

English-medium Instruction Across Majors at ICU (2008-2011): Opportunities and Constraints

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This paper looks at the extent and distribution of English-medium instruction at International Christian University (ICU) from 2008 to 2011. This time period represents the first four years following a major academic reform in the College of Liberal Arts (CLA) at ICU, and a time when the administration aimed to increase the percentage of courses taught in English to 45%. The two main questions addressed in the paper were, in 2008-2011, (a) how close did ICU get to this 45% target, and (b) what constraints limited the availability of English-medium instruction? This type of information, which both students and their advisers need to know, has not been provided by the ICU administration in the past, nor for the period considered in this paper. Our results show an increase in “E-course” offerings (an ICU designation for courses in which English is used primarily) from 15.2% in 1997-2000, to 21% in 2008-2011. Inconsistent availability of English-medium instruction was found across majors, and involved the major prerequisite courses, 100-level courses, and General Education (GE) courses. Scheduling patterns which further constrained the availability of English-medium courses for some students were found. Finally, we found that the percentage of senior theses written in English by March graduates had dropped to 28%. Based on our findings, we suggest some questions for future discussion at ICU.

The purpose of this paper is to provide an overview of opportunities and constraints related to the academic use of English at ICU in courses and senior theses from 2008 to 2011, the first four years following a major academic reform in the College of Liberal Arts (CLA). One significant aspect of this reform was a change from a system that required prospective students to apply for admission directly into one of six academic divisions, to a system that has 16 departments offering 32 majors, wherein students are not required to confirm their major until the end of their second year. Concurrent with the implementation of these reforms, consideration was being given to ways to increase internationalism at ICU. On February 26, 2009, the ICU Senate reviewed a document entitled “Basic policies to strengthen internationalism at ICU”. This document was based on a report submitted by the Committee on Strengthening ICU’s Internationalism, whose members included the President, the Vice President for Academic Affairs, and the Vice President for General Affairs, and the Deans of the CLA, the Graduate School, Students, and International Affairs. The document was then presented by the President to the Faculty Meeting on March 17, 2009. It stated:

Currently only about 23 percent of all ICU courses are taught in English. We propose a four-stage plan to reach a minimum of 45 percent of ICU’s non-language program courses taught in English by 2016. These targets apply to all majors and General Education courses. Note that the interim target percentages are minimum figures—exceeding them is encouraged as the departments work towards the fully bilingual goal of offering roughly half of all courses taught in English and roughly half taught in Japanese.

In addition, the document proposed increases in the minimum number of units of coursework taught in English that April (Japanese) students need to take for graduation, from the 9 units required at that time to 27 units by 2020. Correspondingly, September (non-Japanese) students' graduation requirements would go from a minimum of 9 units of courses with Japanese as the medium of instruction to 27 units by 2020. These proposed increases in courses taught in English and in coursework required to be undertaken in students' second languages, show a recognition (as of 2009), of the importance of English-medium instruction as a means to strengthen the international mission of ICU.

With reference to the first four years (2008-2011) of the academic reform, and the stated goal of increasing the percentage of courses taught in English, this study addressed the following four questions:

1. For the ICU CLA as a whole from 2008 to 2011, what was the average number and percentage of E-courses and E-units per year?
2. For each of the 32 academic majors and GE categories, what was the average annual number and percentage of E-courses and E-units?
3. Beyond mere numbers and percentages, what other factors facilitated or constrained students pursuing a major through E-courses?
4. What was the average annual number and percentage of senior theses written in the medium of English?

There are three categories of ICU student who, along with their advisors, we believe have an interest in the answers to the four questions above: September students, One Year Regular students (OYRs), and April or English Language Program (ELP) students. September students are international degree candidates some of whom do not have highly developed Japanese language abilities when they come to ICU. OYR students are international students who come to ICU for a year or less of study. ELP students are almost exclusively Japanese students who enter the university in April and participate in the ELP. According to the ICU publication *University Guide Fact Book 2011*, Japanese students represent about 93% of ICU students, and international students 7%. Among the international students, approximately 70% are OYRs and 30% are September students.

For the first group, September students, there is no minimum admissions requirement for Japanese language ability. It may therefore take several years before some of these students are able to learn sufficient Japanese to successfully take courses taught primarily or exclusively in Japanese. Consequently, it may be important for these students to be accepted into a major that not only meets their interests, but which also allows for many courses to be taken in English, at least in the early stages of the degree program. As for the second group, many OYRs do not have sufficient Japanese proficiency to take any Japanese-medium courses. Therefore, the availability of English-medium course offerings for these students is a major factor in their decision to come to ICU.

The presence of both of these two groups of international students contributes towards making ICU an international university. Additionally, the degree of emphasis ICU places on English-medium courses is likely to affect the ELP students' motivation to improve their English skills. If English-medium courses are a decided minority of the total offerings, the message that all students may get is that English is not very much of a priority at ICU.

