classrooms are usually dominated by Mongolian students who are of different ages. When Mongolian professors teach, Mongolian students tended to speak in their native language and this challenges the professors. When an international professor is teaching, their attitude is completely different. Some young faculty members felt frustrated because their students reacted in a non-respective way once they found out that the faculty members are much younger than they were. A faculty member complained that some of her students have "acted more like a friend" (FM_MGLA7).

b. The quality and lack of faculty members. Another challenge to the implementation of EMI programs at University A related to the quality of faculty members. Faculty members themselves highlighted that the quality of faculty members who teach EMI courses is a challenge. One faculty member briefly described his hesitation about international faculty members that "Although they are native English speakers, some do not qualify the requirements. Recruiting quality international professors also puts a financial burden on the university" (FM_MGLA1). A

similar opinion about hiring capable professors was shared by an international faculty member. He pointed out,

My university does not have an appropriate hiring policy. Appropriate hiring policy is missing. I do not know exactly who is the right person of doing the job which is a very difficult thing. Because I think the standards for faculty recruitment have not been set properly. So many universities actually are facing this challenge. (FM_MGLA3)

A lack of capable faculty members was cited as a challenge for the university. Senior administrators described the situation of hiring capable professors as looking for a needle in a haystack. Teaching courses in English is a new practice for many Mongolian professors. They have never experienced this before. One senior administrator described how hard it was to recruit faculty members when starting the EMI program,

In the past, I personally talked with Mongolian faculty members at my university who will be able to teach courses in English and invited them to teach courses in English. I also encouraged them telling them that the university will expand in the future and recruit international students. Then, you will be able to teach courses in English without any problem. (SA_MGLA1)

In fact, when the EMI program was established, the university faced difficulties in hiring faculty members who would be able to deliver course content in English. Thus, the university paid much attention to train existing faculty members by inviting experts from the U.S.A (e.g. Fulbright) through the U.S. Embassy in Mongolia.

Few faculty members are able to deliver EMI courses in the university. One senior administrator noted, “We will need more qualified faculty members who can teach courses in English; retrain our existing faculty members abroad, if possible, with the support from the government” (SA_MGL3). One professor added to the discussion about existing faculty members’ English proficiency, “Our school’s faculty is good at writing and reading in English. However, their speaking and communication skills are a problem! This is the biggest challenge!” (FM_MGLA5).

To tackle the lack of faculty members who are able to teach courses in English, inter-

departmental collaboration has been established. However, faculty members from other departments feel a lack of confidence and experience in delivering EMI courses. As directed by the university administration, existing faculty members in the EMI programs have tried to co-teach the courses. Program implementers believed that the idea would allow the faculty members to learn from each other and share their best practices. However, it did not go well. One faculty member briefly commented on the initiative that faculty members from other departments were reluctant to co-teach the EMI courses and it did not work well. The reasons included that the faculty members from other departments had limited English proficiency, were unwilling to teach in EMI context, and most importantly, they were struggling to understand the textbooks in English.

c. The lack of financial resources. Many of the challenges stemmed from a shortage of financial resources. The small number of international faculty members available for the EMI program in the whole university is largely due to cost involved. Although one professor said, “Hiring an international faculty requires lots of money for accommodation, utilities, and other things”, she wondered and asked herself, “Why is our university not recruiting international faculty?” (FM_MGLA7). This faculty member perceived that the presence of a few international faculty members at the university depended on the cost.

Although the EMI program at University A is smaller compared to the Mongolian-medium instruction programs, the income from the EMI program weighs high. The program implementers emphasized the importance of financial resource for the improvement of the EMI program, including the need for more international faculty members and the use of latest technology in the class. Two faculty members (FM_MGLA6 & 7) argued that the university did not accept their proposal to open a new computer lab for the students to help them prepare for international exams and to provide an online good learning environment for the students, for example, by giving each student an iPad with all required textbooks in pdf format. Unfortunately, the university did not like the ideas and never accepted them. One faculty member described what happened, “Our international examinations tend to be computer-based. Our students are required to reserve the only one existing computer lab for two or three days in advance. Sometimes, the timetable does not work for them. That’s why we have proposed to establish a new computer lab in our school” (FM_MGLA8). Another faculty member described

the proposal that failed, "...we proposed to provide an iPad device to each of the new students and install all the necessary textbooks on it in order to deal with this problem" (FM_MGLA7).

Program implementers also argued that the university disregarded minor issues such as operational management by focusing only on other issues, such as marketing. One professor said that the faculty members had opinions and ideas for the further development of the EMI program; however, the top administration disregarded them. He commented, "I've had no follow up to my recommendation. That's why I don't know how to deal with it. I haven't seen any... development, you know. We [the faculty] give our honest opinions and develop plans, but the management does not follow our advice, because they just have a different idea and sometimes they just try to save money or so on. That is the main problem" (FM_MGLA3).

Practical responses to the challenges

When talking about practical responses to the challenges of EMI programs, program implementers described the actions that they have taken as individuals and expressed their concerns on the effectiveness of the EMI courses. Their responses related to a) English proficiency of students, b) faculty development, and c) financial resources.

a. English proficiency of students. Implementers talked about the problems related to the English proficiency of students. Admission of students with poor English skills creates difficulties for the whole EMI program and faculty members. Poor performing students fail in understanding EMI courses. Thus, program implementers concern that University A needs to reconsider the admission process in the future to select the right students. More practically, the implementers now describe several actions focusing on such students. Students are required to take intensive English courses focusing on the improvement of their English skills. One faculty member described the action, "...we actually design these courses before we accept them. Before accepting, there are three criteria to enter our courses. These allow the right students to join us. Then once they join us, we give them first, English courses and then they join us for the accounting and financial education courses. That way, it is really helping them to do well" (FM_MGLA3). Further, he explained it, "If they do not do well, we again pull them back from the EMI and some other courses...". The university restrains the poor-performing students from taking more EMI courses and offers them English courses for one semester or a maximum of two

semesters. Within this period, the students should improve their English capability. In a worst-case scenario, poor-performing students' parents are called for a face-to-face meeting with the faculty members to discuss further actions for the student.

Many professors stated that when domestic faculty members teach EMI courses where domestic students are only present, the students tended to speak in their native language. Presence of international students in the class encourages domestic students to speak more in English. International and domestic faculty members co-teach some EMI courses. This helps students understand the content more in-depth.

b. Faculty development. Many program implementers emphasized the need for faculty development for the EMI program. University A lacks faculty members who are able to teach EMI courses. Faculty members feel that they experience a lack of pedagogical skills. A senior administrator interpreted, "...our university's professors in the EMI program lack pedagogical skills" (SA_MGLA1). Currently, the faculty development program is not available at University A. The university is keen on its existing domestic faculty members. University A attempts to hire a few international faculty members under the position of a visiting professor for a temporary period as a part-time faculty to train domestic professors. The university aims to employ more domestic faculty members who have already obtained their highest degree, PhD, from foreign universities in countries, such as South Korea, the USA, and Japan. One faculty member described the situation, "This university is more interested in using its domestic human resource for the EMI programs rather than hiring international professors" (FM_MGLA4). A senior administrator also stated, "University A invites international faculty for the purpose of training domestic faculty members" (SA_MGLA3). Faculty members seemed to recognize that faculty development would help them to improve their English and pedagogical skills, and expressed more interest in the training.

c. Financial resources. Program implementers noted a shortage of financial resources for the effectiveness of EMI programs. Implementers agree that enough financial resources lead to an expansion of existing EMI program and even it is the source for the university as a whole to compete in an international market. As one faculty member mentioned, recruiting international students may add some revenue to the university and this additional revenue may support faculty members to develop their English skills and pedagogical skills. Faculty members will also be

able to be involved in training abroad. Another issue related to the financial resource is the incentive to faculty members in the EMI program. Currently, University A has no incentive for professors who teach EMI courses. There is no difference in salary for faculty members in Mongolian or English-medium programs. Even there is no clear-cut policy on job assessment of faculty members in Mongolian and English-medium programs. A senior administrator stated about the need for a financial incentive for faculty members in the EMI program, "...faculty members would develop themselves if their job is financially valued highly" (SA_MGLA3). She also described that University A should be focusing on the development of its campus and the condition of its dormitory for international faculty members and international students. She criticized the campus facility, "...the environment for international students has not yet developed. The university has no comprehensive facilities for sports and food like universities in other countries" (SA_MGLA3).

Program outcomes

Program implementers said that implementing EMI programs will make the university to step one way forward to become one of the top universities in Asia and increase the number of prospective international students to enrol in the university. They also pointed out that in order to expand the EMI program, the university would need to go for an international market that is an export of educational service to foreign countries. They mentioned that EMI programs have a positive effect on domestic students. The students enrolled seem to have an advantage in the domestic and international job market after their graduation because international business organizations tend to hire more graduates from the university. As two faculty members (FM_MGLA6 & 7) described, international business organizations contact the university directly to hire their graduates. They continued that domestic students also enjoy the advantage of studying in EMI programs when transferring to foreign partner universities.

Faculty members also said that the programs have been successful. They benefit from all the experiences of teaching EMI courses. They noted that working in EMI context allows them to practice their English more and to be actively engaged in international activities, such as international conferences and business meetings with partner universities.

In addition, program implementers were asked to provide their self-evaluation to rate the

implementation of EMI program in their university by Likert scale from one (poor) to five (excellent). They were also asked to comment on their decision. Their responses varied from 2 to 4 points. Participants were satisfied with the higher employability of their graduates. However, they expressed their opinion that the EMI program would have been better if the university paid attention to capable human resource, development of existing faculty members, and admission of students with competent English capability.

Appendix B: Detailed Presentation of the EMI Programs at University B

This whole section answers the three main research questions along with sub-questions. As detailed in the introduction to Chapter V, the interview data were collected from semi-structured interviews with nine program implementers (five faculty members and four administrators) at University B in Mongolia.

The context of the Programs

University B is located in the capital city Ulaanbaatar, Mongolia and is one of the few private universities that offers all classes in English. The university was established at the beginning of the 2000s as an international university. It has been home to many international students since its establishment. The university has about 800 students in both undergraduate and graduate degree programs and employs over 200 faculty members and staff. More than 90% of faculty members are international and over 30% of students enrolled are international (University B main website, 2019). The EMI programs at University B are situated on the main campus. Out of 11 EMI programs, two, Business and International Relations, were the focus of the study.

The first EMI program is the undergraduate degree program for international relations. Students enrolled in this program take a variety of interdisciplinary courses for international relations in four years to qualify for a total of 122 credits. The international students are from different countries, such as the Russian Federation, South Korea, China, Afghanistan, and Uzbekistan. The second EMI program under study is the undergraduate degree program for international business management. Students complete 120 credits of courses related to international business and management in four years to receive a bachelor's degree in this field. 60% of students enrolled in the program are Mongolian while the rest is from different countries, mainly from South Korea, and the USA.

Internationalization activities

University B has valued itself as an international university with an international perspective in education since its establishment more than 15 years ago. The university has two offices, Office for External Affairs and Office for Strategic Planning Affairs that focus on

internationalization. The Office for External Affairs focuses on broadening the collaboration with domestic and international organizations when the latter aims at defining the university's priority projects for the coming years. University B has established exchange programs with partner universities in South Korea and it sends 10-20 students every semester. The requirements for students who wish to be involved are at least 2 years of study at the university with a minimum of 3.0 GPA. Since 2003, the university has been organizing a winter trip led by a faculty allowing students to travel to the USA, China, or South Korea to visit top universities and companies or attend seminars there. The purpose of this type of trip is to allow students to experience and appreciate the global environment and return home with a clearer vision of their future careers.

University B is currently planning to offer One plus One graduate degree program in English in collaboration with a partner university in South Korea. The program aims to prepare competent government leaders who can impact Mongolia and neighbouring countries by providing in-depth professional knowledge in public administration and policy. Through this program, students will have opportunities to study in both countries.

The university aims to increase the number of students to 50% targeting mainly in three countries, the Russian Federation, China, and South Korea. They see the market to recruit more international students is from these countries.

University B also plans to have the international business and management programs to be accredited by the international business accreditation organization, ACBSP. In 2019, the site inspection team worked at the university to review documents and conduct interviews with all relevant stakeholders.

EMI Programs at University B

The EMI programs of the study are housed in the main campus building. The EMI program in international business was one of the first two programs initiated by the Foundation Committee when the university was established at the beginning of the 2000s. At that time, two departments started their programs with 66 students. One of the senior administrators explained the process of starting the EMI program at University B,

This university was founded with the support from the president of Mongolia at that time.

The president offered a proposal to the university's president to open an internationally oriented university that offers courses in English. (SA_MGLB1)

She went on to say, "University B's mission is to provide world education in Mongolia and educate and develop future leaders in Mongolia and in Central Asia who are equipped with English skills. English opens a way to the world market" (SA_MGLB1). Another junior administrator added, "The university's goal is to educate global leaders. When the university was established in the 2000s, there were several other international universities with English programs in Mongolia. However, the university is unique in its specialized programs, such as biotechnology, renewable energy and environment technology" (JA_MGLB1).

The second EMI program of the study focuses on international relations. The proportion of international students is 30% in this field of study. One faculty member described why international students at his department choose to study at the university, "International students are interested in studying abroad. However, studying, for example, in America is not affordable. The factors that attract many international students to study at this university are first, the lower tuition fees, and second, the availability of a number of EMI courses in different fields" (FM_MGLB2). Similar answers have been heard from other program implementers during the interviews.

One of the junior administrators (JA_MGLB1) described every department's dean is international and there is at least one Mongolian staff who supports and manages the administrative work in and between departments and administrative office. Interestingly, all offices including academic affairs, student affairs and graduate degree programs are headed by international staff.

Rationales for the EMI programs

This section addresses the first research question along with the sub-question. The program implementers at University B describe three overarching reasons as to why the EMI programs have been implemented at their institution: a) to become an internationally recognized university, b) to attract more international students, and c) to prepare globally competitive graduates.

a. Becoming an internationally recognized university. Program implementers all stated that the first former president of the university who established the university had foreseen that there would be a need to establish an internationally-oriented university to provide high-quality education for Mongolian students through EMI. The former president of Mongolia highly contributed to the establishment of the university.

Among the program implementers, Mongolian implementers provided that several driving factors have had a greater influence on the establishment of the university. First, the socio-economic situation of Mongolia was positive and the country has been continuously expanding its foreign relations. Second, Mongolia needed capable human resources who have obtained high English skills. Third, many foreigners including diplomats, expats, and international organization staff who were living and working in Mongolia wished to educate their children in the country. In other words, there had been a high demand for Mongolia to establish such an English-medium university. One faculty member described, “When the university was established, there was no university nationwide that offered all classes in English” (FM_MGLB1), and another professor (FM_MGLB3) detailed that many international students such as Russian students in Mongolia encountered difficulties in studying at Mongolian universities because of the language barrier and many were interested in studying in English. These foregrounding reasons pushed the founder to accomplish his plan to establish an internationally recognized university.

Program implementers considered international accreditation to be important in order for them to become internationally recognized. As they said, University B is in the middle of the process of receiving an international accreditation on its international business program and is hoping that the program will be accredited by the ACBSP in 2019. One faculty member explained, “This is the fifth year since we [the university] have applied for the international accreditation. We have been waiting for the decision by the accreditation agency. We do hope to get it by next year [2019]” (FM_MGLB3).

The presence of international students is also an important factor in becoming an internationally recognized university as program implementers highlighted. A senior administrator said, “The university’s mission is to have an equal percentage of international and domestic students. If half of the students enrolled are international, the university could have

accomplished its mission. Currently, 34% of students are international students” (SA_MGLB1).

b. To attract more international students. The second main reason for implementing EMI programs was to attract more international students. Since its establishment, University B has been the only university in the country that has been home to many international students. According to one senior administrator, University B has recruited international students from 14 countries and it has planned to increase the number of international students from other countries. The senior administrator described the current policy, “The university is focusing more on three countries, Russia, China, and South Korea to recruit more international students and the vision is to recruit 50% of students studying at this university from foreign countries” (SA_MGLB1).

It seems that the first and second reasons for implementing EMI programs are intertwined. As the program implementers described, the university will be able to increase its international reputation and ultimately reach the status of internationally recognized after increasing the number of international students to 50%. To do so, one professor claimed, “The current percentage of international students is 34 at this university. To increase the number, the presence of international faculty members and lower tuition fees for international students will be the positive image for those who wish to study at this university” (FM_MGLB1).

The policy behind the recruitment of more international students is closely tied to the current situation of enrollment of domestic students in HEIs. In particular, the enrollment rate has dropped in recent years due to the transference of new education system in secondary level education from ten-year to twelve-year. One professor detailed it, “The enrollment rate of domestic students at this university dropped due to the change in the secondary education system. In order to fill the gap, we [the university] have increased the number of international students” (FM_MGLB2).

c. Preparing globally competitive graduates. The rationale for preparing global leaders aligns with the mission of the university. One professor explained that the university is “educating tomorrow’s global leaders” (FM_MGLB2) as stated in its mission and she further highlighted that for raising global leaders, there has to be “the medium of English!”. She went on to say,

Obviously from Mongolia to communicate with the world, it is not... we will not be able to do that with Mongolian... it has to be through an international medium which is English... in order to educate the international body, we also need an international

language. So obviously, if our graduate students are equipped with an international language, if they are somehow equipped it... that will prepare them to be more competitive in the international market. (FM_MGLB2)

The implementers also believed that they are educating Mongolian students in English who will be able to use their education to contribute to society and the development of Mongolia. This view was echoed by one professor who said, “We [the university] are committed to producing the human resource who can contribute to the country’s development. In turn, the country would be able to prosper” (FM_MGLB3). Another faculty member expressed his proudness of the graduates, “When they graduate the school, they can speak English well, they can start their own major, and then they will become globally competitive” (FM_MGLB4).

Program implementers were all informed about the university’s mission, plans, and initiatives for the future. All mentioned in their interviews that University B’s mission is to ‘prepare global leaders’ (SA_MGLB1), that’s why ‘90% of the faculty is international’ (JA_MGLB2). They also emphasized in their interviews the high importance of English skills for global leadership. One of the initiatives that the university is taking includes the recruitment of more international students. The program implementers believe that the presence of international students will contribute to the university to achieve its goals to become an international university and educate Mongolian students. A senior administrator noted,

The university targets to set equal the ratio of international and domestic students, offer world education in Mongolia, produce human resource with high English skills. As a result, it will approach the goal to become a truly international university. (SA_MGLB1)

One faculty member highlighted that there had been international and domestic employers’ demand in the domestic HE market to open EMI programs in the country. Thus, the university has been one of the providers of the supply. As the implementers claimed, more than 80% of their graduates find jobs right after their graduation. The number of foreign companies that operate in Mongolia has been rising steeply due to the country’s good economic situation. Such companies are interested in contacting the university to hire their graduates. One faculty member explained, “For employment, the criteria of high English and communication skills are

valued more than the university they have finished” (FM_MGLB1). This quote illustrates the importance of knowledge and communicative skills in English in joining a company in the country.

Is EMI top-down or bottom-up?

The implementers unanimously stated that EMI programs at the university are both top-down and bottom-up initiatives. Initially, the former university president was the key person in decisions of creating the first EMI programs, including one of the EMI programs of this study. Now, all decisions are not top-down; however, it depends on how serious the problem or issue is as the implementers described. One faculty member pointed out that, “Not everything is top-down. When our department faces a lack of faculty members, we tell the situation to the top management. Following our request, they hire new faculty members from abroad or Mongolia” (FM_MGLB1). Another faculty member disclosed,

It is a combination of a top-down and bottom-up processes. If some faculty desire to open a new course and if the academic committee feels that it is a good idea, we consider all the benefits and issues for the department, students and faculty. We sit down and have a meeting and make a decision together. (FM_MGLB2)

Many implementers mentioned in their interview that there has been one initiative by a faculty member that has been supported by the top management of the university and finally it turned to be an ongoing successful program which is the second EMI program of this study. A faculty member provided the process in brief,

International management was developed by a faculty member who was here. She was teaching in international management. There are some overlaps. This year we will have an international management department. She stands more than a year, researching market needs, what is going on international management programs around the world, what they cover, what is important to develop the curriculum, develop the program. They had to present it to the MOE. Then there were three panels to review the curriculum materials, came up with questions and then the program rooted last year. (FM_MGLB5)

There is another bottom-up initiative for a new EMI program. One faculty member described how her idea of opening a new program was moving forward at the time of the study. She described,

At a faculty meeting, I expressed my opinion about the necessity of opening a new program that is management. Our [the university] Academic Affairs Office directly supported my idea and we are now working on documents for opening a new department at the university. (FM_MGLB3)

Other stakeholders such as faculty members and even students can propose an initiative. However, the initiatives and proposals submitted by the program implementers usually cover issues and ideas on the improvement of curriculum, hiring of new faculty members and some other minor issues including classroom materials.

Although bottom-up initiatives are supported, some implementers criticized the heavy top-down policy. A senior administrator complained about the top-down decision-making process, expressing her dissatisfaction with the decision-making process, “There is the president’s governance at this university. To be more specific, the president gives an order, for example, to open a graduate program in education. Those who work under his authority conduct all study related to the opening of the program. I would not say this process is not acceptable” (SA_MGLB1).

As faculty members described, department-level faculty meeting is held once in two weeks. At the meetings, issues related to their university, curriculum design and program design are usually discussed. It seemed that most implementers’ power in the decision-making process related to EMI remains in curriculum or program designs. Faculty members can make initiatives on improvement or change in the curriculum and submit their proposals or views to the top management administration.

Factors for expanding EMI programs

Two strong underlying themes emerged from the interviews when participants expressed their views on the external and sideways factors that influenced their university for expanding EMI programs: a) international university ranking and b) international collaboration.

a. *International university ranking.* Program implementers explained that international university ranking is an important factor for the expansion of the EMI programs. To be ranked higher in the ranking, University B needs to focus on its domestic and international accreditation. Implementers believe that the accreditation will lead the university to be ranked higher among the universities in the country and in the international rankings. One of the faculty members was convinced,

National universities that have already received domestic and international accreditations provide an opportunity for domestic students to study abroad as an exchange student. In other words, their partner universities are likely to accept their students. Universities that have not been awarded yet with international accreditation have limited opportunity. Therefore, University B initiated to go for both domestic and international accreditation. (FM_MGLB).

Most believe that undergoing domestic and international accreditation may increase the chance to climb the international rankings, which would then increase the reputation of the university. As a result, more international students would be enrolling. Interestingly, currently no official domestic ranking system exists in Mongolia. It is unclear how domestic universities are ranked or evaluated. However, University B qualified the domestic accreditation for HEIs in 2018 and is applying for international business accreditation by an international accreditation body.

b. *International collaborations.* Participants explained that the expansion of international collaborations with partner overseas universities, in particular student exchanges, require their university to develop more EMI courses and programs. Some faculty members mentioned the importance of student exchanges at University B. Students can be exchange students if they have qualified some criteria, for example, high GPA and high English proficiency. Some faculty members noted that the credit hours that exchange students collected at the partner university overseas could be transferred to the home university. Benefits to exchange students are twofold. First, they will be able to find exposure to different cultures by meeting different international students at the host university. This helps students open their minds and see things critically. The second benefit is that they will be able to experience different learning environments along with

teaming with other international students and hearing lectures by international faculty members. One faculty member briefly commented,

They [students] have a chance to meet many other people who have different nationalities. They learn from international professors and they have more opportunity to work with other international students and professors. This experience with other students and professors increases their ability to cooperate with each other, with other countries or other foreigners. (FM_MGLB4)

A senior administrator also shared, “International student exchange programs are the best programs in University B. Currently, we send our students to China and South Korea for one-semester term” (SA_MGLB1). Unfortunately, it should be noted that University B sends more students abroad, but receives few in turn. This shows that there is an imbalance in the exchange programs between the home and host universities. It seems that foreign partner universities gain more from the partnership compared to the home university in Mongolia. This will be discussed in the challenge section.

University B is also aware of the development of joint/dual degree programs in English. University B currently runs two graduate joint degree programs with two universities, one in South Korea and the other in the USA. A faculty member talked about the programs, “Many students enroll at this university for the EMI programs. They study the first year here and complete the second at the host university in order to receive two degrees. That’s why many students including international students choose to study at University B”.

Challenges in Implementing the EMI programs

This section addresses the third research question along with the sub-question. University B is experiencing a number of interrelated challenges in implementing EMI programs. The challenges can be categorized into five groups: a) the lack of financial resources, b) the lack of capable faculty members, c) the low English and Mongolian proficiency of students, and d) administrative and structural issues. Each of the challenges is discussed below.

a. The lack of financial resources. An issue that Mongolian faculty members constantly mentioned in their interviews was a financial issue. To be more specific, faculty members did not

think that their salaries or incentives were sufficient. One of the faculty members said that her work pressure is so high, preparation of classes in English takes so long time. However, the university was not concerned about how much time the faculty members were spending on preparation for EMI classes. Moreover, there is an urgent need for more faculty members for the university. There are potential highly capable professors teaching at other universities in Mongolia. However, the problem is that University B has a budget shortage to hire such professors, so there is no incentive or financial promise for these professors to come and work at the university. One faculty member described the situation,

Mongolia has some high-quality faculty members who can teach content courses in English. However, those professors have no interest in working at this university. There are two reasons. First, the amount of salary that University B promises is very low. Second, highly capable professors demand more incentive for delivering courses in English. Unfortunately, University B has no budget for that. (FM_MGLB3)

Interestingly, the implementers also talked about international faculty members, most of whom teach at the university on a voluntary basis. Most international faculty members do not pay attention to salary or incentive. University B wants to fill the lack of faculty members by hiring more international faculty members on a voluntary basis due to the financial burden. This is described by a faculty member who said, “Mostly, we lack the finance. Financial problems mean we don’t have many students! There are not enough students, so we have no other financial sources” (FM_MGLB4). The quote reveals that the university is dependent on the tuition fees of the students.

To fully support the normal operation of the university, the president spends most of his time abroad for fundraising as one of the faculty members revealed. He disclosed, “Being a small private school, even though Mongolian standards are too expensive, we're not the most expensive in the country, but it is still expensive. It still does not cover all the cost. So our presidents spends a lot of time in the USA and in South Korea by raising funds.” (FM_MGLB5). These financial challenges lead to the next challenge, which is related to hiring high capable faculty members.

b. The lack of capable faculty members. The shortage of capable faculty members affects the

existing faculty members in a number of ways. First, the existing faculty members face work pressure. In other words, they are forced to teach other courses even though they have not majored or have not much expertise in the field. This increases their workload and they have less time for focusing on their research.

Few professors expressed their concerns about the employment of international faculty on a voluntary agreement and retired international professors. The majority of the international faculty members working at University B is invited on a voluntary basis as the senior administrator explains. She stated, “We have many international faculty members from South Korea and they teach here voluntarily. The salary is not a concern for them. We also employ retired international faculty members” (SA_MGLB1). One professor expressed a similar view, “If we need faculty, we recruit mostly not from here, but from abroad, mainly from South Korea and the USA. Those from abroad come here and teach mostly voluntarily, and are not paid very much by the university” (FM_MGLB4).

One faculty member was not happy about retired faculty being hired. He was convinced that students want young professors. Although retired professors may have more experience they cannot hold the high work pressure and do not share much of their time with students. Some international faculty members also talked about the English language proficiency of other international faculty members. An American professor was hesitant about the English proficiency of professors from South Korea and their teaching experience in EMI context. He went on to conclude, “Even though they [some Korean professors] are educated in the West, they have not taught in English before they come here. So, they struggle in the first semester to get their pronunciation” (FM_MGLB5).

The university lacks highly capable faculty members. There are two main problems in hiring professors. The university’s president wants to increase the number of Mongolian faculty. However, there is not enough faculty in Mongolian HE who can teach EMI courses. The second problem is related to insufficient financial resource. Therefore, University B is more concerned about the employability of domestic faculty members. This is also requested by the MOE in Mongolia. The reason is that international faculty members usually teach at the university for about 3 years on average. The senior administrator noted, “The president of University B claims that the contribution of international faculty members is definitely huge. However, their short-

term teaching is diminishing the quality of education. So, more Mongolian faculty will be hired in the near future” (SA_MGLB1). However, the senior administrator explained about the difficulty of the current situation of hiring domestic faculty members. She said that in reality, there are few domestic faculty members who will be able to teach EMI courses. The MOE approves universities’ curriculums and directs us [the university] to include certain courses in the program.

c. The low English and Mongolian proficiency of students. As program implementers described, students at University B face several challenges. The first challenge for them is English language proficiency. University B hopes that they admit students with high English language skills. However, program implementers were in doubt that most students are likely to follow the courses taught by international faculty members. International faculty members come with a high expectation that the students would be able to perform well during the course. A junior administrator (JA_MGLB2) commented, “Most students could not follow the content course when faculty members tried to teach them in a way that they teach in South Korea, the USA, or Japan. In consequence, professors could deliver only 70-80% of the content of their courses.”

Due to their low English proficiency, students also face difficulty in understanding the accents of some faculty members. Interestingly, there have been several cases of students making a request to change their professors because of their accents were difficult to understand. Another challenge for Mongolian students is the proficiency of the Mongolian language. This is seen clearly when they find employment at Mongolian companies in Mongolia. A senior administrator described how their Mongolian graduates encounter the problem, “Mongolian students’ Mongolian language proficiency deteriorates greatly when they study at the university. It is common that they know and understand what the terms or vocabulary mean in English but they struggle to speak or explain them in Mongolian. Plus, their Mongolian writing skills are terrible!” (SA-MGLB1).

d. Administrative and structural issues. The first issue is more related to the structural issue. There is an assessment system in Mongolian HE that evaluates full-time faculty members at the end of each academic year. This assessment system evaluates each faculty under three categories, A, B, and C credit hours. Credit A measures the total amount of teaching hours a faculty member is supposed to complete. Credit B measures the total amount of hours for research while the last

one measures the total hours spent on public service. In fact, the MOE requires all types of HEIs in Mongolia to follow this system. However, this assessment system does not exist at University B. One of the faculty members complained,

This university should apply this assessment system for all faculty members. This is purely for the better quality of the programs. Faculty members do not usually use the latest articles and books and update themselves. This deteriorates the EMI programs. The university should support faculty members to conduct research. When there is no financial support or incentive, professors spend less time on it. As for me, I did not do any research in the last two years. (FM_MGLB1)

Another main challenge concerns administrative issues such as preparation and translation of documents for domestic accreditation that is conducted by the MOE of Mongolia. Every single document related to the operation, management, programs, and curricula should be prepared only in the Mongolian language as the MOE requires. The problem is that the university's internal documentation is run in English. Therefore, the university had to translate all documents into Mongolian. Program implementers commented that everybody, even students, who could translate the documents had to contribute to the activity to some degree. One faculty member elucidated why the MOE requires the university to do so and criticized, "Probably the MOE has a pretty good number of people who can read English but they still want it in Mongolian" (FM_MGLB5). In addition, the MOE's policy is inconsistent for private universities in terms of the curriculum and program development. One senior administrator complained, "A department at University B approves its four-year bachelor's degree program with 120 credit hours. However, the MOE requires us [the university] to change or include an additional course in the program. In consequence, it brings misunderstandings between international faculty members and the university staff" (SA_MGLB1). The senior administrator also commented on poor support for international faculty members. There is no clear university policy of supporting new international faculty members in terms of visa issuance, extension, and residency. There are cases of some international faculty members having serious problems with the Mongolian immigration office.

University B also lacks structural readjustment to deal with the miscommunication

between the university and the MOE and other government agencies such as the Statistical Office. As the senior administrator stated, any documents including official reference letters, orders, or notifications regarding the university's operation or its educational activities arrive at the university much later compared to other private universities where the medium of instruction is Mongolian. This challenges the university to prepare the necessary documents and information within such short notice and send it back to the respective government agency. The late arrival of documents is not only the problem. All documents are in Mongolian. University B translates all the documents from the agencies into English and explains it to international faculty members and other administrative staff. This takes a huge amount of time.

Practical responses to the challenges

Program implementers talked practical responses that they and the university have taken to overcome some of the challenges they have encountered in the implementation of the EMI programs. They also discussed further steps the university will take for the improvement of the programs. Their responses could be categorized into four sections: a) student support, b) faculty support, c) the solution to financial problems and future plans.

a. Student support. Program implementers discussed student support activities and programs focusing on helping improve the students' English language skills, exposing them to intercultural communication and experiences through overseas trips, and scholarships for international students. University B has introduced a language program for any student whose English language skills are insufficient to study at the EMI programs. To help improve the students' English proficiency, University B has established a student success center that enables junior and senior students to become a tutor for freshmen. There is another program called student care program. Professors take a responsibility to take care of up to ten students in regard to their study and life on campus. Professors meet the students twice a semester to give advice to students in need. The university also has developed overseas winter and summer trips for students to travel to South Korea or America to be engaged in voluntary work there. This is a voluntary program that allows students to experience other culture and life and communicate with other international students abroad. Program implementers also described that the university has been conducting colloquiums for its students. The purpose is to encourage students to conduct

research and allow them to have an opportunity to be engaged in a discussion of a variety of interdisciplinary fields. University B hopes that all the support activities for students will benefit current students to successfully complete the EMI programs and work in domestic and international companies.

b. Faculty support. University B supports its faculty members in many ways. The university has introduced courses that help faculty members improve their teaching methodology. Every 10-15 minutes before the classes begin, faculty members have to attend a plenary faculty meeting where they are provided with information and advice on the successful management and effective teaching methods. Faculty members presenting at professional conferences in Mongolia receive financial support from the university. If international faculty members wish, there have opportunities to take Mongolian language courses which aim to help international faculty members understand Mongolian culture. University B believes that these courses will lead both domestic and international faculty members to the successful implementation of the EMI courses and it will maintain the current quality of EMI programs. One of the faculty members responded to a challenge of the English accent of some international faculty members. He provided a hands-on practical suggestion that the professors should put their entire lecture on presentation slide and try to include any kind of new words there in order to allow the students to keep up with it.

c. Financial resources and future plans. The university has taken university-wide measures which they hope will improve the current financial issues. Program implementers talked that the university has some strategies and policies to overcome current financial problems. One of the ways is that the university is building a sports center and hopes to get some funding from renting it to the public. Although the university faces some financial issues when running the EMI programs, program implementers mentioned that the university still offers scholarships to both domestic and international students and plans to provide a financial incentive to young faculty members. One faculty member noted, "...annually the university gives more than 200 million MNT of scholarship to students" (FM_MGLB5). University B has a plan to support to give young high potential professors more salaries in order to maintain the current status and quality of the EMI programs. The university also concerns international accreditation. Currently, one EMI program is under the process of international business accreditation by an international accreditation agency. The university prepares other programs for international accreditation, too.

Program outcomes

Program implementers were asked to comment on the outcomes and current progress of the implementation of EMI programs. Program implementers describe that University B has created an international learning environment for students and an international teaching condition for faculty members. Faculty members felt that they have been benefiting and at the same time challenging themselves to teach EMI courses at the university. As one faculty member stated, "...teaching EMI courses help me to keep with up my language, otherwise it will disappear in two or three years if we do not use it at all. Students also benefit from it by speaking in English with peers and faculty every day and attend other activities" (FM_MGLB1). Another faculty member shared that EMI is for students to be very competitive in the job market and she was proud of the graduates from the university. Many of the graduates pursue their advanced degrees in top universities abroad such as Moscow University and Cambridge University. One of the junior administrators added that the university hopes its graduates will approach global leadership by equipping themselves with English skills, intercultural experience and advancing to graduate degrees.

In summarizing the progress of the EMI programs, program implementers were asked to provide their self-evaluation to rate the implementation of EMI programs at University B by Likert scale from one (poor) to five (excellent). They also commented on their decision. Interestingly, their responses varied from four to five points. Faculty members admitted that there is always a language issue surrounding EMI programs. However, they believe that the actions that University B is taking will ease it. With regard to the students enrolled in the EMI programs, implementers remark that they are pleased with the quality of the students and satisfied that the graduates are hired upon graduation. One faculty member pointed out, "...most of our students actively participate in public activities, for example, donation and they are very ambitious. Last year's graduates all got jobs" (FM_MGLB1). Similarly, one senior administrator (SA_MGLB1) acknowledged her graduates that in comparison to other universities in Mongolia, they are likely to be hired first.

Appendix C: Detailed Presentation of the EMI Program at University C

This section starts with the introduction to the EMI program at the university and then it addresses the three main research questions. As detailed in the introduction to Chapter V, the data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty and two administrators) at University C in South Korea.

The context of the Program

Established at the beginning of the 1900s in South Korea, University C is a comprehensive university that is home to some 30,000 students and about 30 undergraduate colleges and graduate schools. This university operates two campuses in the country. The EMI program of this study is housed in the Graduate School of International Studies on the main campus in the Seoul area, South Korea. The graduate school was established in the 1990s with an aim to produce global talents. In order to produce global talents, the graduate school started to offer courses in English. The program is dedicated to providing students with a comprehensive education in global aspects of business, economy, and politics together with proficiency in English language communication. The EMI program of this study focuses on the International Studies Program that consists of two concentrations of Global Affairs and Business and Global Affairs and Trade. Without a master's thesis, students are required to obtain 46 credits, of which 14 three-credit-hour courses plus 4 credit hour language program courses. With a master's thesis, students are required to complete 36 major credit courses, 6 credit thesis course and 4 credits from language program courses. The graduate school has run exchange programs with a number of universities in the USA, China, Russia, Australia, and Japan. The graduate school also has internship programs and offers a broad range of scholarships to students.

Internationalization activities

University C prioritizes internationalization in many ways and it has an Office for International Affairs that is a core division of administration for developing and managing international initiatives and international partnerships for the university. The office also manages the entire academic progress of international students from the admission process to graduation

in both undergraduate and graduate programs. University C has a broad range of exchange programs with the world's prestigious universities. In addition to the exchange programs, international summer school and international study program are offered in English for international students with various kinds of financial support.

University C has been cooperating with the Ministry of Education, South Korea in order to prepare human resources for the country. The university has participated in many projects to educate and train human resources in South Korea, such as Fostering Graduate School Project on the fields of law, medicine, and business administration, 2-Step Brain Korea 21 which focused on the fields of science technology and liberal arts. Many of these projects were funded and requested by the Ministry of Education. In addition, the university has been implementing a strategy to focus on research. A new Research and Development Center for the College of Pharmacy has been established and all student are required to complete courses in English and accounting to be qualified for graduation.

The university is also building a new campus in a different place to develop cutting-edge hi-tech areas such as information technology, biotechnology and communication technology. University C has been acknowledged to be listed higher in the domestic university rankings through its strategic internationalization activities and achievements. It was ranked in the top ten universities in South Korea by Joongang Ilbo in 2016 and one of the 100 best among all Asian universities according to the QSWUR 2017. The university has received about 7 billion Korean won of government subsidy for the development of information communication technology and production of future-oriented creative experts in the field. By 2030, University C aims to become one of the world's top universities respected by scholars all over the world.

EMI Program at University C

The EMI program of the study is situated on the main campus in Seoul, South Korea. The program is a two-year graduate EMI program that requires students to take a total of 46 credit hour courses to qualify for the master's degree. It is up to the students to write a master's thesis instead of completing the master's credit courses. The courses include four credit hour of foreign language courses, including English, Chinese or Korean. The program syllabus is interdisciplinary comprising themes from business, economics, finance, international relations,

statistics, international political economy. The EMI program of the study has admitted 33 students in 2018. As one of the administrators described, the majority of students on the EMI program is from China while others are from East Asian countries such as Uzbekistan, Malaysia, Thailand, and Taiwan. Minimum English language test scores TOEFL 570-CBT or TOEIC 930 is required of non-native English speakers. In the first semester, students are required to take at least eight ‘required courses’ which include pre-courses. Students who pass a qualifying test administered by the school may be waived. However, students eligible for this test must have completed an equivalent course in previous undergraduate/graduate programs.