We hope that this paper will provide a useful reference for students who are currently at ICU and in the process of choosing or pursuing their majors, and for ICU faculty who need to have an overview of what the language environment is like at ICU outside of their own courses. Faculty, because they serve as academic advisers, also have a special need for this

information in order to point out which majors offer sufficient number and distribution of course offerings in English to meet the needs of their advisees, and which do not.

Below, we first explain our method of data collection. The remainder of the paper is organized chronologically, beginning with the perspective of prospective students and proceeding through to graduation. Specifically, we look at (a) what information was provided about English as a medium of instruction at ICU to prospective students from 2008 to 2011, (b) how prerequisites for majors varied with regard to English-medium offerings, (c) how majors differed in the number of English-medium courses and units offered beyond the prerequisites, particularly among 100-level courses, (d) other constraints on the availability of English-medium course offerings that may have affected students' choice of a major (e.g., scheduling), and (e) how many students wrote their senior theses in English, and how many wrote them in Japanese.

Method of Data Collection

To collect the primary data used in this study, we tallied course offerings for each of four academic years 2008, 2009, 2010, and 2011, using information provided by the ICU Educational Affairs Group database. The database provided information by major, and by academic year and term, about course titles, units, class schedule, and a designation for the language of instruction. This data was printed out, and the first and second authors conducted separate hand counts of the printed data. These independent counts were then compared, and any individual errors we found were corrected.

Three types of CLA courses were excluded from our counts: (a) courses in the ELP, the JLP, World Languages, and Physical Education, (b) the Senior Thesis course (STH391), and (c) any courses that had no language designation whatsoever. In addition, no Graduate School courses were counted. These exclusions are consistent with previous studies of English-medium offerings at ICU (Riney, 2000; Ueno and Riney, 2009). The counts did involve the course listings for the four areas of General Education and 32 majors of the CLA. In these four years there were 729, 755, 744 and 737 courses listed, respectively. In all, 2,965 courses were tabulated. Because the Environmental Studies major was not established until 2010, the data for this major comprised only two years, 2010 and 2011.

One challenge we faced was interpreting the system for designating the language of instruction of courses at ICU, described in the ICU ehandbook for 2011 as follows:

The language of instruction is expressed as "J", "E", "J,E" , "E,J" , "J/E" or "E/J", following the course number. "J" indicates Japanese and "E", English. "J,E" or "E,J" indicates that the classes will be offered in both languages. For example, the language of instruction changes from term to term, or from year to year, or the course consists of more than one section, which means several classes will be offered in the same term, so that some classes will be taught in Japanese and the others in English. For "J/E" or "E/J", the letter that appears first indicates the primary language of instruction. For foreign languages and literature courses, letters other than "J" or "E" may be used.

A document titled "How to indicate language of instruction," which was approved at an ICU faculty meeting on September 28, 2005, is used to help faculty decide on how their courses should be designated regarding language of instruction. Following are three extracts from that document:

(a) “The definition of “Language of instruction” refers to the language used by an instructor or instructors in course lectures. It does not refer to the language used in textbooks and/or handouts. Languages used by students in discussion, reports, and tests are similarly excluded.” Thus at ICU, “E” and “J” indicate that English or Japanese respectively may only apply to the lecture part of the course.

(b) “A slash “/” will be used in cases where two languages are used in the same course, with the primary language indicated first (including joint lecture courses).” We understand this to mean that, for example, “E/J” would mean that English would be the “primary” language of the lecture, but could range from as little as 51% to as much as 100% of the lecture.

(c) “Details on course language policy, such as textbook, handouts, language used by students in discussion, reports, and tests, should be indicated in the course syllabus.” This means that information may not be available to students and advisers until relatively shortly before registration each term.

Given the complexity of this system for designating the language of instruction at ICU, we decided to count only courses which were designated as E-courses. We feel that E-courses provide the clearest and most quantifiable representation of English-medium instruction at ICU. We did not know whether our decision to count only E-courses matched the method used to establish the percentage of English-medium courses figures given in the “Basic policies to strengthen internationalism at ICU” document. It is possible that the 45% figure represents E-courses and either E/J-courses, or E,J-courses, or both.