Program implementers were asked to share their understanding of what reasons have caused international students to enroll in their program. Faculty members commented that most international students come to study in South Korea following their curiosity of K-Pop and Korean culture. One faculty member commented, “Most of our young students are interested in Korean culture, K-pop and they want to travel to some faraway places. I think South Korea is one of the best places to travel to” (FM_SKC1). Another professor shared his understanding, “Probably, they are interested in South Korea for various reasons like K-pop, Korean culture, maybe they heard about Korea from their friends. They may want to experience Korea for a short time while getting academic credit to transfer some from here to their university. For international students, the majority are Chinese. I think it is similar to the region that other Chinese regular students chose Korea for HE” (FM_SKC3). Another faculty member gave a similar opinion (FM_SKC2), saying that Chinese students who are the majority in the EMI program chose Korea because it is safer and closer to their country.

Most faculty members at the EMI program are Korean professors who have obtained their PhD degree in the USA and a few are international faculty members. These professors were hired to teach EMI courses from the beginning of their employment. One young professor noted, “I have to teach at least one EMI class every semester. That is my duty” (FM_SKC3). From the perspectives of an international faculty member, the professor felt that the Korean faculty members are the majority because they got their degrees in the USA or in Anglophone countries. One of the faculty members who got his PhD degree in the USA shared his experience as to why Koreans prefer US degrees and what advantage there are in studying in the USA. He detailed,

U.S. skill is dominant in the highly advanced research environment than any other

country. We definitely have a lot of incentive when we actually studied in the States. But at the same time, when we accumulate our knowledge in the US and when you come back, it is much easier to spread out our knowledge at the same time. But in case of myself, I am actually trained a lot in the US. I have been actually been teaching assistant for 7 years. My whole graduate program, I've been teaching American students. I have lots of experience in teaching different language for foreign students in my cases. Those types of training experience are valuable to me. Since when we come back, I do not have any problem to teach in English and even in Korean. Maybe that's why they choose or take the US. That could be one advantage. (FM_SKC4)

One of the senior administrators remarked the need and the university's policy toward employment of more international professors, "The university encourages to hire international faculty members and as a whole, the university's strategy from now on is to try to pronounce very famous scholars with excellent performance which means an excellent research output or publications" (SA_SKC1). Another senior administrator described the employment process of faculty members, "Composing of faculty members in each department is their decision. We [top administration of the university] cannot force to hire very specific faculty members to them. They are kind of independent policy-making structures" (SA_SKC2). However, one faculty member shared his opposing opinion about the recruitment of international faculty members. He commented, "Koreans with PhD from abroad we do have a lot of pool, so they don't need to find international faculty with a very specific purpose. If they just have a very common purpose like buying the proper or good junior faculty, then why don't we just find Korean with US degree or the European degree. We do have such a good faculty pool in Korean" (FM_SKC4).

Rationales for the EMI programs

This section addresses the first research question along with the sub-question. The program implementers at University C described three interlinked reasons as to why the EMI programs have been implemented at their institution: a) to prepare globally competitive graduates, b) to attract more international students, and c) to become a fully globalized/international top university.

a. Preparation of globally competitive graduates. One of the senior administrators (SA_SKC2) explained,

The government of South Korea was the key actor in establishing EMI programs not only at University C but also at other major universities. He continued that the government-financed to establish graduate schools of international studies and MBA in major universities at first. Following this government demand, University C has established the graduate schools for international studies and MBA with a condition to initiate EMI programs. The primary reason behind this government policy was to prepare local graduates for the international market.

Another senior administrator shared, “Not only my university but also all universities in South Korea try to offer EMI programs in order to make students globally competitive and active players in the global market. To do so, they [students] need to be equipped with English language skills and be able to speak English fluently” (SA_SKC1) She went on to say, “If you can speak English, then you can make yourself understood in the global market or you are more in an advantage in collecting information” (SA_SKC1).

One faculty member (FM_SKC1) shared his view that University C followed the trend that all big universities in South Korea, such as Yonsei University, Korea University, Seoul National University and many others have opened a graduate school for international studies by offering EMI programs to help students become active leaders in the international market. A senior administrator commented on the importance of preparation of competitive graduates for the international job market through EMI program. She said in detail,

I think it is very necessary. We started English for so many years. It is important for us to expose to English-speaking environment. Also, it is more efficient. Just learning English is not enough. If you can speak and exposed to English environment with other foreign countries, and if you can speak Singaporean English or Korean English, it is still better. Being exposed many times is more important. (SA_SKC1)

Implementers note that the emphasis on producing capable students to compete in the international job market in English is one of the big factors for the university to introduce EMI.

b. Attracting more international students. Many program implementers described that the recruitment of more international students is the second rationale for University C. One faculty member emphasized that this was the MOE policy. He stated,

The MOE in South Korea actually has different types of policy to the university, not only the national university but also private university also follows some sort of MOE's rule. One of the evaluations from the MOE is how many international students actually enrolled in the university. That is going to be one indicator for the globalization or internationalization level in the university. Maybe they [the university] try to enroll more international students. That is going to be one reason. (FM_SKC4)

Interestingly, program implementers shared their understanding that it is vital for universities in South Korea to attract more international students, especially it is more important to private universities outside the Seoul area. A senior administrator commented,

Nowadays, attracting international students is very important due to the shortage of domestic students. That is crucial. The decline in domestic students is not because of ageing and it is because of the not good economic situation. For the undergraduate program, we [the university] expect that impact severely soon. If we go to the further region, southern part provincial region, you will hear this whole, in provincial regions, some universities have to be closed because they cannot recruit enough students. So, many universities have to close their undergraduate program. We [the university] are feeling the impact of the shortage of domestic students in the least developed or furthest from the Seoul area. In remote areas, all the universities are difficult to manage. (SA_SKC1)

Similarly, one faculty member (FM_SKC3) noted that small universities in regions far from Seoul may have a hard time to recruit students. He went on to say that they would need to have an incentive to attract more international students. Another senior administrator shared similar views, but his reason was more connected to the notion that more domestic Korean students leave their country to study abroad. He commented,

The Korean government wanted to have more and more tuition-paying degree-seeking

undergraduate international students. We [the country] have a huge deficit in terms of international education. More students are going out but fewer students are coming in. The government, especially the MOE thinks this is a big problem and emphasized the main thing is to attract more and more international students to Korean universities (SA_SKC2).

Moreover, he noted the importance of EMI program as for diversifying incoming international students and said, “If I stick to only Korean language programs, then that is inherent to the limitation to diverse students from many different countries. So, I just reached a conclusion that without EMI, it is not easy at all to attract more students from more different countries. That is the primary reason why we [the university] developed EMI” (SA_SKC2).

c. *Becoming an international top university.* Program implementers stated that increasing the number of international students is one of the ways to increase their reputation internationally. They also agreed that the MOE pushes top universities in the country to do so. The MOE is ranking universities with indicators such as the number of international students and the number of EMI programs. One faculty member put this as follows,

One of the reasons for having this EMI program is because of school ranking. One of the internationalization and globalization factors was the score or ranking of universities published by some private news media, such as Chosun Ilbo. This ranking has some influences on students and other communities. Annually, they publish university rankings. Having EMI class or international students was counted as some kind of factors of judging the ranking. Probably, that is one of the reasons that the university tries to go for the EMI. (FM_SKC3)

A senior administrator added the following comment regarding rankings,

The domestic university rankings are important for all universities in South Korea because prospective students make their decisions on the ranking of the university such as the rankings by the JoongAng Daily Newspaper and Chosun Ilbo. As a result of the rankings, universities cry and laugh because it is so important. The indicators in the rankings are the same as those in the international rankings: research output, full-time

professors, number of students per professor, amount of scholarship, and the number of international students and international faculty members. EMI is also a huge factor or a huge item. That is an international development index. So, it is very important in ranking. (SA_SKC1)

As implementers discussed their reasons for these rankings, they remarked that it is very important for the university to sharpen its profile in the domestic university rankings and also in the international university rankings. The domestic university rankings' indicators measure how many international students study at the university and how many EMI programs the university runs. One faculty member said, "It can be a part of international rankings. Domestic rankings are published by the Chosun Ilbo. That is something people do care about. And for some reasons, Korean universities also care much about international rankings. At least we [the university] have international students, exchange students, and there is a demand. We [the university] have to provide EMI programs to some extent because of this demand" (FM_SKC3).

Another faculty member expressed his opinion that the domestic and international rankings and international students all go together. He said, "If you attract more international students, your rankings go up. If your rankings go up, maybe you attract international students. So, it is a kind of ritual circle in a sense" (FM_SKC2).

Is EMI top-down or bottom-up?

This section presents responses of program implementers to the second research question which asks whether the EMI is top-down or bottom-up policy, as well as what the roles of program implementers in the decision-making process related to EMI are.

Implementers stated that the introduction of EMI program of the study was the initiative of the top management of the university. One senior administrator who was one of the initiators of the EMI program explained that this EMI program at the graduate school was established by the university through a top-down decision-making process. However, he provided that once established, the program could be implemented based on mutual understanding and commitment between the top management and the school or department. He briefly described how the EMI program started,

Starting from the very beginning, the graduate EMI program was established by the university management. Faculty members and curriculums were actually organized by the top management with the government financial support. (SA_SKC2)

He also detailed the difference in the current decision-making process of establishing a new EMI program, “Our process is like that we just make the system for the EMI. Then we ask each department whether they are going to join this program. So, in that case, chair or some faculty members in each department initiate to mobilize a consensus. This is a kind of top-down approach and a bottom-up approach together. We cannot make all top-down. Without the system established by the top management, each department cannot make that by themselves. For those EMI majors, we are also supporting financially to operate the EMI programs” (SA_SKC2).

Another senior administrator (SA_SKC1) described that faculty members and even department heads are usually involved in curriculum design, program design, and to some point fundraising when making a decision related to their EMI program. She shared that the EMI program at her graduate school was implemented by the university; as a result, the graduate school was established. One of the faculty members commented that although there is a faculty meeting, the president or vice president of University C makes the decision and the school must design the program in accordance with the university’s decision. He differentiated the role between faculty members and the dean of the program,

A school dean is supposed to consult almost everything with other faculties at the faculty meetings and for example, in the case of revising curriculum, initiating new programs or calculating the public relationships within foreign or domestic institutions, then usually it is consulted in a way with other faculty meetings. However, most of the other administrative things are picked up by dean without consultation with other members. (FM_SKC1)

Bottom-up initiatives usually cover minor issues and smaller initiatives by both faculty members and students. As one faculty member (FM_SKC1) described, he initiated fieldwork for Korean students to go to Myanmar. Another faculty member (FM_SKC2) said, he designed and proposed new EMI courses by himself and they were approved by the department head.

However, he commented that he is not required to attend a faculty meeting by saying, “I am a bit outside of any decision making and I do not participate and have not participated in faculty meetings”. In fact, the faculty member was an international and he was not required to attend the regular faculty meetings that are run in the Korean language. Another bottom-up initiative related to curriculum design was shared by a professor (FM_SKC3) who said that he is required to participate in the decision-making process in faculty meetings by conducting tasks such as gaining consensus among faculty members or designing a new EMI course.

One faculty member (FM_SKC4) criticized a heavy administrative procedure that faculty members face when they want to implement their bottom-up initiative. He admitted, “In reality, we [the faculty] actually have to overcome all the tons of administrative procedure. I'm not sure I can actually get through the whole procedure” (FM_SKC4).

Factors for adopting EMI

Program implementers identified two factors that affected the decision to launch the EMI program at their school: a) global university rankings and b) international collaboration.

a. Global university rankings. Participants explained that both domestic and global university rankings have had a great impact on the establishment of EMI programs at University C. As being one of the top-ranked private universities in the domestic ranking, University C values the prestige of its position and prioritizes its improvement in the global university rankings. One of the senior administrators emphasized,

Reputation depends on the rankings rated by international institutions like the QS ranking system. The ranking is very important. University C has a goal to get into 500 or 100 top universities in Asia or in the world market. We have that kind of timetable. (SA_SKC1)

One faculty member shared his view regarding the rankings,

I think in South Korea, everybody cares, I think students care, universities care the ranking. It is very much an important thing. I think being a university in Seoul, this idea of having a graduate school in international studies is a big thing to be part of the club of the most important prestigious high ranked universities which attract students but at least the importance of having them to appear to be a big player in the educational sphere.

(FM_SKC2)

However, program implementers worried that University C needs to take care of the diversification of its international student body not focusing on one country as one of the important indicators in the global university rankings is the number of international students.

b. *International collaborations.* Program implementers unanimously agreed that the international collaboration including student exchanges and establishment of joint/dual degree programs are the reasons for providing EMI. The graduate school runs joint degree programs including student and faculty exchanges with partner universities abroad, such as one with Fudan University, a prestigious university in China. One senior administrator (SA_SKC1) noted that the school sends its students to there because they provide EMI. One of the faculty members (FM_SKC1) shared his opinion that through joint and dual degree programs with overseas universities, the school can recruit more international students. He also stated that many faculty members propose to have some collaboration with foreign countries in Central Asia to provide more opportunity for students.

Another senior administrator stated the importance of EMI programs in international collaboration, especially in establishing dual degree programs with partner universities. He went on to highlight,

International collaboration [joint/dual degree programs]--It is very important, especially, dual degree programs. One of the unique features of our university is the emphasis on the dual degree programs. We [the university] are making as many as possible dual degree programs for many majors. For the dual degree programs, we need EMI. We are making dual degree programs with the US, many different countries in Europe and also Asia. For that purpose, EMI is very necessary. This is a very important factor! (SA_SKC2)

Challenges in Implementing the EMI programs

This section provides answers to the third main research question. This section discusses the challenges faced by the EMI programs at University C as revealed in the semi-structured interviews. It describes three broad themes that emerged from the interviews: a) inflexibility of internal regulations and unclear policy of EMI, b) the quality of students, and c) administrative-

related issues.

a. *The inflexibility of internal regulations and unclear policy of EMI.* Faculty members rather than senior administrators are concerned that internal regulations and rules of University C are the biggest challenges to the EMI program. One faculty member described the current situation, “We [the university] have two-year MA programs. In other countries, it is only one year and six months program” (FM_SKC1). Then he shared his experience of failure to make a change in the university’s policy on their EMI program,

I offered to open two three-year master program. One MA is in international relations, one MA in foreign language translations. But the school said we don't have such kind of rule. That's very stupid. Regulations and rules must be very flexible if we [the university] want to be global, vision is the same! Without flexibility, no globalization! (FM_SKC1)

Faculty members also commented that the university’s policy on EMI is unclear. One faculty member perceived,

I really wonder who is the main target, whether this is for Korean students who can speak English or international students including exchange students. This is my question. What is the purpose of this course at the end? Is this just for the university ranking or for domestic university ranking or domestic students to make them more competitive or comfortable in English, or whether what is the main purpose of the EMI program? Definitely, it has multiple goals, but what the primary goal is. (FM_SKC3)

This was echoed by another faculty member who said, “If you look at the literature of the program, the marketing is to create global citizens to help nurture Korean students to be global talents. What that means? I am not sure knowing about the world having these interactions knowing English, maybe knowing Chinese, maybe knowing another language. So, I think it is about Korean global citizens which is sort of empty phrase, I think” (FM_SKC2).

A similar view was shared by a faculty member who was worried about the university’s future policy regarding their EMI program and suggested the university put in place a clear policy,

If you go to the international economics department, they offer international economics

courses in English. If you go to law school, they offer international law courses. If you go to the political science department, they teach international relations and international political economy and international development in English. So, students prefer to go to some departments which focus on specific issues in international relations. But we taught everything: economics, and business. My opinion what the graduate school is doing is desire. I think the world is more specializing. That's true. On the other hand, one uniqueness of globalization is integration and we need multi-discipline approaches to solve international issues, nuclear issues, it is not just a security issue. It is an environmental issue, climate change issue. Of course, it is an economic issue and social issue, too. And we have to approach from the various point of view to solve a specific issue. I think we need to strengthen this EMI program. (FM_SKC1)

Another faculty member described that students including exchange students from other departments take the EMI courses from his school. That's why many of the EMI courses are elective. He argued,

We have to decide, for example, whether the EMI courses will be just elective courses or some kind of necessary courses. Because that is a part of normal programs for all students, but there are some students who cannot take an English course but have to take the course because it is necessary to graduate. In that regard, at this moment, all EMI courses are kind of like electives. There are major courses but there are alternatives. For example, the same courses are provided in Korean. This makes for some of us a hard time to find students for this course. EMI courses are for those who can take courses in English. But it is like a small subset of entire students. Then what is the purpose of this EMI course? If that is for all students and makes them more competitive or exposed to English background, then we [the school] may need to make it a mandatory course. But this makes a big burden on students as well. So, this can be a dilemma there. (FM_SKC4)

Interestingly, senior administrators did not consider the issues that faculty members pointed out as big challenges to the program. Instead, they were worried about their graduates in a rapidly changing environment on the international job market. This is discussed in the next

section.

b. The quality of students. All program implementers at University C described a range of challenges related to the quality of students who enrolled in their program. A wide range of English proficiency levels among students emerged as a strong theme that almost all implementers provided. While a limited number of students have quite high proficiency for both informal communication and academic purposes, many are very weak. One faculty member stated,

There are some students who can speak or can write in English. For most of them, it is really challenging. On average, the class size tends to be smaller compared to other courses. For example, in my class, I have 22 students. But originally, I started with 26-27 students. But after the first or second lecture, the number gets down. Some students realized that they could not follow it. ...For me, I see some variations in the quality of students in the English class. For example, there are some students from non-English speaking countries, such as China. They are taking courses in English, not in Korean. But some of their English is worse than those in the Korean class. Even there is a variation of Korean students as well. (FM_SKC3)

This view was shared by another faculty member who commented, “I actually adjust that big variation of their English proficiency. I tried to find some kind of middle arrangement but it is always difficult. So, some issue or some content I have to follow more like higher advanced student's level. But the other just overview, the historical background or ordinary issue. I try to find to lower the level of proficiency” (FM_SKC4).

The poor English proficiency of students impacts faculty members in their deliver of course content in English. One faculty member stated, “...sometimes, it is very difficult to clearly convey the concept, particularly theoretical concepts and ambiguous points. I had some difficulties to convey the clear meaning of the concept to the students” (FM_SKC1). A senior administrator (SA_SKC1) agreed by adding, “They [the program implementers] have a problem in conveying the knowledge to students who are not fluent speakers of the English language. As a matter of fact, effective knowledge is compromised.”

Implementers also expressed their views about the poor prior knowledge of students in

the subject matter. Many commented that the bulk of students have no or poor background knowledge about their field of study. One faculty member criticized,

It would be the big differences in levels in terms of English ability and background knowledge and desire to talk about that sort of big issues. As a small example, I had some students like "Oh, I don't want to talk about. I don't talk about politics. I just want to talk about fashion. They're in international studies graduate school. So the assumption could be they want to talk about these big global issues. But in fairness, they don't want to talk about it all the time. (FM_SKC4)

Other faculty members added to this critical comment, saying that many of their students feel a lack of motivation or desire to learn. One faculty member said, "Some students don't want to study. They just enjoy themselves in South Korea. That is a big reason why they actually choose South Korea. That's more into the K-pop and all different types of the K-pop wave or that kind of things..." (FM_SKC4). The professor went on to remark, "...the lack of motivation and laziness is highly correlated to each other, almost 50% of students do not want to study".

Another challenge that University C needs to tackle is the diversification of international student body. Implementers commented that the majority of international students in their EMI program is from one country, China. A senior administrator was worried about this dominance in the international student population and she said,

The majority of international students are coming to Korean universities is from China. One country dominant is not good and for international education, the virtue is basically diversity. Business administration department is also really worried about the too many Chinese students in their programs. They have the willingness to diversify and they prefer English-speaking students. It does not mean native English students. (SA_SKC2)

A similar view was shared by a faculty member who said, "...the number of international students coming to programs keeps growing, deeply from China" (FM_SKC1). By noting that most EMI classes are quite small and dominated by Chinese students, another faculty member shared, "The vast majority of students are Chinese students, which is quite interesting. Right now, my classes are quite small. I think I have maybe six students in one class and seven in another

and in each class, there is one Korean student and one student from elsewhere, and the rest is Chinese students” (FM_SKC2).

c. Administrative-related issues. Several administrative issues have been identified from the interviews with the implementers. This section describes the conflict between the university and faculty members, the lack of administrative staff, and the heavy administrative procedure.

The first issue regards the conflict between the top administration and faculty members. The issue was raised because one faculty member refused to open his course to exchange students. The faculty member described the situation,

I don't know why this semester, so many students wanted to choose my course, Political Economy. I opened two classes for the subject. This semester, I was requested by students majoring in another area to open the same course again. So I invited the students to my course. However, exchange students from Europe wanted to take my course, too. So I said, this course is not for exchange students. They made a complaint to the university and the university gave me a warning: ‘Hey, you have to open this course for all the students!’ (FM_SKC1)

Another administration-related issue is the lack of administrative staff who are able to support international students by communicating with them in English and dealing with the diverse needs of international students. One faculty member observed,

At the level of the school, because there are students with a diverse background, the admission office usually has so many requests from the students. We [the university] don't have a mentor. It is not easy to recruit administrative people who can speak English communicably, who can speak some Chinese, who can speak some Russian comfortably. It is not easy. So, there are sometimes misunderstanding between administration officials and foreign students. (FM_SKC1)

The final issue relates to the heavy administrative procedure that implementers, mostly faculty members, have faced when they submitted or offered a proposal to the top administrative unit. One faculty member explained that his proposal to establish a dual degree program with a foreign university took a long time to go through due to the university’s tedious administrative

process and finally, he decided to give up. He commented, “We [faculty members] tried to apply it several times. But there are a large of administrative red cases over there. Still, we [faculty members] could not overcome hard administrative. We [faculty members] actually need to do this, but not in the near future, we can actually do this. But we [faculty members] do have our own will to try to find the way to those type of dual degree program” (FM_SKC4).

Practical responses to the challenges

Program implementers shared the practical responses that they and the university have taken or are taking to solve some of the challenges they have faced in the implementation of the EMI program. They also talked about further steps the university should consider for the improvement of the program. Their responses are categorized into four sections: a) pedagogical concerns, b) flexibility and clear policy of EMI, c) faculty support, and d) further plan.

a. Pedagogical concerns. Faculty members were concerned more about the pedagogical approach to the implementation of the EMI program at the classroom level. Some shared their experience of good practice that has worked well for them or their students with various background and knowledge. One of the faculty members expressed his view, “ Don't try to teach. Try to talk. Try to talk with students” (FM_SKC1). The professor went on to describe more about his view, “... most of our teachers try to convey what he knows. Many cases, students already know better than professors. Professor's worry is that communicating with students and help students define the problem and make them realise they know something about it. Don't try to use jargons and also difficult idioms if your student is not native-speaker of English and try to encourage the student to prepare for the class” (FM_SKC1). This is reinforced by one faculty member who said,

Make an incentive like an easy delivery for students. I prepare brainstorming questions for the students before the class. In the class, 10-20 minutes we talk and answer the questions together. I put the questions on the board and ask the students. It is just 20 minutes, it is better than having a heavy lecture. In that regard, I can force them to speak more. (FM_SKC3)

Another professor who commented on this pedagogical issue agreed that faculty members should think about their way of delivering the content in English. He explained, “I think they might think it is all about the delivering content. It happens to be delivered in English because that's the language that people understand. So, the simple answer is to go back, scaffolding. My advice would be how are you scaffolding, how are you planning to scaffold!” (FM_SKC2).

b. Flexibility and a clear policy for EMI. Faculty members were unsure of the university's current policy on EMI. Some expressed their opinions that the university's policy on EMI is unclear and the university is inflexible in deciding issues related to EMI. The majority suggested that University C should make a clear policy toward EMI and be flexible when considering proposals or suggestions by faculty members in regard to issues related to the EMI program. One professor shared his opinion of the goal of the EMI program,

My advice is to consider why you are doing it, what your goals are. What you are expecting to get out of it. Maybe that would help you to make a smoother implementation, specific advice, just again think about the goals, think about your reason. (FM_SKC2)

Another professor was worried about the tight regulation and policy of EMI at University C and criticized that the university should reconsider its rules and regulations to be flexible with dealing issues that have been arisen by faculty members. He commented, “...the school's policy and regulation is too high, too tight. There are strong many regulations. If we [the university] want to become truly global, you [the university] have to let professors and also other university people go along” (FM_SKC1).

Similarly, one professor argued that the university's policy on EMI is not applicable to all disciplines and criticized the unclarity of the policy. He commented, “I don't think all disciplines have to have EMI courses. In principle, I think some discipline, some specific courses are not supposed to be taught in a foreign language. When I signed a contract, I was supposed to teach at least one basic course in English. What if I am in the department of Korean literature? Do I still have to teach an EMI course in the Korean literature class? (FM_SKC3).

c. Faculty supports. Program implementers expressed their positive views on the supports by University C for the faculty members in the EMI program. A senior administrator explained,

The university encourages faculty members to research hard, apply for research funds,

and look for the opportunities and co-work with prominent scholars. The university ranks professors according to their performance which is tied with their monetary compensation. (SA_SKC1)

She went on to say that the university also provides incentives to faculty members who are teaching in the EMI program to a certain degree. However, she noted that the amount of incentive is not much. She explained, "...little bit more salary they receive. It is an additional some money because you are teaching not in Korean but English. Speaking English requires a lot of effort" (SA_SKC1). A similar voice is heard from a faculty member who said, "When you teach an EMI course, you will be paid a little bit more. But it is not huge" (FM_SKC3).

d. Further plans. One of the senior administrators who is in charge of the international affairs shared specific actions that University C is taking in response to problems that have arisen since the program began and actions that they would like to see taken in the future. He emphasized that the role of faculty members in the EMI programs at the university is very important to implement the actions. He described,

Starting from the next semester [2019], we [the university] will have a new program which has 100% English courses. That is also very important for our degree-seeking international students. That kind of decision-making is initiated by the top management first. To persuade further education, management cannot teach. Faculty members teach. A curriculum should be organized by them, not by the management. We have to incorporate with the faculty members into the final decision-making process. Without voluntary cooperation, it is not possible. (SA_SKC2)

Further, he explained the actions that University C is going to take. One of the actions was to negotiate with schools to open a new EMI program. Having mentioned some concerns, he shared,

I am currently working on a few more EMI in engineering programs. The last couple of weeks I devoted much time on this meeting with chairs of the departments and deans of engineering colleges. Actually, they do not have a willingness. This is not a voluntary thing. But I have to persuade them how it is beneficial to their programs. Actually, the engineering programs at the university do not have many international students, but their

graduate programs' almost half of students are from foreign countries. Most of the courses and communications and meetings should be in English in the engineering programs. That is quite problematic. Because all the publication in the engineering program should be in English. Otherwise, their promise will not be acknowledged. They need more good talents from Asian countries because they need researchers to maintain the laboratories. There is a decreasing need for graduate programs from Korean nationals to the science and engineering programs. They think this is kind of critical moment and I just persuade them if we can attract good English speaking students to their undergraduate programs, they can also identify among them good talents and candidates for their graduate programs. This is a kind of different approach. Each major has a different situation. EMI should be functioning as momentum for different majors. EMI program does not have a single purpose in our university. We have many different purposes for implementing these programs. (SA_SKC2)

By arguing the current academic term of the two year-graduate EMI program, one professor suggested that both the university and students would benefit if the university makes the term one year and a half or make it a three-year joint program with two different degrees. He tried to reinforce his practical idea, “You can save one year which means you save 12'000 dollars deduction in tuition fees. You can save another 10'000 dollars in living expenses.” (FM_SKC1)

Program outcomes

In summarizing the progress of the EMI program at University C, program implementers believe that the program has been successfully going since its establishment and it not only helps to nurture domestic students to be global talents but also helps international students expose to Korean culture and spread a positive voice and message of Korea in their home country when they are back . However, implementers have been paying attention to the quality, especially English proficiency of students enrolled in the program. They also hope that learning in the EMI environment supports students to improve their English skills. One professor noted, “It is a good moment for the students to be exposed to English teaching and debate so that then they can be more comfortable or more competitive in the global job market. Particularly, if they are

interested in working in international institutions or foreign companies, this experience will be a good asset for the students” (FM_SKC3).

Program implementers were asked to provide their self-evaluation to rate the implementation of EMI program at University C by Likert scale from one (poor) to five (excellent). Their ratings ranged between three to four. Interestingly, none of the implementers gave five points. Three of implementers who rated four which is good discussed that the program is excellent, but there are things to be improved. They emphasized that their ratings were based on the class evaluation by the students. Students are asked to give their evaluation at the end of each semester on each of the courses they have taken. Other three implementers who rated three said that their responses were based on the analysis of the current quality of their program, including the quality of both students and faculty members. The quality of students means that lower English language proficiency of students deteriorates the status of the program while some faculty members lack experiences in teaching in English language context.

Appendix D: Detailed Presentation of the EMI Program at University D

This section starts with the introduction to the EMI program at university D, which is followed by the sections answering the three main research questions. As detailed in the introduction to Chapter V, the main data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty members and two administrators) at University D in South Korea.

The context of the Program

Founded at the beginning of the 1990s, University D is a small private university that is located outside the Seoul area, South Korea. University D has four different schools and one graduate school where more than ten thousand students study. The EMI program of this study is located in the International Graduate School. The graduate school is a part of the Korean graduate school that was established in the 2000s. The graduate school focuses on the unique needs of international students and aims to educate international leaders for tomorrow. Currently, the graduate school offers five graduate programs in English. The EMI program of the study focuses on international education that is designed to provide students with the skills ~~that~~ they need to succeed in the globalized world. Depending on the qualifications, achievement and merits during their study, students are offered different types of scholarships, such as International Student Scholarship, English Proficiency Scholarship and Merit Scholarship. At the time of the fieldwork, the school had less than ten full-time professors. Now, the school programs have expanded and more faculty members have been hired. Most faculty members had a PhD degree in their fields.

Internationalization activities

University D pays much attention to internationalization of its university and the International Graduate School and International Cooperate Center are in the frontline of the actions for internationalization. The International Graduate School implements the actual programs in English when the International Cooperate Center focuses on attracting international students, promoting related programs, and screening for admission. University D has been

implementing dual degree programs with foreign universities that have an agreement with the university. As of 2019, University C offers seven dual degree programs in collaboration with universities in other countries such as the United States, Australia, United Kingdom, New Zealand, China, and Japan. A broad range of exchange programs is also included in the university's goal to internationalization. They believe that these types of exchange programs allow students to experience different cultures, add foreign concepts as a way of broadening knowledge in major fields of study and foreign language acquisition. In addition to the exchange programs, short-term cultural programs and internship opportunities exist at the university.

University D has set an ambitious goal to become the top private university in Korea by 2024 through three steps: preparation, expansion, and establishment. Accordingly, the university hopes they will foster global human resources, strengthen teaching capacity along with the promotion of mutual and international exchanges, and secure a stable university financial base by expanding various profitable businesses and improving the quality of educational services based on a creation of a smart university environment.

EMI Program at University D

The EMI program of the study is located on the main campus of the university. During the fieldwork and interviews with the program implementers in 2018, the school offered two graduate programs in English and a total of 127 students including both domestic and international students were studying. The majority of students were from Uzbekistan as one senior administrator reported (SA_SKD1). She provided further interesting information about the international students in the EMI program. The graduate school is targeting international students from Anglophone countries and some Asian nations, for example, the Philippines, Pakistan, and India. The senior administrator described the characteristics of the international student population,

One of the interesting factors is that we [the program] have many more male students than female students, a very little number of the female students we have. I think it is because of the geographical characteristics that many of the students are from Pakistan, India, Philippines, and Central Asia now. So those are Muslim countries. In Muslim countries, they [the parents] do not send their daughters overseas. I mean to make the

decision to send their daughter overseas is not easy. (SA_SKD1)

The EMI program offers two options for the students. Students enrolled in the program can choose either a non-thesis track or thesis track. Students are required to obtain 30 credits to finish the program. Students who have proof of official English test scores, such as iBT TOEFL 71 or IELTS 5.5 are eligible to apply for the program.

Program implementers were asked to share their perception of what reasons have pushed international students to enroll in their program. Faculty members observed that their students came to Korea to study for three main reasons: seeking out a better opportunity for HE in an advanced economy; finding a financial opportunity, such as scholarship; and being provided with a job opportunity when studying. One faculty member shared what he has observed by saying, “Most of them tell me that Korea is the perfect country to study because of the economic status of the country. They think in terms of technology, it's very advanced and then they believe that in Korea, they'll get better opportunities” (FM_SKD1). Another faculty member stated, “They feel like the main reason why they chose to come to study is that the first thing is they were attracted with some sort of financial systems” (FM_SKD2). Another faculty member added, “There are a lot of opportunities to work” (FM_SKD4).

Faculty members at the EMI program are diverse in terms of nationality. They are from different countries such as the Philippines, Pakistan, the United States, and India. They have been employed in the program since its establishment. One of the senior administrators highlighted one characteristic that might be different from other EMI programs in Japan and Mongolia which is the dual job responsibility (SA_SKD2).

Rationales for the EMI program

This section focuses on the first research question. The program implementers at University D described three main reasons as to why the EMI program has been implemented at their institution: a) to recruit more international students, b) to increase its reputation in the rankings, and c) to increase the income of the university.

a. Recruitment of more international students. Most program implementers stated that the university needs more students, especially international students. They gave several reasons for

this. One main rationale is that there is a drastic decrease in the cohort of university-age domestic students. One senior administrator described the situation in South Korea,

Now the Korean HE is facing unprecedented hardships because of very varying demographical changes. We [the university] need to recruit the students from the international, world, I mean outside of Korea. (SA_SKD2)

As he described, Korean HE is facing very abrupt, fast changing of numbers of incoming students from high schools and because of the fast decline in the number of students entering universities, 20% of the universities are expected to shut down in the near future.

Similarly, one faculty member pointed out the country's situation in terms of the decline in enrollments of university-age students,

So many schools have unfortunately had to shut down because they don't have a necessary enrollment. So that is the current situation of South Korea. In order to save the university to expand and focus not locally, but international students since there are not enough students in Korea. We [the university] need to bring students from other countries here. (FM_SKD2)

This was reinforced by another senior administrator who said, "There was a low rate of the enrollment of domestic students. That's why, of course, one of the main objectives of opening this program is to attract international students" (SA_SKD1). Further, she commented that the MOE of South Korea had already notified most of the universities that they would be facing lower enrollment rates in the upcoming years. However, she expressed her doubt as to whether the information about lower enrollment rates, that is a demographic decrease in the cohort of university-age students, and even warnings about closure of some small universities are inconsistent. In other words, all the information provided by different sources such as the MOE is contradictory.

One professor emphasized the importance of EMI to attract international students and noted, "There isn't a very big market to recruit international students who can speak Korean. We [the university] wouldn't be able to fulfil any sort of international program with people that only spoke Korean because it is not a very global language" (FM_SKD3). In addition, he explained

why the domestic market is not desirable to recruit domestic students into the EMI program. According to this faculty member, Korean domestic students have more choices as to where they can pursue graduate education in Korea or anywhere else that EMI is used. So, the domestic Korean market is much more competitive than going to developing countries and recruiting students into South Korea.

b. Increasing the reputation in the university rankings. Program implementers talked about two different types of university rankings. Most program implementers were more concerned about the domestic university rankings than global rankings. As they provided, there are two domestic ranking systems announced by two different institutions. One of the indicators includes the evaluation of how many EMI programs the university has and how many international students are studying on the program. Implementers believe that their EMI program will help sharpen the current reputation of the university based on the indicators by the domestic university ranking systems. In his interview, one faculty member explained,

A good ranking gives the school a better opportunity in image and impression to the students. So I don't really want to think globally. It is already a broad perspective. It is also a target for a certain university. We have to start from the basic, from here within the country. Our school right now, we are not at the bad ranking within South Korea. Some other better-ranking universities in the country are suffering from the number of enrollments they get from international students and so far with our case, we have a good number. (FM_SKD1)

According to this faculty member, the university is doing its best to attract more international students in order to improve its reputation domestically and currently the situation is quite good compared to other universities in the country.

Other implementers had different opinions and some cautioned that the university was rushing into the idea of increasing its reputation internationally. One professor (FM_SKD2) admitted, “It is difficult to increase the ranking of the university internationally and the competition in the international market is very high. However, the professor proudly presented that the idea is realistic and much easier for the university to achieve.” In contrast, another faculty member (FM_SKD4) gave reasons as to why University D is rushing to increase its

international reputation. University evaluations by the MOE include indicators that measure internationalization at a university. He said, “This is the most important for universities to become more competitive in terms of internationalization. So that's why the universities are adapting to fit in the global university ranking that needs to be an international university” (FM_SKD4).

c. *Increasing the income of the university.* This factor was identified during the interviews with the program implementers. They claimed that behind the policy of recruiting more international students and increasing its reputation in the rankings there is a strong desire to increase the income of the university. One professor emphasized,

Most relevant rationale includes the desire to increase the income of the university. The income from students cannot be underestimated as motivation in this case. It has been highly desired once the first program was successful in terms of recruitment. Then it was easy to gain resources and support for the second and potentially the third-degree program. (FM_SKD3)

This quote shows that the income from the tuition fees from international students has had a great influence on the expansion of the current and other EMI programs.

University D desires to strengthen its profile in the country first and then strives to improve the university's global profile. Implementers noted that the university receives no funding from the government and the income from the EMI program is centralized in the university budget not in the school. A senior administrator expressed (SA_SKD2) his view, “The school needs to manage the income by itself to expand its EMI programs. Thus, the rationale to generate revenue for the school from the tuition fees of international students was relevant to the university.”

Is EMI top-down or bottom-up?

This section presents responses of program implementers to the second research question. The program implementers were asked whether the introduction of the EMI program was a top-down or bottom-up initiative, how much their voices are listened to by the top management of the graduate school and the university and what level of decision-making process they are

involved in regarding policies on EMI program at their institution.

Program implementers stated that the introduction of EMI program was based on the bottom-up initiative by the senior administrator (SA_SKD2). The senior administrator wrote a proposal to the president, which was then implemented by the university as a top-down process. He described the whole decision-making process of establishing the EMI program,

Not many faculty members participated in the decision making to start the EMI program. Myself, several deans, vice president and president in an executive meeting we made a decision. I wrote a proposal to the president and then we made decisions. Well, make the decisions, we didn't include many faculty members in the decision making the process. There are pros and cons. The good thing of involving, having many faculty members in hearing very different voices it's very efficient and good if we are in a peaceful time. But now we are in the time of 'live' or 'die'. So, we need to make the decision very fast. We need to have a very strong drive for the new program. (SA_SKD2)

However, he noted that when the EMI program was established, not many faculty members were involved in the decision-making. He went on to say that currently, decisions are made based on hearing the voices of other stakeholders such as faculty members, student advising and student recruitment offices. A regular faculty meeting is an important stage for the program implementers to discuss the challenges and issues regarding the implementation of the EMI courses. As the implementers described, the majority of faculty members are assigned a dual responsibility of the job, teaching plus administrative work. An example includes an international faculty who is fluent in Korean being assigned to manage all administrative-related documents for other international faculty members who have limited Korean. One of the international faculty members mentioned (FM_SKD4) that it was a great help not having to spend too much time managing the Korean documents. Currently, faculty members are involved in minor decision-making processes related to EMI, such as curriculum design, program design, and administrative work.