Before Applying to ICU

In 2011, the ICU homepage provided prospective students with information about the three commitments of ICU: Academic, Christian and International. English and Japanese were mentioned under the international commitment: “To promote mutual understanding and exchange in the international community, language ability is vital. ICU provides a bilingual education in English and Japanese.” (ICU homepage) This commitment to instruction in both languages was reinforced elsewhere on the ICU Web pages. For example, in the “Message from the President” it was stated that: “The University offers a thorough liberal arts education in English and Japanese.” (ICU homepage) Additional detail is given in the Admissions area of the ICU homepage: “Since both Japanese and English are used on campus, reflecting the institutional internationalism of ICU, students are required to be proficient in both languages. For this purpose, September students must complete the Japanese Language Programs (JLP), while April students complete the English for Liberal Arts Program (ELA).” (ICU homepage) (Note: English for Liberal Arts Program (ELA) is a new name for this program effective for the 2012 academic year. For the time period explored in this paper (2008-2011), the term ELP was in effect, and will be used throughout the rest of this paper.) In addition, the following information was provided to prospective September students in a document entitled “Information for September Applicants 2011”:

There are no separate classes or programs for non-Japanese or Japanese students. The languages of instruction are Japanese and English, sometimes both. Degree-seeking students are required to undergo intensive study in the language they are lacking, so they will become able to take courses and do assignments in either language. College students from abroad interested in studying for a year in Japan may enroll in ICU as One-Year-Regular Students, taking both Japanese language

courses and English-taught courses. However, as English-taught courses are limited, students should not expect a full variety of specialized courses in their major to be available in English. (p.21)

Aside from these explanations, we could find no specific information relating to the relative availability of English and Japanese-medium courses among the majors and other areas of the CLA curriculum. Nor, as far as we could determine, was there any explanation to prospective students that “language of instruction” at ICU refers to the “lecture” only.

The First Year

Choosing an Academic Major and Major Prerequisites

For almost all ICU students, the first year involves intensive language study in either the ELP or the JLP. These programs are designed to help students strengthen their second language so that they will be able to successfully engage in courses taught in both English and Japanese throughout their time at ICU. However, in addition to the ELP and JLP most students need to take courses in the CLA during their first year in order to begin the process of being accepted into one of the 32 majors. The selection of a major must be completed by the end of students’ second year. In order to declare a major, however, they need to have already satisfied its prerequisites, which, as will be seen below, vary widely across majors. In this section we consider these major prerequisites, and how the language medium of prerequisites may limit the choice of majors that students may take. Our primary focus here, as elsewhere, is on those students who must take, or prefer to take, E-courses.

On ICU’s internal W3 website the following was posted on June 23, 2011 under the Academic Advising section, under the heading of “Prerequisite”:

When declaring a major, students must have satisfied the [prerequisites \(PDF\)](#) of their desired major. Students are encouraged to check as early as possible the prerequisites of majors they are interested in and plan their coursework accordingly. Although all students must declare their majors by the end of their 6th term, students will not be able to declare their desired major if they have not satisfied the prerequisites of that major. In such cases students will only be able to declare a major for which they have completed the necessary coursework.

Nowhere here is the language medium of the prerequisites mentioned. Some students and advisers might assume that all majors and their prerequisites are accessible in English. As we will show later, such an assumption would be mistaken.

A pdf file available on the ICU ehandbook entitled “List of Requirements for the Selection of Major Revised 2009/9/30” was used as the basis for determining the prerequisite courses that students must take in order to be admitted into each of the 32 majors listed. This information was also provided in the *Academic Planning Handbook, 2011*.

Table 1 shows how often the prerequisites of each major were offered as E-courses in 2008, 2009, 2010, and 2011. The top row shows that five majors had no prerequisites, and thus posed no language difficulties in qualifying for these major. The second row shows that in four of four years, there were 11 majors in which students could always take all the prerequisites in English. The third row shows that this was possible in four majors for three of four years. The fourth row shows that in one major, (EMS), E-courses were available in

one of four years. Finally, the bottom row shows that for 11 majors, there was no possibility of fulfilling major prerequisites through E-courses in any of the four years.

Table 1. Frequency of Opportunities for Taking Prerequisites of Majors through E-courses (2008-2011)	
No Prerequisites:	AMS, CSC, GSS, LIT, MTH
Always: 4 of 4 years	ANT, AST, ENV, GLS, HST, IRL, JPS, LNG, PCS, POL, SOC
Usually: 3 of 4 years	DPS, ECO, MCC, PHR
Rarely: 1 of 4 years	EMS
Never: 0 of 4 years	ARA, BIO, BUS, CHM, CED, LAW, LED, MUS, PHY, PSY, PPL
Note: AMS American Studies, ANT Anthropology, ARA Art and Archeology, AST Asian Studies, BIO Biology, BUS Business, CED Comparative Education, CHM Chemistry, CSC Computer Science, DPS Development Studies, ECO Economics, EMS Education, Media and Society, ENV Environmental Studies, GLS Global Studies, GSS Gender and Sexuality Studies, HST History, IRL International Relations, JPS Japan Studies, LAW Law, LED Language Education, LIT Literature, LNG Linguistics, MCC Media, Communication and Culture, MTH Mathematics, MUS Music, PCS Peace Studies, PHR Philosophy and Religion, PHY Physics, POL Politics, PPL Public Policy, PSY Psychology, SOC Sociology	

The Second and Third Years

During the second year, students need to complete their selection of a major. They also have some further ELP and JLP coursework. For some JLP students, Japanese language study continues to be as intensive as in the first year. During the second and third years, all students pursue the graduation requirements for their majors. In this section we show the availability of E-courses for the entire CLA. We then provide information on the availability of E-courses among the 100-level course offerings of each major. Finally, we look at the number and percentage of E-units offered by each major, as well as General Education (GE).

Availability of E-courses

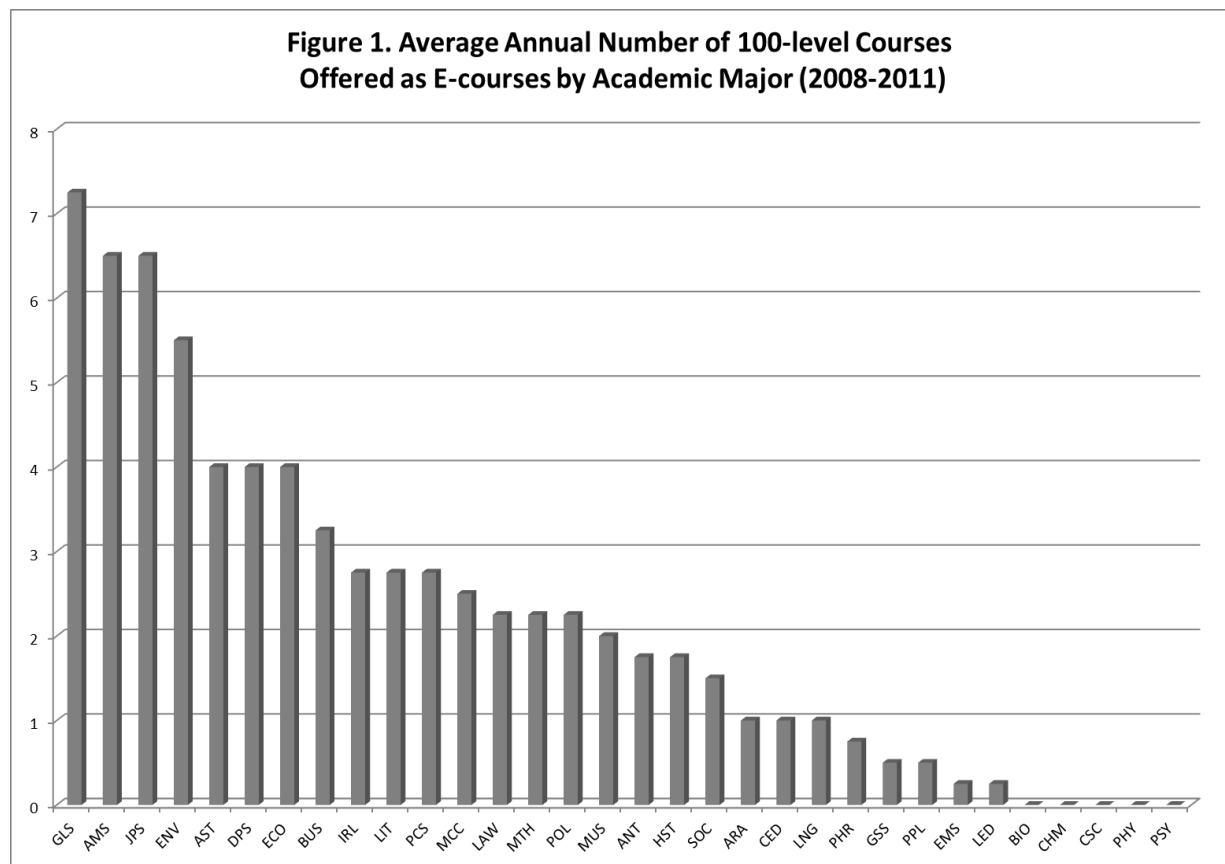
We found that the percentage of E-courses overall had increased somewhat from previous levels. Riney (2000) reported E-courses as 15.2% of all courses on average from 1997 to 2000. Ueno and Riney (2009) reported E-courses as representing 17% of all courses on average for the period from 2000 to 2007. In the current study we found that from 2008 to 2011, the average annual percentage of E-courses was 21%. These studies reveal a nearly 6% increase in the number of E-course offerings from 1997 to 2011.

In order to assess how E-courses were represented in different majors, we counted the total units offered by each major and the total E-units within that total unit count. Most courses at ICU were 3-unit courses, but 6-unit, 2-unit and 1-unit courses were also included. For this four-year period, 12,885 units were counted in total: 3,048; 3,135; 3,336 and 3,366 units respectively. This included course units that were offered multiple times or co-listed for multiple majors. (Note: “host major” courses are those that carry the 3-letter prefix of the major, such as “SOC” for Sociology. In addition, many majors “co-list” courses with 3-letter prefixes from outside the major as courses that can be taken as part of the requirements for the host major.) Thus, for example, in 2011 in the Sociology major, SOC102, a 3-unit course, was offered three times: as a J-course in both spring and fall terms, and as an E-course in winter term. This was counted as 9 total units, 3 of them as E-units, for this host major. Also in 2011, all three offerings of SOC102 were co-listed under both the American Studies and

Environmental Studies majors, and were counted as 9 total units, three of them E-units, for each of these majors as well.