The factor for adopting EMI

Program implementers have defined an external factor that affected the decision to run the EMI program at their school. A strong underlying theme that emerged from the interviews was the university rankings.

University rankings. Program implementers admitted that domestic university rankings have an impact on the introduction of EMI programs at University D. The university gives high priority to sharpening its status and position in the domestic university rankings. One of the implementers emphasized, “With domestic rankings, it would help us a lot with internationalizing the program” and he went on to say, “A good ranking gives the school a better opportunity in image and impression to the students” (FM_SKD1). From the point of view of another professor (FM_SKD3), the university hopes to increase its reputation in the rankings of universities in South Korea by using EMI.

Global university rankings are also considered to be an important factor for University D to implement EMI programs. One professor expressed her opinion, “We [the university] actually started to admit students who are very high achieving and it will help our program grow and become more long-run and be closer to achieving global ranking” (FM_SKD2). As another professor (FM_SKD4) highlighted, “Internationalization actions are important for the University D to fit in the global university rankings.”

However, program implementers argued that without improving the admission process of international students in the EMI program, program quality might be compromised as well as University D’s ambitious goal to sharpen their national profile and improve their status in the global university rankings.

Challenges in Implementing the EMI program

This section addresses the third main research question. This section describes the challenges faced by the EMI at University D. Three broad themes emerged from the interviews: a) the wrong admission process, b) the low quality of students, c) administrative and structural issues, d) the policy conflict, and e) the lack of financial resources.

a. The wrong admission process. All program implementers agreed that the admission process of international students went completely wrong for the second cohort of students and this has caused many problematic issues to consider. Interestingly, all program implementers were

unanimous in their opinions. One professor detailed that the admission committee failed in screening international students during the admission process. He explained,

Somehow the admission process went wrong when the admission committee did not choose to do media call admission overseas. I think it was the very wrong action and we [the school and faculty members] are taking all the facts right now. We [the university] have this one whole class and students who have no English. (FM_SKD1)

The same experience was shared by another professor, who provided more details on the wrong admission process,

One of the explanations is that when the very first students were in the application process. The admission's interviews were done on the telephone. Unfortunately, it appeared that some students were to be in the admission's interview on behalf of other students. So, we [the faculty] did not actually know what the English language skill level was. So, there are some ethics challenges that may have come up in the admission's process. (FM_SKD3)

The professor went on to criticize that the university did nothing to fix the problem. Instead, the university allowed the students to continue their study. He commented, “Instead of fixing the mistakes, we [the university] just kept them. We [the faculty] just tried to teach them English instead of teaching them master's in international education. It is getting better but it is a very weak implementation of EMI” (FM_SKD3). One more professor shared her experience about the wrong admission process,

When they recruit, it was not possible to go there in person to do on-site interviews. Because they [the recruiters] couldn't get the budgeting for it apart from the university. So, the next step, the other option was they [the recruiters] wanted to Skype interviews. But one of the recruiters said that in the country, the internet connection is not good. I guess they [the university] trusted the words of that recruiter and they said ‘okay’. (FM_SKD2)

She was surprised this accredited university accepted the admission procedure based on

telephone interviews. As she explained, University D has high admission standards for international students and requires international students to have international English test scores of a minimum of IELTS 5.5 or 70 on iBT TOEFL. The most problematic part of the admission process was that the international students who enrolled in the EMI program may have hired someone whose English was good enough to pass the phone interview. This raises issues related to the quality of currently enrolled students which is the next challenge.

b. The low quality of students. Accepting a large group of international students from one country whose English language proficiency was very low has raised a number of issues regarding the quality of students. Program implementers identified a range of challenges they have faced. The challenges can be categorized into three broad themes as they emerged from the interviews: low English proficiency, culture difference and homogeneity, and different motivations for study abroad. Each theme is analyzed below.

Low English proficiency. Faculty members were unsatisfied with the English proficiency of the international students who enrolled in their EMI program. However, it should be noted that the number of international students whose English proficiency is high enough to take the EMI courses is the minority. One faculty member described the English proficiency of students,

Because the students that we [the university] recruited, almost 100 students, many of them did not have enough English to survive in our classes. They were not effectively screened during the admission's process. So, the EMI implementation failed to include administrative steps and requirements in the admission's process they guaranteed our student population could succeed. Therefore, half of the students, approximately, didn't have enough English to introduce themselves or to do anything else in an academic setting. (FM_SKD3)

This was also voiced by other faculty members, one of whom noted, “I have this syllabus ready for this subject. But I always have to do something that could really go down to their level with the language. They don't speak Korean, I don't. They don't speak English! So, it is just crazy” (FM_SKD1). Another professor also gave an anecdote which exemplifies the difficulty of teaching these students. He said,

I think it is the biggest challenge I face as a professor. There is a joke that they [the

school] should have rotated this class to different professors, so each of us would have a taste of how to teach them. (FM_SKD1)

Another professor remarked on the low level of students' English proficiency and complained that this was due to the wrong admission process.

Basically, the level of language of our students was far, far below expectation. But we [the university] still wait forward bringing them into the campus and then we [the university] kept them instead of correcting our mistakes and sending them home. There is still going to be a problem that comes from that cohort. The subsequent class that was recruited had a much better average level of English. But it was not very high. (FM_SKD3)

Culture differences and homogeneity. Program implementers shared their observations and views regarding the attitudes and home country experiences which formed the background of international students as well as their homogeneity. Implementers commented that the culture difference of international students sometimes caused a problem when teaching. One professor explained, "Many of our students are Islamic and they have made request about changing class days and times due to their prayer needs. In most cases, there may be one or two students who actually are not that same religion. So, we [the implementers] cannot change class time" (FM_SKD2). The professor also made sure to emphasize that the plagiarism of international students from the same country was a big concern. Expressing her concern, she said,

The standards for plagiarism are very different from Western standards. Some of our students think the copying with citation paraphrasing is fine as long as it answers the question they were asked. Culturally, they cannot understand why it is not okay because, from their point of view, they answer the question, the perfect answer. But the answer is not their answer. (FM_SKD2)

Program implementers also felt that the program could have been better if the international students were not mostly of one nationality. One professor said,

I think it would be good for everyone to have a variety of nationalities. Because that also

contributes to the global experience. Right now, there are many jokes. It has to but half-real. They [the program implementers] say that this is not a global program. It is just an Uzbek program. Because we have so many Uzbek students. (FM_SKD3)

In regard to the homogeneity of international students, another professor wished he could have had domestic students [Korean] to diversify the dominance of international students from one or two countries. However, he (FM_SKD4) remarked that domestic students did not register to the EMI courses because of their low level of English and lack of confidence.

Another professor lamented the negative attitude of international students to professors who are younger than them. He talked about an age difference, “They [the international students] are mostly older than me. Somehow I need to give the impression that I have authority because I’m the professor regardless of my age and a very long history of teaching in the university” (FM_SKD1). As he described, his students tended to communicate and behave as a friend because of his younger age.

Different motivations for study abroad. The majority of program implementers agreed that most of the international students enrolled in the EMI program came to South Korea not to study but work. Implementers criticized that international students’ motivations for studying abroad is compromising the program. One faculty member expressed this as follows,

Their needs are different and the purpose of being here is very different from what we are expecting. I think that's probably the biggest challenge of administration and instruction. If the students are not here to study, they are here to actually to work. It is hard. It makes everything very hard regardless of the language. (FM_SKD2)

He also added that many of the international students live far from the university and it affects their attendance and status of their visa. He specified, “Some students live in Busan for work. It affects their attendance. They come maybe two hours late and only attend one hour which is not okay. It is not okay academically; it is also very bad in terms of immigration” (FM_SKD2).

One of the senior administrators felt that not all but many of the students in the EMI program focused on working instead of studying hard. She noted, “Some of them are actually looking forward. The reality is some of them in the first place, their plan was to work which is

actually not good. Their main intention was to work, not to study” (SA_SKD1).

c. Administrative and structural issues. It seems that the above inter-related challenges - the wrong admission process and the low quality of international students in the program - have created several administrative issues such as top-down policy for the implementers and documentation in English. The structural issue includes dual-duty job pressure.

Top-down administrative policy. As described by the program implementers in regard to the wrong admission procedure, instead of fixing the problem, the university has kept the international students whose English proficiency is very low. When the program implementers, particularly the faculty members complained about it, University D has instructed them to take care of the students and do their best to improve the English skills of these students. Faculty members were not happy about this instruction from above. One faculty member said,

We [the implementers] told and expressed it to the administrative staff and they do understand. They really do understand. They feel for us. But the reality is if we [the implementers] cut all of the students from our department, it will be really hard to the accreditation of our school and that's sort of something that you have to make a choice. If the whole school is going to suffer because of our students, that's choice that we [the implementers] decided that we [the implementers] didn't want to make. (FM_SKD2)

The professor went on to say that the implementers are not able to complain even though the situation was serious. Another professor commented that the implementers had no choice but to take the responsibility of taking care of the international students. He criticized, “I feel like sometimes the kind of students we have are too pampered. I feel like they're too pampered. We [the university] are spoiling them. But I'm not so much for it” (FM_SKD1).

Documentation in English. Program implementers explained that there are two different systems at the university, one is run in Korean and the other is in English. This creates a problem for the graduate school because the EMI program is a tiny part of the Korean-medium program. One professor mentioned that the, “EMI program is still housed in a very small unit within the entire campus. The entire campus has many thousands of students. Most of the EMI graduate programs exist just in this one institute. So, we are a tiny piece of a big university (FM_SKD1). This means that even though the language of instruction, meetings and documents are all in

English. Everything outside the EMI program is run in the Korean language. A senior administrator detailed,

I think at this university one of the obstacles and challenges in here is more on documentation because all professors are foreigners. When we submit some documents, everything should be in Korean. It is kind of a lot of work. You have to translate everything into Korean or you have to translate into English or vice versa. So, we actually have our own system here at our department. We have our own records, everything is in English. But the graduate school itself, they have their own record system. (SA_SKD1)

One professor pointed to the difficulty that faculty members face when teaching and working in the EMI program at University D:

One big challenge is that the faculties do not have a strong Korean language. So we [the international faculty members] come to the Korean language institution, all of the policies are written in Korean, all of the announcements and cultural things are written in Korean. It can be very difficult to integrate English teaching faculty into the culture of the community because they weren't recruited for the Korean language, they were recruited to teach in the EMI setting. There was very little done to accommodate the international faculty who don't speak. There was very little done to integrate them or to change the policies or to at least translate the policies. They have difficulties understanding what the rules and policies are and they often have to sign forms that they cannot understand because they cannot translate them. The school doesn't spend the time to translate those things into a foreign language or English in this case. (FM_SKD3)

As can be seen from this quote, the inter-departmental documentation in Korean creates a problem for most of the program implementers who have no knowledge of the Korean language.

Dual-duty job pressure. When the implementers had to take care of the international students in order to improve their English skills, they were assigned administrative tasks, such as calling the students to remind them to come to class in time regularly and dedicating more time to advise them. One professor shared his view,

I think the challenge is they [the school] make us do some administrative tasks that some of us are not happy with it. I am personally not happy with contacting students while they are absent and not happy with doing this every week, twice a month, and making reports like this. I'm not happy with this. Because I signed up for this job to teach and research. At least in my contract, I want to be able to do research. That is what I wanted to do. I am not against the program and the people. When it comes to administrative tasks, it doesn't make me so happy. (FM_SKD1)

Another professor commented in detail on the increasing administrative job pressure on faculty members because of the students:

Actually, all of the professors have been trying to guide them [the international students] and let them know how the visa extension process is done, what they need to do, what documents they need, everything. Again, many of them, they don't speak in English. We [the implementers] have been trying to tell the ones who are fluent in English to spread the word or those things. For a part of our administrative tasks, especially our students are international, we need to have them come to class regularly. Because if their attendance is 80% it is a big issue with the immigration office. So, their visas could actually be endangered. Telling them to come and reminding them is very hard. (FM_SKD2)

The above quotes from the two implementers clearly exemplify the (potential) problems of the program. This has put a lot of job pressure on the program implementers leaving them with no choice but to take on this additional workload.

d. Policy conflict. From the point of view of senior administrators, University D has set a strict goal of recruiting international students. However, several factors are restricting the university's goal. One is the regulations by the MOE. A senior administrator commented on the policy of the MOE regarding the quota for international students. She noted the conflicting policy, "Before, we were recruiting a lot of international students. This time, they [the MOE] are kind of restricting; they are limiting the number of students because they said there will be a crunch in 2020" (SA_SKD1). This conflicting policy has had a negative impact on the university's policy.

The senior administrator remarked, “I think it is affecting our recruitment rate. Before, we were planning to recruit, for example, 40 students. But they [the MOE] reduced into 21 in one year. So, it is kind of ironic. If the school needs more funding then we have to recruit more students. But the government is the one restricting us” (SA_SKD1).

University D has been putting in great effort to survive in the competitive HE market. The country’s drastic population decrease has had a great impact on college-age student numbers. This has created a much competition among universities, especially for universities that are located outside the Seoul area. One of the senior administrators described the situation,

Amongst universities, we are competing for each other, and then we [the university] need to have a strategy to survive. Then, which one is the matter of one of the good remedies to support our universities in terms of the financial needs and in terms of not firing faculty and staff, in terms of the maintaining our university as one of the good organization supporting the society, then we [the university] need to enrol students. This is one of the reasons why we are heavily focusing on the EMI program. (SA_SKD2)

Indeed, small private universities outside of the Seoul area have been struggling to find students for their programs. University D is able to recruit more international students to its EMI program. However, the university’s plans are hindered by quota set by the MOE.

e. Financial issues. One of the senior administrators who is in charge of the whole EMI program at the graduate school shared his opinions on the finances for the EMI program. According to him, the EMI program is a small part of the school and is financially dependent on the university. In other words, all financial income such as tuition fees from the students on the program is flows into the university’s central budget and then it is allocated back to the school. His account provides evidence to how the financial situation hinders the development of the EMI program:

I really would like to make this program as financially standing own program. But our university is centrally governing structures in terms of finance. Then tuition money should go to the central government office of university management. We need to ask the budget again from that. Then we cannot support our students fully or the faculty members fully. If our department is financially autonomous self-governing organization, we could be fine. (SA_SKD2)

Then he provided an example of when he wanted to improve the learning and working environment for both students and faculty members:

I'd like to apply for a laptop program for all our students which means I would like to give all our students a laptop. Equipping many different technologies in programs and then asking professors to use educational technologies and make very off-scale smart classrooms and smart learning circumstances with our students. This is the first baseline. We need to provide all our students laptops first. I've been asking the central governing of the university, I've been meeting many times with them. But the process is very slow. (SA_SKD2)

Interestingly, faculty members did not mention the financial challenges facing the EMI program. Only one faculty member briefly touched upon the need for incentives for faculty members.

Practical responses to the challenges

Program implementers offered the practical responses that they and the university have taken or are taking to solve some of the challenges they have faced in the implementation of the EMI program. They also talked concerns the university should consider for the improvement of the EMI program. Their responses can be put into three groups: a) pedagogical concerns, b) student support, and c) further plan.

a. Pedagogical concerns. Program implementers were concerned that more interactive methods would best suit students whose English proficiency is low. One faculty member shared,

The course content is simplified and streamlined. So that it is very basic in terms of the language and that it would be much more introductory level instead of advanced level. If they can take more, give them more, but don't start with something hard and make it easy. Make it easy first, and gradually make it harder until you find their maximum limit, stop there. (FM_SKD3)

Another faculty member shared his experience that he had to go beyond the syllabus because of

the various levels of the students' English skills. He said,

I need to do something beyond the syllabus or else nothing will be happening in the classroom. So, I would integrate games, videos related to my topic. This is a graduate school. I cannot do lecture the entire 3 hours. They [the students] will be sleeping. I need to give them hands-on activities, presentations in front of the class as I need them to talk. I group them. There is always an activity that I integrate every meeting that I have. That will make them do something not fall asleep, at least try. (FM_SKD1)

Other professors also expressed their opinions in regard to the pedagogical approach. One professor stated,

It is really good and helpful for professors to get to know their students. Teaching in English from the student's point of view, it can be very intimidating because they really want to learn. But there could be that limitation because of English. Maybe helping to be more comfortable as finding a good common topic that they are comfortable talking about or.. again, this can be done through getting to know the student. (FM_SKD2)

Similarly, one professor shared his views that it would be good if a professor could establish a good relationship with students and be flexible when teaching and evaluating students. He told, "I want to transfer myself in their way to have a better connection with them, morally and ethically. I always try to be with the students and I'm open to listening to their problems, even sometimes I change the final deadlines of the assignments..." (FM_SKD4).

b. Student support. A senior administrator whose job duty also includes teaching stated that the university offers some student support programs. One is a program that aims to improve students' writing skills. She explained,

We also have a writing clinic program and that was an initiative of one of our professors. When we were running this program, we found out that even though the students have the ability to speak English very well, but there is a problem with their writing skills. So, we started the program last semester [2017], the writing clinic helping the students in their writings. (SA_SKD1)

c. Further plans. Program implementers described that University D is taking in response to problems that have arisen since the program began and actions that they would like to see taken in the future. As a senior administrator (SA_SKD2) described, the university is concerned to increase the number of international faculty members in the EMI program and at the same time to let them produce as many as possible research papers. The purpose behind the policy is to help the university sharpen its profile domestically and internationally because one of the important indicators in the university rankings is the percentage of high research papers. He also emphasized the need for a financial resource to support faculty members for their research and a good working environment. However, it is limited due to the current financial situation. One faculty member shared his view on the faculty support, "...the university needs first to make the professors happy and consider their welfare so much. Because this isn't a joke, tasks that we have are not very simple compared to maybe teaching in the general education" (FM_SKD1). It seems that there is not much compensation or incentives for the faculty members teaching in the EMI setting.

Another professor expressed his opinion that international faculty members would need to be able to speak in the Korean language to a certain degree. It would help the program implementers to run the EMI program smooth along with the close collaboration with the Korean programs. He stated, "If the EMI faculty had some more Korean language skills, then maybe they could collaborate with Korean faculty and if the Korean faculty had more English skills then maybe they could collaborate with the EMI instructors and there might be something fruitful that comes from that. Besides just building programs, maybe the collaboration leads to a new culture on campus. one that is more internationalized and diverse" (FM_SKD3). He also hoped that direct support from the university top management including the president would help the EMI program expand. He notified, "...it is such a hierarchical culture and the university operates primarily on top-down leadership. I believe if the leadership were to require a different ratio of EMI to the non-EMI program at the graduate level, it could be possible to increase the number of programs. But it would have to be supported politically from the very top, not just the top of the graduate school. It would have to come from the university president" (FM_SKD3).

Program outcomes

Program implementers believe that the EMI program has a good standing and the

expected outcome of the comparatively fresh EMI program is to increase the number of international students who have enough English capability to take the EMI courses. They also hope that the program will help the students successfully transit into the workforce in South Korea or return home country and launch successful careers. Implementers also expressed their opinions that the increase in the number of international students will contribute to the university in terms of revenue from tuition fees.

Program implementers were asked to provide their self-evaluation to rate the implementation of EMI program at University D by Likert scale from one (poor) to five (excellent). Their ratings ranged from two to four. Implementers unanimously agreed that the most important concern is that the university has to enrol high-quality students in the program. They believe that the enrollment of highly talented students in the program will have a great contribution to solving other minor issues.

Appendix E: Detailed Presentation of the EMI Program at University E

This section addresses the three main research questions. As detailed in the introduction to Chapter V, the main data presented in this section were gathered through semi-structured interviews with six program implementers (four faculty members and two administrators) at University E in Japan.