100-level Course Offerings by Major

Courses with numbers from 100 to 199 are sometimes called “foundation” courses. The availability of English-medium 100-level courses may be of particular interest to some non-Japanese students. Figure 1 shows the average number of 100-level E-courses offered by each of the 32 majors from 2008 to 2011. This number (shown on the Y axis) ranges from over seven 100-level E-courses in the Global Studies major to 0 offerings of 100-level E-courses for five majors (Biology, Chemistry, Computer Science, Physics and Psychology). The average availability for all majors is two 100-level E-courses per year.

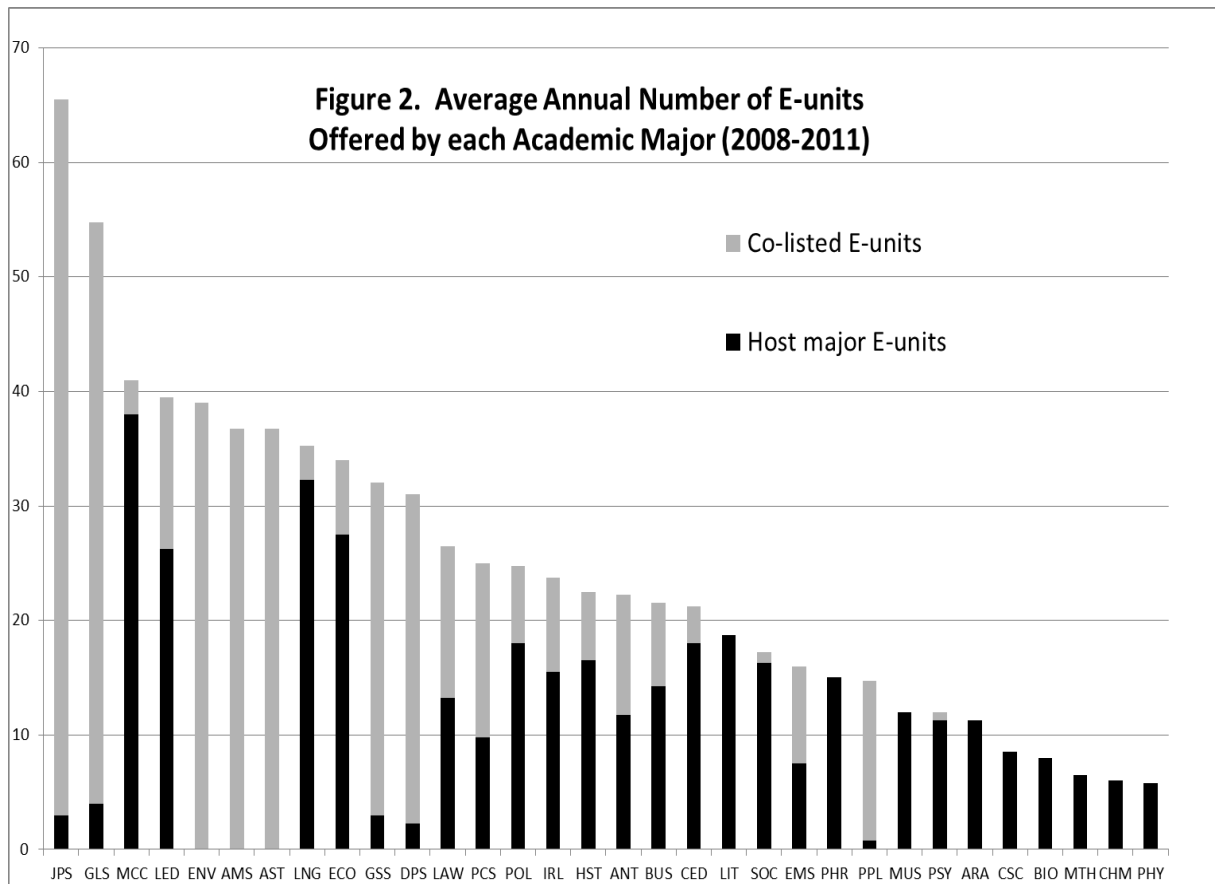


Total E-unit Offerings by Major

In addition to E-courses, we counted E-units. Overall, we found that the E-units represented a higher percentage (24%) than E-courses did (21%). This is because most E-courses were 3-unit courses, whereas most 1- or 2-unit courses were not E-courses.

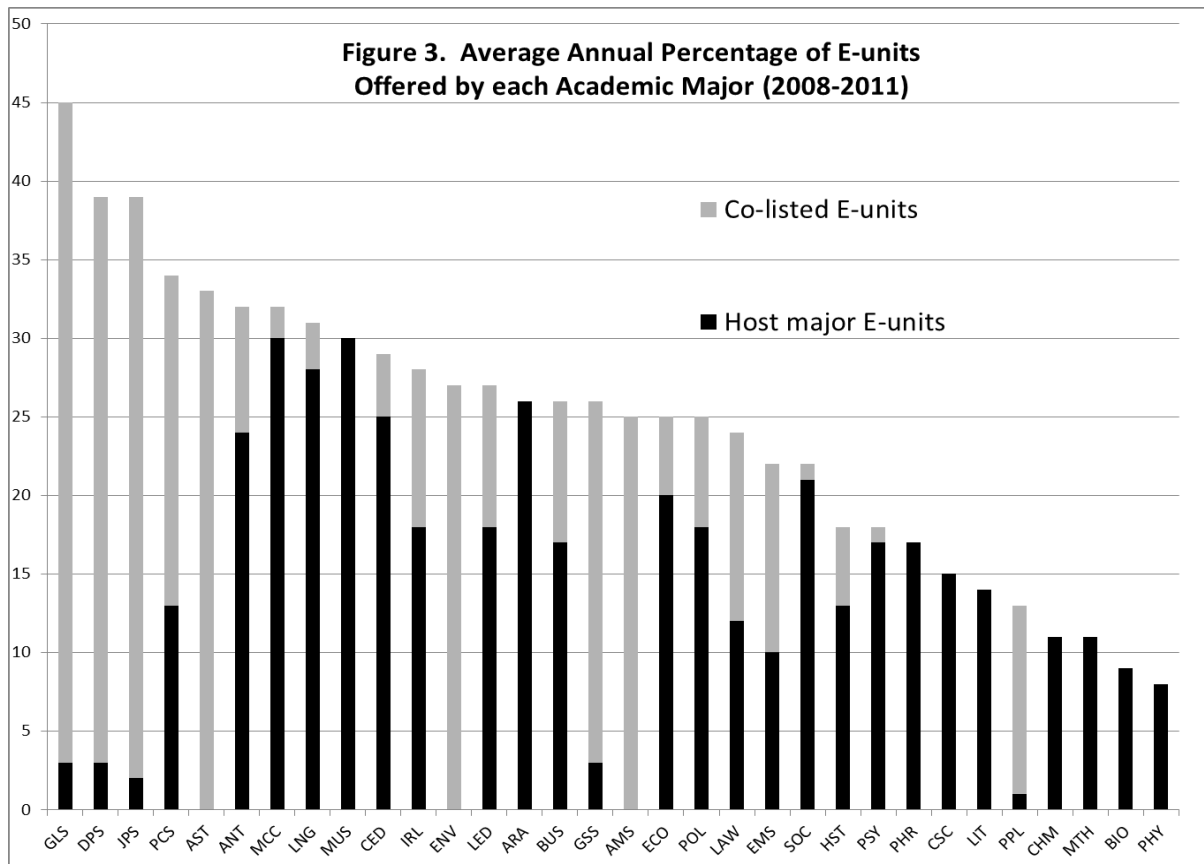
Figure 2 shows the average annual number of E-units offered within each major from 2008 to 2011, and distinguishes E-units offered by the host major (dark shade) and E-units offered in the major through co-listed courses (lighter shade). The number of E-units offered by the 32 majors ranged from over 65.5 units per year in Japan Studies, to 5.75 units in Physics. Figure 2 also shows that the percentage of E-units provided by the host major ranged from 100% in the case of some majors (LIT, PHR, MUS, ARA, CSC, BIO, MTH, CHM and PHY), to 0% in others (ENV, AMS, AST).

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In addition, our counts showed that the total number of E-units offered across all majors and General Education courses increased by 12%, from 761 in 2008 to 852 in 2011. However, because the total number of units offered also increased over this time, the percentage of E-units remained the same at 24%.

Next, Figure 3 shows the average annual number of E-course units as a percentage of all units offered for each major for the same four-year period. As in Figure 2, Figure 3 distinguishes between host major and co-listed units. While the average percentage of E-units for all majors was 24%, Figure 3 shows that this percentage was not consistent throughout the CLA. Across the majors, the percentage of E-units ranged from 45% for Global Studies to 8% for Physics.



For the 2008-2011 period, Figures 2 and 3 have shown how the 32 majors varied in both number and percentage of E- course units offered each year. The next section shows how the availability of E-courses within a major is only one of several constraints that students had to consider.

Other Considerations for Second and Third Year Students

This section examines E-courses from two additional points of view. The first involved General Education (GE) courses. The second involved the impact of course scheduling on the availability of E-courses.