The context of the Program

Founded in the late 19th century, University E is a private university that is located in the Kansai area, Japan. University E has more than ten graduate and undergraduate schools respectively and offers HE on its campuses not only in the Kansai area but also in another prefecture. Currently, over twenty thousand students including about 800 international students are studying at the university. The EMI program of this study is housed in the School of International Studies. Currently, the school offers one undergraduate program in English. The EMI program of the study is focused on ~~the~~ international studies designed to develop world citizens who will be able to serve on the global stage. The primary goal of the EMI program is to develop students' abilities in the fields of culture and language, society and governance, as well as economics and management. International students who are admitted to the EMI program at the school must take the Japanese language course as a compulsory first foreign language. Privately-funded international students who have proven that they are experiencing financial difficulties are eligible to be awarded a scholarship such as tuition fee reduction by the university. Plus, promising students who demonstrate academic performance are offered a scholarship which covers 20% of the tuition fees in addition to the tuition reduction.

Internationalization activities

University E draws its attention to internationalization of its university through various international activities and initiatives such as twinning programs, joint degree programs, exchange programs with partner universities and international organizations. Under the strategies for internationalization and the establishment of the School of International Studies, University E became one of the implementers of the Top Global University Project funded by MEXT, Japan.

Through the implementation of the project, the university aims to double the number of international students by 2023. University E has established agreements with over 200 partner institutions in more than 40 countries and regions. In 2016, more than one thousand students participated in the study abroad programs (University E-brochure, 2018).

Graduate and undergraduate schools of the university offer a number of programs in English. Among these are the master's degree program in international management and the master's degree program in international development. International cooperation is part of the culture of University E that continues to strengthen its ties with international organizations. The focus is to inspire students to seek their own mission in life and cultivate them to be creative and capable world citizens. One of the special international programs that the university offers is an international volunteer program with a focus on developing countries. Students have the opportunity to participate in several initiatives of volunteerism.

University E has set up liaison offices in two universities overseas as a support base for its students and teachers studying and working at both universities and offers a venue for the exchange or research with other local universities.

EMI Program at University E

The EMI program of the study is located on the main campus of the university. The School of International Studies has been offering the undergraduate EMI program since 2010. As the senior administrator (SA_JPE1) described, the school admits 15 students on average to its EMI program annually. In 2018, a total of 17 international students enrolled in the program. A wide range of students from different countries studies in the four-year program in English. International students whose first language is not English should meet the English proficiency requirements of a minimum score of iBT TOEFL 71 or IELTS 6.0 to enroll in the EMI program. Japanese students are also accepted to the program and those whose English is not good enough can take the basic courses in English to improve their English proficiency. In 2018, the school offered over 120 courses taught in English. One faculty member (FM_JPE2) noted that the EMI program is a small sub-section of the School of International Studies. As he described, three streams of students take EMI courses from the EMI program. The first type consists of regular Japanese students who take electives in English. The second group of students is international

students who are part of the EMI degree program. The third category of students is exchange students who are usually from North America, Europe, and some parts of Asia.

Most of the full-time faculty members at the EMI program are Japanese. One international faculty member (FM_JPE1) said that the school employs a few international faculty members who are from countries, such as the USA, Germany, South Korea, China and Singapore.

Rationales for the EMI program

This section addresses the first research question. The program implementers at University E described three main reasons as to why the EMI program has been implemented at their institution: a) to sharpen its reputation in the university rankings, b) to receive funding from the government, and c) to attract international students.

a. Sharpening the reputation in university rankings. Program implementers stated that the implementation of the EMI program plays an important role in sharpening the university's reputation in both domestic and global university rankings. One faculty member (FM_JPE3) observed that the university took up the opportunity to deliver an EMI program in order to make the university as well-known as possible in the international community and that the university believed that having some EMI programs in the Japanese community would bring them prestige. The professor went on to say,

All Japanese universities already started to move for global university ranking, but still, they are concerned about domestic university ranking. They [the domestic ranking] would have some points how many diversity your university has, so from that point of view if you have some English-based program, some international students would be there, you will be evaluated positively within the country. Although international ranking is very important, this university wants to ensure their local position. In order to improve the local position and local competitiveness, they [the university] want to have some diversity in the student base. (FM_JPE3)

Having emphasized that the university wants to be recognized globally, another professor stated, "Global university ranking shows our status globally not only domestic. We [the university] like the global recognition" (FM_JPE4). A similar view was shared by another

professor who emphasized internationalization as one of the factors for rankings and he distinguished the EMI program at University E by saying,

Universities are ranked by internationalization and the internationalization is maybe categorized into two. One is courses conducted in English. Second, courses talking about internationalization. Courses completely taught in English still minor in Japan. Courses offering a degree in English is also very minor. So, we [the university] are one of the few universities offering degree program with all courses are conducted in English. (FM_JPE4)

An additional comment on the rankings was given by another professor who said, “Most of the global university rankings are based on the prestige and research output, though” (FM_JPE2). He also mentioned that the funding from the government was a very important factor which leads to the next reason.

b. Funding from the government. Program implementers unanimously agreed that the government of Japan, in particular MEXT financially supported University E to establish the EMI program. To be more specific, the university was selected as one of the recipients of the Super Global University grant. One of the primary goals of this grant is to allot funding to the selected universities to run EMI programs. A senior administrator (SA_JPE1) described the grant as ‘massive grant’ that requires the recipient university to run activities for internationalization. The administrator further specified,

The government has given us so much money. It is a private university but it is receiving a lot of grant. Because from their viewpoint, human resource management and development and global human resource are very important. I think our university is good at it, so the government gives us the funding rather than to some other national universities. (SA_JPE1)

One of the faculty members remarked that one major factor for establishing the EMI program was the government funding and he explained that the primary reason is “to get funding from the Japanese government and this is the first and also only basic reason of implementing EMI at University E” (FM_JPE1). This was echoed by another faculty member who said that the

one reason for the introduction of the EMI program was the funding from MEXT: “All the stuff comes from the MEXT funding. MEXT created the super-global program which University E is a part of. So, being a part of the grant comes with conditions that you have to meet” (FM_JPE2).

c. Attracting international students. Program implementers said that the university was aiming to recruit more international students as this was one of the conditions for the internationalization grant. For internationalization, the presence of international students is crucial. Thus, the university has set a goal to double the current number of international students by 2023 (SA_JPE1). This target relates to the Super Global University grant that requires the recipient to internationalize its university. As one faculty member put it,

University E is a part of the grant, thus they [the university] have an emphasis on the internationalization of the university and try to attract as many international students as possible. My department, they are trying to attract international students and other schools as well. They [the university] are positive in international exhibitions. Some of the initiatives are taken by the schools to attract more and more international students. (FM_JPE3)

A similar view was expressed by another faculty member:

More and more Japanese universities are trying to get more international students which is in line with the Japanese government’s policy to have more international students. A number of Japanese universities are trying to attract international students and I think this university is not different from the others. They [the university] also want to have international students. (FM_JPE4)

There is another goal behind the recruitment of more international students. The university believes that the presence of international students in EMI programs will have a great impact on the diversification of the campus environment. A junior administrator stated,

We [the university] want to diversify our environment and provide students with a diverse environment. This is *kokusaigakabu* (international). If the *kokusaigakabu* does not have the diversity, it is not *Kokusai* (international affairs). (JA_JPE1)

The junior administrator also said that the university offered the EMI courses and program in order to recruit international students and that there are two goals. First is to develop student exchange programs, and second to prepare globally competitive graduates in a diverse environment. According to him, the EMI program will be playing a key role in the goals. However, one faculty member commented on the number of international students. He said, “There is still a fairly large emphasis placed on selective instead of just taking in large numbers of students. So perhaps in the next five years, there will more a larger and larger. But right now, I think its focus seems to be selecting the best students versus just taking as many as possible” (FM_JPE2).

Is EMI top-down or bottom-up?

As program implementers described, the introduction of the EMI program was the result of the top-down decision by the university’s top administration. A junior administrator described the decision-making process to establish the EMI program, “When we started the EMI course, it was top-down. But now we have been providing EMI courses and when we find some problems or points we [the school] should improve and fix it. Then we take bottom-up decisions” (JA_JPE1).

The EMI program had already been established before most of the program implementers, particularly the faculty members, were employed. Thus, they had no initial involvement in the decision-making process in regard to the EMI policy and program. However, the voices of program implementers are important to the university to make improvements to the program. One professor laid out the university-wide decision-making process related to EMI,

The university directions are made by the executive committee of the university that consists of the dean of each faculty. That is the university decision-making. Dean is the intermediary between university decision-makers and faculty decision-makers. We, faculty members, actually try to adjust to the university-wide directions. But promotions, hiring, changes in curriculum, those kinds of internal decision-making are made by our faculty members, not the university. So even though the university says that we have to add this and that but the university cannot order us. Even though the university asks us to do, but we make the decisions [at the program level]. So the delegation or responsibility

is different. University has its own decision-making and we have our own decision-making. Responsibility is a bit different. (FM_JPE4)

An international faculty member said, “All Japanese organizations are very top-down decision-making process” and he went on to comment, “Here, we have sub-committees of sub-committees of important older people. That is the decision-making process. But in the top-down process, young faculty members like myself have probably little influence” (FM_JPE2). It seems that faculty members are now more involved in the curriculum or program level decision-making process. One professor shared his view,

I am in the curriculum design and to some extent, the program design. With regard to the other decision issues, I think I do not have that much involvement. Issues are discussed in our faculty meeting, a small meeting within the English-based program. Since most of the decisions are favorable for the improvement of the program, we agree with the decisions. We did not disagree with most of the decisions in regard to the program decisions. But we have the option to give our opinion if you do not like it or if you have an alternative argument, we gave our opinions. (FM_JPE3)

Another faculty member added that the implementers make minor decisions at the regular faculty meeting of the EMI program. He said, “When there is a change in the curriculum and when we admit students, the faculty meeting needs to approve it as well. So, if there is a faculty member, we need to [approve]. And also recruiting, promotions, that kind of important decision-making is made by the faculty meeting” (FM_JPE4).

Factors for adopting EMI

The interviews with program implementers showed two main factors that have encouraged the university to make the decision to establish the EMI program with the funding from the government. Two strong underlying themes are a) university rankings and b) international collaboration.

a. University rankings. Program implementers noted that University E pays much attention to both global and domestic university rankings. They expressed their opinions that English is an

important tool for performing higher in the rankings because the rankings indicators include the production of research papers in English, the percentage of a number of international students and international faculty members. A junior administrator (JA_JPE1) said, “From one point, universities in Anglophone countries are ranked higher in the rankings and from the other point, the number of research papers in English has a high impact on their reputation.” He went on to highlight, “The university cares the rankings and domestic students must study English. He hopes that it will help the university to sharpen its reputation internationally.”

Related to the above statement, a senior administrator (SA_JPE1) explained, “University E desires to sharpen its reputation internationally. However, several factors limit the possibility for the university. The university is a liberal arts institution that has no engineering or medical faculty. More publication in English comes from engineering and medical science fields. The only way to sharpen the reputation internationally is to have more international students and international staff.”

b. International collaborations. Program implementers perceived that international collaboration with overseas universities had a large impact on the decision of establishing EMI programs including the current EMI program of the study. The university hopes that EMI programs are the foundation of initiatives to increase the number of international students. This also includes student exchanges and dual degree programs in English. The university has established dual degree programs with partner universities abroad, most of which are located in the Anglophone countries, such as Canada. University E also encourages its students to study abroad in order to allow them to experience foreign cultures and learn from others. This aligns with the university’s policy to prepare globally competitive graduates. A junior administrator (JA_JPE1) provided information that the university requires every student to study abroad before their graduation. As he said, the study abroad program may even include a short-term English program that would help students improve their English skills. Similarly, a senior administrator stated, “International mobility program in English is important” and “EMI courses are part of graduation requirement”.

One faculty member described how important international collaborations are for the university and its students. He said, “The university has a really strong relationship with Canadian universities and international relations are quite important for the university”

(FM_JPE2). As another professor said, the majority of exchange students come from Anglophone countries to study at University E. The professor stated, “The university already has exchange programs with foreign universities, Asian, European, and American. Exchange students would love to have an English-based program. In our regular class, we do have some students who are here as an exchange student. For the exchange program, some English program is necessary” (FM_JPE3). The same opinion was expressed by one more professor who said “Exchange students are coming from international partners. We try to increase those activities. We try to outreach and make agreements with other EMI programs” (FM_JPE4).

Challenges in Implementing the EMI program

This section addresses the third main research question and focusing on the challenges that implementers in the EMI program at University E faced. It provides an analysis of three broad themes that emerged from the interviews: a) the quality of students, b) the quality of faculty members, and c) administrative-related issues.

a. *The quality of students.* Faculty members pointed out that the university has a good number of students in terms of the quantity. However, they criticized that the quality of students in the EMI program should be reconsidered. The first consideration is the level of English proficiency of students in the program:

In the classroom, I face problems with students. Their level of English is different. Some may have good English but most of them do not. In one class, I have 10 students whose English proficiency is so different, from lower to higher. Even students from Europe have bad English. (FM_JPE1)

The professor went on to detail that the problem is the class structure that puts exchange students, international students and domestic students in the same course. So, the difficulty is to balance the satisfaction with classes of exchange students and domestic students, especially since many exchange students expect classes that offer more opportunities for interaction and discussion as compared to domestic students.

Another professor was worried that the nationwide decrease in the enrollment of university-age students may have caused the quality of students in the program to decline. What

the professor is concerned about is that the university keeps the same enrollment quota, and therefore academically less prepared students may still be enrolling at the university. He clarified, I would say one of the things all are aware of is what we will see the drop of 18-year-olds. We [the university] are really going to see the bottoms of all out. I think everyone is aware of the decrease in enrollment of the domestic student, this is going to happen. The real only one question is the quality of students. (FM_JPE2)

The professor commented that the domestic students who have low English proficiency are admitted to the EMI program and this hinders the implementation of the program. Another faculty member shared the same view,

We [the university] still have a hard time recruiting students here. Also, Japanese students are not really exposed to education in English. We [the university] really want a professional level of English proficiency. International students somehow can do that but Japanese students are not educated in such a way at all in the undergraduate especially. We [the university] try to screen by their proficiency in English. But it's quite hurdling for them because they are not really exposed to a professional manner. (FM_JPE3)

For other professors, the English proficiency of domestic students is not the only problem. Some international students also have low levels of English proficiency. One professor noted,

For some international students, English language capacity is a big issue. I got some international students in my class. For them, English is not their native language. Their capacity was an average. So, it was difficult for them to catch up with other students or try to understand fully the class lecture. All lectures are conducted in English. Some of our faculty members are native speakers. I think the language capacity of international students would be a caution! (FM_JPE3)

A senior administrator also described the low English proficiency of students, “Although I would like to teach them in the highly advanced level, if I talk fast or give them massive assignments, they won't be able to cope. So, I don't know how we can improve their English” (SA_JPE1).

b. The quality of faculty members. Half of the faculty members had concerns about the quality of faculty members teaching in the EMI program. Their concerns included the diversity of faculty members and the capability of delivering content courses in English to students. One of the professors was very critical about the diversity of faculty members. He stated his concerns (FM_JPE2), “The university hires a number of contract employees and anyone who is in the decision-making level power are Japanese or if they are not Japanese, there is someone who has been trained whole life in Japan.” In other words, there is very little diversity and even less diversity among tenure-track employees. Having noted that domestically, there are plenty of people who are probably available in Japan, the professor (FM_JPE2) also commented that the faculty members in the EMI program are not internationally recognized in terms of their research and publications. He said,

There is a very strict standard for faculty and research based on publication in social science citation indexed journals. You have to publish in the journals. They [overseas universities] are creating a faculty or research faculty of internationally competitive people. They [overseas universities] actually hire people away from the US university, well-known faculty, that is not going to happen in Japan”. He continued, “We have an English program, thinking about English faculty, or internationally focused, I don't see the faculty level could ever be competitive even in a small liberal arts college in the US. (FM_JPE2)

Teaching methods of faculty members were the other concern to consider for the successful implementation of the EMI program. One professor remarked,

The faculty members are the problems. Their teaching is bad. None of the full-time Japanese faculties has any single degree in non-Japanese countries. None of them! It can be assumed from one side that some professors have never been educated in a foreign country but speaks in English very good. However, we are not sure how much their knowledge is deep to teach the content course in English. (FM_JPE1)

A similar opinion was shared by another faculty member who said, “Even though people who can speak English but not necessarily can teach academic area, right! So, there are not so

many professors who can teach in English even though they know academic knowledge. We [the university] want to recruit professors with academic knowledge, practical experience and English skills. But it's quite a big hurdle, I think. And there could be native speakers, such as American with academic knowledge. But they may not have practical experience, especially in the Japanese context” (FM_JPE4). The professor went on to say that one of the reasons for such lack of faculty members who can deliver the content courses in English is “probably to find this kind of person is very difficult here in Japan” (FM_JPE4).

c. Administrative-related issues. Several administrative issues have been identified for the implementation of the EMI program. The issues include the dominance of Japanese language environment, the lack of student support services, and the work pressure on the faculty.

The dominance of Japanese language environment. International faculty members described difficulties in a work environment dominated by the use of Japanese. Faculty meetings, documentation and internal communication via email are usually in Japanese and this creates a language barrier. One international professor (FM_JPE2) shared his experience of having no input in the discussions and involvement in the faculty meetings because of the language barrier. He ~~also~~ went on to say, “All the paper works and documents, everything is very troubling to read. Even if you speak Japanese well, it is just a barrier to foreigners to have any input. It makes more difficult” (FM_JPE2). Another professor tried to explain the reason why Japanese is used predominantly “We [the implementers] should be clear that the EMI program, not just an English degree program, it also has a regular Japanese degree program. So, it is not clear that it [the EMI program] should be conducted in Japanese. It makes a barrier to foreign faculty” (FM_JPE3). The reason for the problem is that administrative staff cannot speak English. A faculty member stressed, “We have one administrative staff who is doing office administration for our program but she is only one person. Other administrative people understand what is written but they have a hard time responding to the demand from the international students. So, institutionally, administrative work may be a challenge” (FM_JPE4).

Lack of student support services. Program implementers were also worried about the lack of student support service. One major difficulty in the internal system was that it operates only in Japanese. This creates difficulties for international students. The university wants to introduce a

dual language system (in English) university-wide. However, this faces financial issues due to the fact that only a few students study in the EMI program. A junior administrator stated,

The system of the university is all in Japanese. We are changing this system but we face a budget problem. English native students are very few at this university. But 50% of this faculty's students are English native speakers. But other faculties have very few students. When they [the university] change the university system, the university thinks the cost performance. It means that if there are two problems (there is a limited budget for them) they only choose one of them. The problem should be covering every student. But this case is for only the English-native speaker students. The university decides and fixes the most important problem first and postpones the least important issues which take more time to fix. That is called cost performance. (JA_JPE1)

The second difficulty is that international students have not been provided with the necessary information and service in case of emergencies, such as earthquake and other natural disasters. This clearly shows that the university does not have a fully functioning system of student service, especially international students. The junior administrator gave an example,

Japanese students have their parents in Japan in many cases. International students' parents are not in Japan. When an earthquake happened last month [2018], some Korean students came to the office. When an earthquake happened, we [the university] did not know what we [the university] should do. I did not know to whom I should contact. This happened the first time. Only 10 staff are in this office but we have many students. We do not have that kind of system to help students if this kind of problem happens. (JA_JPE1)

Another case shows that there is a lack of student service available to international students in the EMI program if they face some health issues and need to go to the hospital. The problem is that they cannot express their health-related problems themselves in Japanese to the doctor. The junior administrator also commented on this problem "Sometimes some international students want us to do something for them. For example, the students who only speak English cannot go to the hospital because they cannot explain their situation to the doctor. So, some staff go to the hospital with them even during their holiday" (JA_JPE1).

Work pressure on the faculty. Since the EMI program of the study started with the funding from the government, the implementers felt a lot of pressure. A senior administrator expounded, “Because we got Super University Grant, a lot of pressure comes to the university to internationalize even syllabus. So, they [the university] want us to write our syllabus in English rather than together with Japanese. A lot of debate is like some professors are teaching French literature, some are teaching Chinese classics, why do they have to develop syllabus in English. So, there is a big debate going on. It is just to comply to make MEXT happy because they are the supporters with massive grant” (SA_JPE1). From his interpretation, it seems that faculty members feel a certain pressure to fulfil the requirements of the grant allotter.