General Education E-units

In addition to the courses offered in their major, all degree students are required to take a minimum number of GE courses. These courses are also of interest to OYR students, particularly when they are offered as E-courses. GE courses are divided into four categories with separate prefixes: GEH are humanities related courses, GES are social science, GEN are natural science, and GEX includes only one course, Introduction to Christianity.

The average annual number of all GE units offered from 2008-2011 was 198. The average annual number of GE units offered as E-units for this time period was 50. Thus, the percentage of E-units offered in GE was 25%, comparable to the 24% figure for all E-units across the major courses reported above. The distribution of E-units across the different categories of GE showed variation similar to that in the majors reported above. From 2008-2011, the annual average number of E-units offered by GE category were 25 E-units in GES, 20 in GEH, 3 in GEX and 2 in GEN.

Schedule Constraints on E-units

One constraint on E-course availability is when they are scheduled during the week. Some September and OYR students need to take JLP courses that are scheduled during 2nd and 3rd periods, Monday through Friday of each term. Thus, any E-courses that meet during either 2nd or 3rd period, even for one day a week, are not available for students who are enrolled in these JLP courses. In addition, whenever two or more E-courses within a major are offered with overlapping schedules in a given term, students can only take one of them in any given year.

Table 2. Effect of Scheduling Conflicts on E-course Availability: Averages for Selected Majors (2008-2011)				
Major	Annual average number of E-courses offered	Annual average number of E-courses conflicting with JLP Program J	Annual average number of other time conflicts among E-courses	Annual average percentage of E-courses available
Anthropology	8	4	0	50%
Chemistry	3	2	0	33%
History	8	1	0	87%
Japan Studies	21	6	4	52%
Psychology	5	3	0	40%
Averages	9	3(33%)	1(11%)	52%

Table 2 illustrates the incidence of these two constraints within five majors that have been chosen more or less randomly from across the 32 majors. In this sample, the average number of E-courses that conflict with JLP courses taught in 2nd and 3rd periods represents one-third of all E-course offerings. Other instances of schedule conflicts occur when two E-courses are scheduled with one or more overlapping periods, further reducing the availability of E-courses within a given year. If this sample is representative of all majors (and it may not be), roughly half of all E-courses offered can be taken by some JLP students in any given year. Unfortunately, neither students nor their advisers are likely to have the time and patience to figure this out for each major. A description of the one-year Japan Studies program states that: “Each year over 20 courses on Japan are offered in English.” (Information for September Applicants 2011) It does not state how many of these courses conflict with one another or with JLP courses.

The Fourth Year: Language of Senior Thesis

During their final year as ICU undergraduates, students are required to write a senior thesis and are given a choice of which language to use for this paper. The language medium of ICU senior theses is another indicator of the prevalence of English at ICU that we have not yet seen reported in any ICU administration publication. A previous study (Riney 2001) showed that over a period of four years, from 1997 to 2000, approximately 37% of ICU senior theses were written in English, 62% in Japanese, and 1% in other languages.

Riney’s (2001) count of senior theses was based on lists provided from six separate CLA divisions. For this study, all senior thesis numbers were provided by the ICU administration based on their list(s).

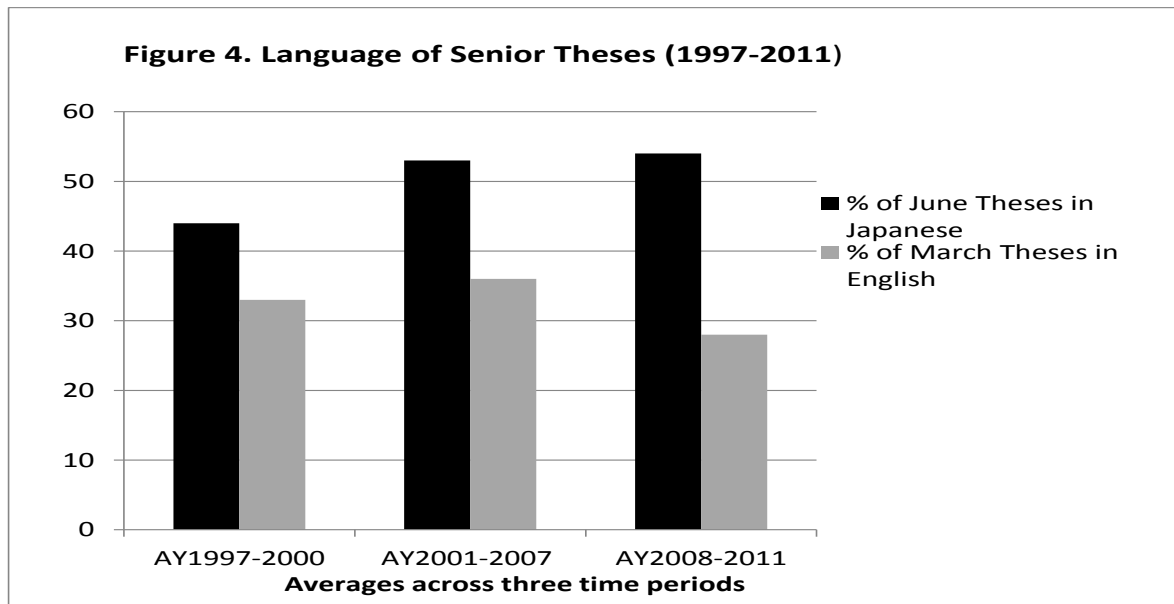


Figure 4 shows percentages of ICU senior theses by language medium from 1997 to 2011, divided into three time periods: 1997-2000 (a four-year period that serves as a point of comparison, taken from Riney, 2001), 2001-2007 (a seven-year period), and 2008-2011 (the first four years following the CLA academic reform). The year denotes the graduation year and the year in which the thesis was submitted and approved; thus, the year “2011” denotes those students who graduated in March 2011 or June 2011, and whose theses were submitted and approved in those years. In Figure 4, for each of the three time periods, the average yearly percentage of English and Japanese theses for two groups of students, March and June graduates, is shown. March graduates are mostly students who began as April (Japanese) students and June graduates are mostly September (non-Japanese) students. Therefore, for most March graduates’ theses, English would represent their second language. For example, in the time period 2008-2011, the four-year average of English theses submitted by March graduates for academic years 2008 through 2011 was about 28%. This represents the percentage of primarily Japanese students who chose to write their theses in English during this time.

Figure 4 shows only two of six subsets of theses submitted each year. First, it shows the subset that we are most interested in, that of English-medium theses submitted by March graduates. Here one sees, for example, that the percentage of English-medium senior theses was lower in AY 2008-2011 than in the previous two time periods. Figure 4 also shows a second, complimentary subset of senior thesis writers--those June graduates who are writing their thesis in Japanese. For the percentage of June theses in Japanese, Figure 4 shows a gradual increase over time. For the March theses in English, Figure 4 shows that the most recent time period has involved fewer English theses than either of the previous two time periods. Additionally, Figure 4 shows that the percentage of June theses in Japanese always exceeded the March theses in English, and that the difference between the two groups steadily increased over time.

Two subsets of theses not shown in Figure 4 are the theses that were submitted in March and June in languages other than Japanese and English (e.g., French or German); these theses as a group comprised only about 1 percent annually of the total number of theses submitted. Also not shown in Figure 4 are the Japanese language theses submitted by March graduates and English theses submitted by June graduates; these may be easily inferred, however, from Figure 4. During the period from 1997-2000, for example, one sees that 33% of the March

graduates wrote their theses in English, and, for reasons explained above, one can assume that the remainder were written in Japanese (about 66%), and other languages (about 1%).

Summary and Topics for Further Consideration

In the introduction to this paper we posed four questions related to the use of English at ICU during the first four years since the CLA academic reform, 2008-2011. In response to the first question we found that, for the CLA as a whole, there was a gradual increase in the annual average number of E-courses from 15.2% in the distant past to 21% for 2008-2011. This 21% figure represented less than half of the 45% target for E-courses which had been set earlier by the ICU administration for the year 2016. (However, as pointed out earlier, we do not know what method was used to count “courses taught in English” for the “Basic Policies to Strengthen Internationalism at ICU” document.)

Our second and third questions concerned the extent to which the availability of E-courses and E-units varied across the majors and GE courses, and to what extent other factors might make it difficult for students to pursue majors or take courses in the medium of English. We found a wide variation across the majors in terms of their number and percentage of E-courses and E-units. We also found that in each of the first four years since the academic reform, it was impossible for students to take all of the necessary prerequisites as E-courses for 11 of the 32 majors. Furthermore, we found that schedule conflicts may have imposed additional constraints on the number of E-courses that students could take.

Our fourth question concerned the number and percentage of senior theses written in English and Japanese. We found that, over time, whereas a growing percentage of September students have been writing their senior theses in Japanese, a decreasing percentage (28% on average for 2008-2011) of April students have been writing their theses in English.

These findings raise a number of questions which we would like to suggest as considerations for future discussion at ICU:

- What is the administration’s current view regarding internationalism and the 45% target for English-medium course offerings by 2016?
- Would it be helpful for current and prospective students, advisers, international exchange partner institutions, and the public at large, for ICU to collect and publish data on language of instruction on a regular basis?
- Can the Academic Planning Center and the departments responsible for each major provide more detailed information on their websites regarding language of instruction opportunities, constraints relating to major prerequisites, and graduation requirements?
- ICU sets targets for grade point averages and provides reports on them each term by major. Should it also set E-course percentage targets and report them by major each year?
- Can more be done to reduce scheduling conflicts that limit student access to E-courses?
- What are the causes of the decline in senior theses written in English by April (Japanese) students, and should more Japanese students be encouraged to write their senior theses in English?

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