Practical responses to the challenges

Program implementers shared the practical responses that they and the university have taken or are taking to solve some of the challenges they have faced during the implementation of the EMI program. Their responses are grouped as follows, a) pedagogical concerns, b) student support service, and c) further plans.

a. Pedagogical concerns. Program implementers talked that they have to pay attention to the way of their teaching methods, assessment, and priority since their students’ English proficiency is low. One faculty member stated, “I lower the assessment requirements for my classes” (FM_JPE1) whereas another international faculty member shared that he put his priority on international students because Japanese faculty members prioritize domestic students. He said, “I do not place much emphasis on domestic students. I take that approach because Japanese professors place much emphasis on domestic students” (FM_JPE2). There is a pedagogical concern about close interaction that was raised by another professor who said, “I try to encourage my students to interact as much as possible with me. I encourage them even to have extra time after my lecture if they have a specific problem with regard to my course's content. That would be considered after we can make an appointment to explain a bit more to a particular student after the class. We can go one by one because we do not have many students” (FM_JPE3).

b. Student support services. The junior administrator talked that the EMI program has a zemi (research seminar) that allows both the students and professors to interact more closely and discuss the course content openly. This also allows the professors to adjust the difficulty level of

the content. The junior administrator shared, “This kind of class offers close interaction with the student. Professors can decide the level of courses depending on the student's knowledge. For example, the professor can teach an undergraduate level student a graduate-level course. This means that if students complain that the course is easy, the professor and the student can decide the level of the course” (JA_JPE1). The junior administrator also noted that University E is working on the creation of a dual language system in the internal system in the entire main campus. The university offers free TOEIC exams for students and they believe that it will help the students improve their English capability (SA_JPE1).

c. Further plans. Program implementers described that University E is taking actions in response to problems and challenges that the implementers had shared. The implementers hoped that the actions would improve the quality of the EMI program.

In order to attract top international students in its EMI program, University E has focused on the participation of international education fairs in foreign countries, especially in East Asian countries. One professor highlighted, “We [the university] try to go outside which means that we [the university] try to go to education fairs in foreign countries. We [the university] are targeting East Asian countries. There are Japanese education fairs, government-sponsored or JICA sponsored fairs, targeting young people who would like to study in Japan. (FM_JPE4). Interestingly, he said that University E is not only focusing on the international market but also on the domestic market including the other faculties of the university. The reason is that the majority of international students are exchange students and the university sees that these exchange students could be potential prospective students for the EMI program. The professor stated, “So we [the implementers] are reaching to the university's students who came from abroad.”

Besides the above, the implementers expressed their concerns on the quest for the quantity of a number of students. One professor commented, “Even we [the university] see the population decline, they [the university] really should not suffer to fill the courses of the filling. What are they [the university] gonna be suffering is they may have to accept students who have less preparation for college” (FM_JPE2).

Program outcomes

Majority of the program implementers agreed that the EMI program is very successful. From the points of view of administrators, the EMI program runs successfully in terms of the quality and third-party assessments on the program. As the senior administrator (SA_JPE1) reported, the advisory board and board members of the university who are from distinguished and well-known companies in the world and universities in Anglophone countries such as Canada evaluated the EMI program 'A' which is the top mark. In addition, MEXT of Japan that funds the program also evaluated the implementation of the program 'A'. Plus, pre and after evaluations by the students contributed to the evaluation positively. The junior administrator (JA_JPE1) also agreed with the senior administrator that the school is trying to catch up with the globalization to provide education in English. However, he was critical about Japanese medium faculty that do not want to promote the EMI program. Having commented "Now they [Japanese medium faculty] do not feel the need to do it because they have many Japanese students", he emphasized that now the world is changing and the university should walk along with overseas universities.

Critical comments by some faculty members covered issues related to the quality of faculty members in terms of their limited capability of research work in English and delivery of content knowledge in English. Interestingly, one professor noted the quality of the EMI program at the university by comparing with the same program in a private university in the USA. He said the university should be "providing an education equivalent to a good private university in the US" (FM_JPE2).

All program implementers were asked to provide their self-evaluation to rate the implementation of EMI program at University E by Likert scale from one (poor) to five (excellent). Their answers were two to four. Implementers believe that the recruitment of high capable faculty members and the recruitment of highly talented students in the program would definitely help improve the quality of the program.

Appendix F: Detailed Presentation of the EMI Program at University F

This section describes the findings from the semi-structured interviews with program implementers at University F in Japan. First, it introduces the EMI program and then answers to the three main research questions. As detailed in the introduction to Chapter V, the main data were collected from semi-structured interviews with seven program implementers (five faculty members and two administrators) at University F in Japan.

The context of the Program

Established in the late 19th century, University F is a comprehensive private university that is located in the Kansai area, Japan. University F now houses more than ten undergraduate faculty, over ten graduate schools, and two professional schools. The university offers HE on its campuses in the Kansai area. Currently, over twenty-five thousand students including about 1500 international students are studying at the university. The EMI program of this study was established in the Graduate School of Business on the main campus alongside the Japanese business program in the 2000s.

The EMI program of the study offers graduate degree program (master's level) and focuses on the business and management studies that are designed to nurture global-minded leaders who are willing and able to respond effectively to the emerging needs of increasingly diverse groups of people participating in the global economy. International students who are admitted to the EMI program at the school may take a wide range of Japanese language and culture courses free of charge. However, these courses are not counted in the credits required for the graduate degree. Students studying at the program are offered the opportunity to spend one term at one of their overseas partner universities as an exchange student. Up to 10 credits of courses that the students take at the overseas partner university can be counted toward the master's degree. The school offers a number of scholarships for international students. Self-funded international students are eligible for the university's merit scholarships and tuition reduction scholarships ranging from 30-100% of tuition fees. Other scholarships include graduate school scholarship and graduate school special scholarships that are dedicated to financially help students achieve their educational goals and complete their master's degree at

the university.

Internationalization activities

University F focuses its activities on internationalization of its university through various international activities and initiatives such as international exchange programs and double degree programs with partner universities. The university has established student exchange agreements with about 150 universities around the world and as well as double degree programs with numerous foreign universities in different countries. Most of the partner universities for double degree program are located in Europe such as Austria, Belgium, France, Italy, Spain, and in Asia and Oceania such as China, South Korea, and Taiwan. About 1400 students studied abroad in 2017 through short, medium, and long term programs. In 2018, more than 1500 international students studied at the university from over 80 countries and regions. Majority of international students were from China, South Korea, and the USA (University F brochure, 2018).

University E has four overseas research centers of foreign partner universities on the main campus. These centers for Japanese language and studies offer individual programs on Japanese language and culture to international students from those partner universities. In addition, the university has established overseas offices in seven countries in order to further promote rapid and effective internationalization. These offices not only focus on increasing the profile of the university and recruiting international students but also support the university's students while they are studying overseas.

As part of actions for internationalization, the university has created the Office for Research Initiatives and Development which is comprised of numerous organizations. The purpose of the office is to establish a base for advanced interdisciplinary research and promote support for research activities. Degree courses and programs offered in English are one of the core activities for internationalization at the university. The university offers degree courses and programs in a wide range of academic fields ranging from humanities and social sciences to the natural and human sciences. These courses and programs are taught to both international and domestic students to study together and foster a better understanding of Japan and other cultures in a global context.

Within the internationalization activities, University F aims to cultivate people who are able to speak foreign languages (mostly in English) and pursue their study with an international perspective. Accordingly, the university provides students with opportunities to study together with international students in the classes offered in collaboration with the foreign partner universities that have study centers on the campus. There is a wide range of student support services for students, such as student health centers, student counselling, support for students with disabilities, support for extracurricular activities, and information technology support.

EMI Program at University F

The EMI program of the study is located on the main campus of the university. The Graduate School of Business launched the EMI program in 2009 and the aim is to prepare future business leaders who are willing and able to respond effectively to the emerging needs of the increasingly diverse groups of people in the global economy. The two-year master's degree program requires students to complete courses totaling 46 credits as well as a master's thesis or research project report. At the time of fieldwork and interviews with the implementers in 2018, 84 students were studying in the program. As the junior administrator (JA_JPF1) reported, the school admits 45 students in its EMI program annually. She explained that the school keeps the same student quota due to the limited number of faculty members. When applying for the program, international students are required to submit a GMAT or GRE test score report to the admission office. If neither GMAT nor GRE are offered in their country, the international students may consult the admissions team. The school has set no requirement for the minimum scores in the exams. The main admissions process is the preliminary interview via Skype or in-person at the school. Most of the full-time faculty members (5 out of 8) at the EMI program are non-Japanese. International faculty members are from countries such as the USA, Austria, and Bangladesh.

Rationales for the EMI programs

This section addresses the first research question. Based on the interviews with the program implementers at University F, three main themes have emerged as to why the EMI program has been implemented at their institution. The themes included a) sharpening the status

internationally, b) attracting international students, and c) preparing globally competitive graduates.

a. *Sharpening the status internationally.* According to the program implementers, the university has started the EMI program following the government idea for globalizing universities. The university hopes that while being globalized through the EMI program, the university will be able to sharpen its status and reputation internationally. One senior administrator described that the university “just followed the policy of the Japanese government, globalization. That is the reason. Actually, globalization is recommended by the Japanese government. I think that is the reason that we [the university] started this EMI program” (SA_JPE1). A similar opinion was shared by one professor who detailed,

The country itself has big globalization of education push. Japan is lagging behind the other countries in terms of global education. This is the government itself making a decision that it wants to have more global universities and University F is aligning with that globalization movement. (FM_JPF3)

These quotes show that in following the government policy on globalizing universities, University F hopes to not be left behind and improve its status both domestically and globally.

One professor highlighted that international reputation affects prospective students and their parents decide which university they want to choose. She mentioned, “It is important for any university to look at their rankings because it is going to affect everything. When the university advertises, that is marketing, they want to publicize that they are number five or they are in top ten or something. That is really important” (FM_JPF1). She also went on to say, “The employment of foreign faculty makes the university more global and if their students were learning from foreign instructors, especially the parents who are paying tuition claim that they are appealing” (FM_JPF1).

Some implementers said that international accreditation for the EMI program would make a significant contribution to the university’s international reputation. As one professor (FM_JPF5) explained, the university is seeking an international accreditation from an international accreditation organization for its EMI program and this is the fundamental requirement for the EMI program implementers to make the program known internationally.

More detailed information about the international accreditation was shared by another professor who said, “The accreditation is from the ACBSP. We are just starting the process. In order to be a globally recognized business school, it has to have some type of international accreditation” (FM_JPF3). According to the program implementers, by having an internationally accredited EMI program and being ranked higher internationally, the university will be able to attract more international students.

b. Attracting international students. Program implementers described that attracting more international students was one of the target goals set by the university. The implementers believe that the university will be able to accomplish the goal with the successful implementation of EMI programs not only at the graduate school but also at other schools of the university. When establishing the EMI program, the primary target was to recruit more domestic students as one of the faculty members described. Having noted that the EMI program heavily focused on the recruitment of international students, the professor (FM_JPF5) reminded that the foremost purpose was once to attract Japanese students. Unfortunately, very few domestic students were interested in it and as a result, a limited number of domestic students joined the program. She explained,

The primary objective was to attract Japanese students to give them EMI. But unfortunately, we are getting a very few Japanese. Our objective was to have more Japanese students. We [the university] have some Japanese students. But we are not able to accomplish this objective. Instead, we have international students but we [the university] have not many Japanese students. (FM_JPF5)

Indeed, according to the junior administrator (JA_JPF1), there is only one Japanese student studying in the program. One of the potential reasons for domestic students’ low interest in the EMI program is that the Japanese-medium business program is huge and it accepts a thousand students annually. One faculty member commented, “The university is very interested in attracting international students, but the department is not as big as other Japanese programs such as the Department of Economics. They have like a thousand students each year” (FM_JPF4).

Since the program had failed in recruiting domestic students, the target shifted to recruit foreigners who are residing in Japan, in particular in the Kansai area, one of the business hubs in the country. One professor explained the reason for the EMI program to recruit such people, “We [the university] had a Japanese MBA program in Japanese. There are so many international people in the area [where the university is located], so many international students are in the area. Just it makes sounds. They [the university] started the program in 2009 in English” (FM_JPF3). So, the university took up the opportunity to develop the EMI program in order to help those foreigners study in English because many of them were not proficient in Japanese and not able to pursue their degree in Japanese. Similarly, a junior administrator said, “The area is a very popular place among students and famous in the world. Many foreigners wish to come to live and study in the area. But they do not know Japanese. They do not have much opportunity to learn Japanese outside of Japan. If we [the university] can offer EMI program in English, we [the university] will welcome the foreigners but also Japanese people” (JA_JPF1).

Another professor pointed out that another reason for the EMI program to attract international students was the decline in the population of university-age students. Not only the university but also other private universities are aware of this phenomenon and they are aiming to fill the gap with international students. As the professor (FM_JPF3) claimed, the university really wants to have international students and they are working very hard to collaborate with universities inside and outside of Japan for exchanging or bringing international students.

Another professor explained that the university’s aim to attract international students is aligned with the government’s policy for internationalization. He said, “The way that the government looks at universities is the number of international students you have in your program and being able to have a compelling program for international students is also important” (FM_JPF5).

c. Preparation of globally competitive graduates. The majority of program implementers highlighted that the EMI program is for preparing globally competitive graduates who have obtained global skills such as critical thinking and English skills and who are capable of doing business by bridging Japan with the outside world. The implementers also emphasized that the internationalization initiatives by Japan’s government for universities encourage the university to

run the EMI program. Having disclosed that the university receives some funding from the government, one professor said, “We receive fund from the government. It is a part of the policy that we are producing more global graduates. This is an objective of the objective!” (FM_JPF5). A similar opinion was expressed by another faculty member who said, “It is just the university listens to the national government. I mean as part of that government initiative, they [the university] do want to prepare the students to be globally competitive” (FM_JPF2).

According to some implementers, the EMI program is for preparing the graduates who will be able to bridge Japan with other countries in terms of business. One professor expressed this as follows,

We will have quality business graduates who can dominate in Japan and abroad. So our outcome is that we [the university] want quality business graduates who can work in Japan and also who can in other countries. (FM_JPF5)

Similarly, another professor said, “have them [the graduates] be active in both in and outside of Japan using their English!” (FM_JPF1).

Another professor unveiled why Japan needs such programs to prepare globally competitive graduates. The potential reason behind the introduction of the EMI program is the shrinking business market in the country.

If we [the university] just educate Japanese executives to deal with the Japanese market, the shrinking market, Japan, the country, needs to engage more actively in the global market. So, the number one clearly is that especially for business school, interaction with the global economy and the management outside of Japan is critical. I think the faculty recognizes that to choose to create a global MBA. (FM_JPF5)

The reason revealed in the above quote highlights the need for universities to prepare human resources for expanding the shrinking business market. In order to do so, competitive graduates who have a combination of knowledge about the country, critical thinking skills, and high level of English communicative skills would be necessary. In regard to human resources, some implementers talked about the push for global human resource initiative known as “global jinzai” by Japan’s government. One professor explained the reason for the EMI program for

preparing global human resources, “One thing is that government really pushes this [the idea of preparing competitive graduates] in global jinzai. In order to meet this global jinzai, the university tries to fit into that” (FM_JPF3). The quote of the professor was supported by another implementer who remarked, “The government policies on education do affect how the university designs its programs. So, for example, the number one would probably be the MEXT Education Department. They [the department] think that student should practice critical thinking, be globally open-minded” (FM_JPF2).

Is EMI top-down or bottom-up?

Based on the second research question, this section discusses whether the EMI program was initiated top-down or bottom-up, whether program implementers have been involved in the decision-making process to establish the EMI program, and what their contribution has been to the development of the program.

Interestingly, none of the program implementers except one faculty member were part of the decision-making team for establishing the EMI program. They were employed after the program had started. The faculty member who was one of the contributors to the development of the EMI program from the beginning shared his knowledge that the EMI program started based on the bottom-up initiative by a group of Japanese faculty members in the Japanese medium business program:

There was a group of faculty members in the Japanese MBA program at that time they felt that it really needed an English only program. They [the Japanese professors] started the program in a bottom-up effort and this was not requested by the president. So, they went through all the paperwork and all the documentation and everything in order to start. (FM_JPF3)

A senior administrator (SA_JPF1) who is now head of the EMI program said that even he came after the EMI program was created. Similarly, one faculty member (FM_JPF3) shared that he was hired after the university created it and when the university was expanding. He added that he joined the program to help it grow.

Implementers participate in other decision-making levels, such as curriculum and program design in order to make the program better and keep it going successfully. Some implementers mentioned that they are more involved in the curriculum level of the decision-making process. With regard to the contribution to the decision-making, it seems the voices from international faculty members differ. One international faculty member commented, “In Japan, it is very difficult for foreigners to be involved in the decision-making process. But I had an involvement in the curriculum design” (FM_JPF5). Another international faculty member added, “I have not been involved in the decision-making process. I am just doing what I am told” (FM_JPF4). This was detailed by another international faculty member who noted, “I’ve been members of other committees, but not dealing with decision making in terms of the EMI courses. I’ve been approached by faculty members with ideas in a very informal setting. I don’t know what happens in terms of EMI” (FM_JPF2).

One professor explained that there are some bottom-up initiatives from the faculty members. However, the initiatives usually concern minor issues and need to be accepted by the top administration of the university (FM_JPF1).

The factor for adopting EMI

Through the analysis of responses from program implementers one factor that encouraged the university to implement EMI program was identified. The one underlying theme is the ‘global university rankings’.

Global university rankings. In their interviews, most of the program implementers emphasized that the global university rankings have had an influence on University F’s decision to start the EMI program. Implementers believed that the introduction of an EMI program and the presence of international students in the program are crucial to the university’s performance in the rankings since one of the main indicators in the global university ranking systems includes the percentage of the number of international students. One faculty member highlighted,

As for the global university rankings, they [the university] want to attract international students to boost their existence and position. A lot of universities are concerned about the global university rankings, or I would say global rather than domestic university ranking. The university is concerned with attracting international students by having a

nice environment that they can learn English! (FM_JPF4)

Similarly, another faculty member expressed his opinion that university rankings affect international students to make their decision and he further marked, “The number of international students you have in your program is important; so being able to have a compelling program for international students is also important. In related to that, in order to get that, the international students actually come among critical decision factor. For international students for business school, the global rankings are pretty important!” (FM_JPF5). One faculty member also added, “Bringing international students to the university helps improve the ranking of the university” (FM_JPF2).

As another professor mentioned, University F is aiming to receive international accreditation for the EMI program hoping that it will also help improve their status internationally. The professor said,

For the global university rankings, the university is looking for accreditation from the USA. That is why the global university ranking should be the first that is in business. Once we [the university] improve the university ranking globally, we [the university] are sure that we [the university] are leading the public institution in rank. (FM_JPF5)

Challenges in Implementing the EMI programs

This section addresses the third research question and focuses on the challenges that program implementers faced when implementing the EMI program at University F. Three broad themes ~~that~~ emerged: a) the lack of students’ language proficiency and background knowledge, b) language barrier, and c) the lack of financial resource.

a. Students’ language proficiency. Program implementers said that the students’ language proficiency of both English and Japanese and background knowledge of the subject matter were an issue. Some implementers were worried about some international students’ low English skills. One professor commented, “The students’ English level is very low. Thus, it is very difficult to try to improve the EMI instruction of the student quality” (FM_JPF1). She went on to say that the students in the EMI program have little chance to use their English outside the classroom and

it is challenging for her to allow the students to practice and improve their English, especially conversational English outside the classroom. She said, “They have a lack of chances to use their English outside the university when they are involved here. So as usually they are just talking to each other or they talk to me. So, giving them chances to using their English outside the classroom is something that is a challenge” (FM_JPF1).

Moreover, the implementers stated that the international students felt bad due to the lack of Japanese language proficiency when interacting with the staff at University F and the Japanese people in the community. One faculty member mentioned, “This is a problem in our school right now that students can speak only English, a lot of students are really not fluent in Japanese” (FM_JPF4).

In addition to the lack of language proficiency, non-native students struggle to understand English vocabulary. One international professor described,

I think the major difficulty is in the classroom, just making sure the people understand at the same level. As a native English speaker, I just say something, I know I mean, but for some reason, for a non-native speaker, the meaning is questionable. I teach in a very diverse classroom. The hardest lesson for me it was, as a native speaker of English, teaching in English is not a problem, that I had struggled with was the difference of English, differences in English, country to country, student to student. Again, I guess there is a cultural aspect to English that even if you learn the language there is just a unique way of interpreting and understanding what it said. But it is the difference in understanding of the same exact word that causes me the most trouble. (FM_JPF3)

From this quote, for native speaker faculty members, teaching is not a problem. However, they are challenged to deliver the meaning of English words and expressions to students.

Besides the challenges of students’ language proficiency, there is another challenge for the implementers when they teach the students. Many program implementers complained that the background knowledge of the students in the program is insufficient to take their courses. One faculty member pointed out, “Some students were not very familiar with statistics even we do have a core course in statistics. But some students were not very fluent in the statistical language. They needed to read some textbooks” (FM_JPF4). A similar view was shared by the senior administrator who said, “Some students from some specific countries the basic knowledge is very low. So, I am not mentioning which country is. Because of different education level in different countries, sometimes it is difficult to educate the students” (SA_JPF1). This shows the

difficulty of teaching students who have almost no background knowledge about the subject and who had been educated in a different culture.

b. *Language barrier.* Program implementers c were faced language barriers. The majority of international faculty members in the program lacked Japanese language proficiency. This creates a challenge for both the program implementers and the administration. The regular faculty meeting of the EMI program is held in the Japanese language and the international faculty members commented that they are unable to contribute their voice because of this language barrier. One professor commented in detail,

This [the faculty meeting] is mandatory for everybody. It is in Japanese. It is very difficult to propose something at the meeting unless you have Japanese proficiency you cannot communicate in Japanese. In our university, the faculty meeting is totally in Japanese. If you do not know Japanese, you cannot communicate. In a Japanese faculty meeting, we do not talk much. But before the faculty meeting, those who are in the committee, in the committee we have some foreign faculty, there is no translation from Japanese. (FM_JPF5)

This clearly shows that the Japanese language environment creates an uncomfortable environment for international faculty. Similarly, another international professor voiced that the university should hire more Japanese professors who can help the international faculty members on the translation of documentation and interpretation of discussion at the faculty meetings. The professor remarked,

I think we [the university] should have at least one or two Japanese professors. Because someone has to speak in Japanese to negotiate something internally within the university. This is a very important aspect. Some professors can speak Japanese but not fluently. Sometimes we [the international faculty] need to work on documentation. That's something that Japanese professors have to take the big role. I think this combination of native professors who can speak English would be a very important part. Someone has to take a role to adjust their [the international faculty] needs and the university's internal issues and so on. (FM_JPF4)

In regard to the challenge in the translation of documentation, another international faculty member shared his experience. He commented,

Administrative people always speak in Japanese and I only speak in English. All documents are in Japanese. Only some are in English. I use google translate, it is not good, but there is no option. In order to translate the documents, I will need a translator or I have to have a translator. I need to pay money for that. I have to pay from my own pocket. I do not have any other problems except the language problem” (FM_JPF5).

Like international faculty, Japanese native speaker professors also face a language barrier when working in the EMI environment. One professor felt concerned about her English,

The challenge is maybe my English. I am a native Japanese speaker. So, I think my English is relatively okay compared to other Japanese professors, but I am still improving. I know I found sometimes difficulties in delivering very important points in English. I could have done it in Japanese because I am a native Japanese, but I am not a native English speaker, so sometimes I found it not very fluent in giving the main and critical points in English. So, I am kind of struggling. That's my challenge! (FM_JPF4)

In addition, a senior administrator commented, “The language problem. Because I am not a native English-speaker. I have to learn English and use it to teach. Sometimes, students complain” (SA_JPF1). However, he was confident with his knowledge in his area and he considered the language barrier as a minor problem that could be fixed. He said, “I am confident about my knowledge. There is no perfect person. For some of the native speakers, they can speak perfectly in English. But they do not have high-quality knowledge like me. So, I am very confident in my knowledge in my area. My English is only not good enough” (SA_JPF1).

Another professor touched upon another problematic aspect by pointing out that Japanese universities including University F tend to hire new international faculty members with no Japanese and no experience of teaching EMI courses. She went on to criticize that universities are doing this just to align with the MOE's intentions to promote their position (FM_JPF4). She criticized this practice of hiring international faculty members who have less experience of working in an EMI environment.

c. The lack of financial resource. Program implementers identified a lack of financial resources for promoting the EMI program as a challenge. The implementers wanted to improve the quality and the reputation of their program—and they are working on its international accreditation. However, they faced financial problems. In addition, the process of seeking international accreditation is very slow. One professor described the situation,

I think the university does not understand the value of international accreditation for business school. I think there is always funding issue, so how much funding the program gets. We [the program implementers] ask for extra funding in order to get accredited or extra funding in order to attend some global events. We [the program implementers] do not have that kind of flexibility because we [the program implementers] are not bringing in much money into the university. That is probably the major obstacle. It is hard to grow an international program in Japan without global accreditation. Our student numbers are lower, relatively, I think it could be. In order to get that international accreditation, we [the program implementers] will need a budget, but the university won't give the budget unless we [the program implementers] have a lot of students come in. It is just an endless circle. That is an unfortunate challenge. (FM_JPF3)

As can be seen from this quote, the EMI program operates within its budget that is mainly from the tuition fees of students enrolled in the program. The senior administrator noted that the program is self-sustained. In other words, they do not receive extra funding from the university. According to the senior administrator: “For us, the challenges are maybe we have to apply for the international accreditation by ACBSP. Which means we have to have a global standard not Japan's standard” (SA_JPF1). The implementers believe that international accreditation will recognize the quality of the program internationally. However, the university does not distribute any funding to the program implementers and it seems it will take some time to proceed. One professor explained that the slow process is related to Japanese culture. In Japan, everything is carefully planned and this takes a long time. Based on his experience, the professor commented, “We are just going slowly, but my background would suggest that we move quickly. Let's invest and let's go, and let's do! But the Japanese structure and work we need two years to study and analyze to make sure this is actually a reasonable investment. We are going much

more slowly!” (FM_JPF4).

The limited financial resources also affect the lack of administrative staff to support international students in the program. There is no budget for hiring more staff: “We [the program implementers] have a limited resource. We [the program implementers] cannot allocate so many office staff to help and support international students. That is something that an institution should think of!” (FM_JPF4).

Practical responses to the challenges

Program implementers provided the practical responses that they have taken or are taking to solve some of the challenges they faced during the implementation of the EMI program. Interestingly, according to the implementers, there is not much university support or initiative for solving the challenges that program implementers have addressed. Their responses could be framed in the pedagogical concerns.

Pedagogical concerns. Program implementers are more concerned about the way of delivering the content of the course in English in an effective and efficient way. Such teaching methods include slow and precise speaking, more project-based learning task, more illustrative presentations, interactive activities, and consistency of the same teaching methods. When one professor (FM_JPF2) mentioned the importance of speaking slowly and precisely, another professor (FM_JPF3) referred to the project-based-learning. The latter said, “...to give a project work instead of everything lecture-based, I do a lot of project-based learning, so from the project students who learn and then present back to me instead of me doing it one way. This is what you should learn, it is a different approach that is also very effective and very multicultural environment” (FM_JPF3).

One professor shared her experience that she uses power points with more images and pictures. She explained, “I use power points... I use images... I use lots of pictures... to illustrate what I’m trying to say... and which makes it easier, a lot easier. That just works” (FM_JPF2). Another professor (FM_JPF5) highlighted a successful implementation if professors should be prepared to use interactive methods for students who are from various backgrounds not only from Japan. According to some implementers, faculty who are going to teach Japanese students in the EMI environment should be patient. One professor described, “...if there is a new teacher

to Japanese students, they need to understand that the students need guidance from the teacher. The teacher does have a stronger rule in a classroom here than elsewhere. You can wait for the students to speak or participate willingly... because they are shy..” (FM_JPF2). From her point, it is assumed that Japanese students may need different ways of teaching. Another important point to consider is the consistency of using the same teaching methods for international students. One professor described, “...if you introduce new ideas... and you are coming down on them [international students] really seriously and then they [international students] get scared and then one really important thing is to keep it a like! Because think of thinking of others!... be aware that they [international students] may not know your style of teaching. So, be aware of how you teach and be aware that they [international students] might not understand what you're doing” (FM_JPF4).

Program outcomes

Program implementers described that the current EMI program at University F is successful in terms of the quality. However, they addressed that there needs to improve the quality of the program in order to make sure it is equal the similar program in any other universities in the world. One implementer said,

This [the EMI program] is unique in terms of what we [implementers] are doing. ...we are doing English based education, obviously, students need to compete in the global environment from the day they graduate. If our students are not getting higher, if our students are not being able to keep their jobs or underperforming, it is obviously the program is not performing. So, need to prepare students to work in any company that is globally focused. (FM_JPF3)

The similar voice was shared by another professor who stressed, “This program, from my own perspective, is relatively successful compared to other English programs. The faculty supports it a lot. We had a lot of conferences where I heard a lot. That gives a lot of benefits. But we are still in the process to improve. We are getting in a nice direction, that is my understanding” (FM_JPF4). Program implementers believed that students who finished the program will be able to work in a global business environment.

All program implementers were asked to provide their self-evaluation to rate the

implementation of EMI program at University F by Likert scale from one (poor) to five (excellent). Their answers ranged three to four. Implementers agree that the employability of their graduates in domestic and international business organizations is very high and it is one of the key assessment for the program. One professor said, "...looking at where our students are going for jobs.. it is pretty good" (FM_JPF1). Program implementers also expressed that they are proud of their graduates. One professor described, "Our students are amazing! I am very happy to teach them. We have a lot of students who interrupt the class. This is so amazing! I think we are doing okay in comparison with other English-speaking programs in Japan. As far as I know, I would say we are doing okay" (FM_JPF4).

However, another professor (FM_JPF5) explained his opinion about the program from different angles. He briefly talked that the quality of the program depends on the quality of students enrolled. Many students who are awarded different types of scholarships such as the scholarships from Japan's government or their country study at the program and there is an understanding that good students can get a scholarship. Similarly, the senior administrator (SA_JPF1) commented that the program is excellent compared to other programs in Japan but not well represented in the world.

Appendix G: Interview Consent Form

Interview Protocol

Introduction

You are invited to take part in a research study being conducted under the supervision of Prof. Beverley Yamamoto, PhD of the Department of Critical Studies in Transformative Education at the Graduate School of Human Sciences, Osaka University. This protocol was designed to explore factors or motives that drive private institutions to adopt English Medium Instruction (EMI) and how it is implemented on the ground in the non-Anglophone countries—Mongolia, South Korea, and Japan.

This study has been reviewed by the Research Committee of Graduate School of Human Sciences, Osaka University. You were selected as a possible participant because you are a key person in EMI courses or program and your experiences and perceptions are relevant to this study. If you agree, the interview will be recorded, but the recorded conversation will be transcribed into text and your name will not be associated with the document. It is important that you know that the records of this study will be kept private. Recordings and research records will be kept securely by the researcher and when the study concludes, the recordings will be erased. Prior to this, only the researcher and the supervisor will have access to the records.

Purpose

This document was designed to explore factors or motives that encourage private institutions to adopt English Medium Instruction (EMI) and how it is implemented on the ground in the non-Anglophone countries—Mongolia, South Korea, and Japan. The document is designed to both encourage open-ended reflection and evoke responses to more specific questions.

Method

Using this document, interviews will be conducted with the key actors in the implementation process of EMI courses and programs. The interview will last approximately 30-40 minutes. The interviewee will be interviewed face to face, or via Skype or any other instrument that suits the interviewee. The interview will be conducted in English. All interviews

will be conducted, recorded, and transcribed by Sainbayar Gundsambuu.

Participation in this study is voluntary. Your responses will be kept anonymous and not associated with your name or other uniquely identifying characteristic. You may choose not to respond to any of the questions. At any point during our conversation today or in the future, if you would like to skip a question or discontinue your participation in this study, I am happy to respond to your request. If you have any questions, now or in the future, please feel free to contact me at any time at sgundsam@fulbrightmail.org.

Definitions

Before we begin, I would like to familiarize you with the terms I will be using in this interview. Here is a brief list and how I define these key terms:

English Medium Instruction

Madhavan (2014, p. 2) defines “*EMI essentially refers to the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language.*” In this study, the EMI refers to classroom instruction conducted through the medium of the English language and it excludes the language education.

EMI Programs

EMI programs are the HE programs that use English exclusively as language instruction in countries where English is not the official or usual language of instruction in HE. This study refers to EMI programs in both undergraduate and graduate levels. EMI program refers to a degree or other qualification made up of multiple courses. However, this study excludes programs in which the content is taught predominantly, but not entirely in English, or in a mix of English and the domestic or another language.

EMI Course

In this study, the term, EMI course, refers to an individual unit of teaching that typically lasts one academic term. It is not used synonymously with class.

Non-Anglophone Countries

In the study, the term refers to countries where English is not the domestic or primary language of instruction in the education system.

Internationalization

Internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. (Knight, 2003, p.2)

International Students

International students are students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin (UIS, 2018a).

Rationales

This study uses this term as synonyms to reasons, motives, motivations, and drivers in order to prevent from misunderstandings of the term.

Obtaining consent

If you agree to participate in this study, please sign below:

Participant's Name (Printed) and Signature

Date

Thank you. Now we will begin the interview.

Appendix H: Interview Schedule I for Faculty Members

Part 1: Personal background and experience:

1. Can you tell me where you are from?
2. Can you tell me what the faculty/department you teach?
3. Can you tell me about your role at the university?
4. Can you tell me about your international experience?

Part 2: Characteristics of the EMI courses:

5. Can you tell me about the EMI courses you teach?
6. Can you tell me about the students enrolled in the EMI courses?
7. Can you tell me about the faculty who teach EMI courses?
8. How do you see the objectives for implementing EMI courses at your university?

Part 3: Rationales for the EMI courses (top-down/bottom-up):

9. Have you ever been involved in any of the decision making processes for the adoption of EMI at this institution? If so, which of the following level have you been involved?

Decision-making committee

Administration

Institutional policy plan to adopt EMI

Research on EMI policy

Curriculum design

Program design

Fundraising

10. Can you tell me more about the process that you have been involved?
 - a. Is the decision making process Top-down or Bottom-up?
 - b. Has the decision of adopting EMI policy been initiated by the faculty members (bottom-up)? If not, how it has been done?
 - c. What has been your contribution?
 - d. Have other faculty members in your department been involved in the

decision-making process?

11. What do you think are the reasons/factors that influenced your university to adopt EMI? Please rank 3 most important rationales for your university:

Rank	Rationales
	Domestic university rankings
	Global university rankings
	The decrease in enrollment of domestic students
	Funding from the government
	International collaboration
	Student exchange
	Faculty exchange
	Preparation of globally competitive graduates
	Increase in national economic competitiveness
	Attract international students
	Improve the income of the university
	Other _____

a. What sideways factors have influenced on it? (from Western/Asian universities, domestic universities, world university rankings etc.)

b. How have these factors influenced your university?

c. Is there any other factor that you would like to add?

12. What are the expected outcomes of the implementation of EMI at your university?

Part 4: Implementation of EMI courses in practice:

13. How would you describe the progress of EMI implementation at your university?

a. How would you rate the EMI implementation? (1-very poor, 2-poor, 3-fair, 4-good, 5-excellent)

b. Can you explain the reason?

14. Can you tell me about the challenges or obstacles associated with EMI that you have experienced?

15. How have you overcome the challenges or obstacles in the EMI courses?

a. What needs to be improved in order to make efficient EMI classes?

16. Have you been provided with any training to work successfully in the EMI courses?
17. What would be your advice to those who are going to teach EMI courses?
18. What would you advise to an institution which is going to introduce or implement EMI?

Part 5: Concluding questions:

19. Is there anyone else in the institution you would recommend I speak to for a different perspective?
20. Do you have anything else that you would like to add?

I very much appreciate your time. Thank you for your consideration.

Appendix I: Interview Schedule II for Administrators

Part 1: Personal background and experience:

1. Can you tell me about your role in EMI at your university?
2. Can you tell me about how EMI started at your university?
3. Can you tell me about the EMI students?
4. Can you tell me about faculty members who teach EMI courses?

Part 2: Characteristics of the EMI courses/programs:

5. Can you tell me why your university offered EMI and what are the goals?
6. What factors (internal or external) encouraged your university to adopt a policy on EMI (sideways)?
 - a. How have these factors influenced your university?
 - b. Is there any other factor that you would like to add?

Possible factors:

Internal	External	Sideways
Funding from the government	Domestic university rankings	International collaboration (joint/dual degree programs)
Student exchange	The decrease in enrollment of domestic students	Global university rankings
Faculty exchange	Increase in national economic competitiveness	Western institutions
Preparation of globally competitive graduates		Asian universities
Attract international students		National universities in the country
Improve the income of the university		

Other _____ Other _____ Other _____

7. What are the unique features of your EMI course/program?
 - a. How is it different from any other similar courses/programs in other universities?

Part 3: Rationales for the EMI courses /programs (top-down/bottom-up):

8. Can you tell me which of the following decision-making level you have been involved?

Decision-making committee

Administration

Institutional policy plan to adopt EMI

Research on EMI policy

Curriculum design

Program design

Fundraising

9. Can you tell me more about the decision-making process that you have been involved?
 - a. Is the decision making process Top-down or Bottom-up?
 - b. What has been your contribution?
10. What are the expected outcomes of the implementation of EMI at your university?
11. How would you rate the EMI implementation? (1-very poor, 2-poor, 3-fair, 4-good, 5-excellent)
 - a. Can you explain the reason?
12. Can you tell me about the challenges or obstacles associated with EMI that your university has experienced?
13. If your university has experienced challenges or obstacles, what have been your strategies to overcome them?
14. What is your view of EMI?
15. What are the advantages and disadvantages of universities with EMI?
16. Should more universities offer EMI? Why or why not?

17. Can you tell me about your university's future goals?

Part 4: Concluding questions:

18. Is there anyone else in the institution you would recommend I speak to for a different perspective?

19. Do you have anything else that you would like to add?

I very much appreciate your time. Thank you for your consideration.

Appendix J: Ethics Committee Decision

共生学系・研究倫理審査通知書

Decision by the Research Ethics Committee of Kyosei Studies,
Graduate School of Human Sciences, Osaka University

2017 年 10 月 31 日
(year) / (month) / (day)

登録番号 Registration Number : OUKS1734

申請者氏名 Applicant's Name :

Gundsambuu Sainbayar

申請者所属・職名 Applicant's Position & Affiliation:

Critical Studies for Transformative Education, D1

研究課題名 Research Title:

A Multiple Cross-Country Comparative Study of English Medium Instruction in Japan,
South Korea, and Mongolia—Analysis on Policies and Practices in Private Universities

上記の研究課題について、2017 年 10 月 26 日に開催された研究倫理委員会による
審査の結果、承認いたしましたので通知します。

Based on the review meeting held on 26 October, 2017,
the Research Ethics Committee approves the above research.

大阪大学大学院 人間科学研究科 共生学系
研究倫理委員会 委員長
大谷 順子

Prof. Junko Otani, DDS, MPH, MS, PhD
Chairperson,
Research Ethics Committee of Kyosei Studies,
Graduate School of Human Sciences, Osaka University