

令和 6 年 9 月 12 日現在

機関番号：23102

研究種目：基盤研究(B)（一般）

研究期間：2020～2023

課題番号：20H01698

研究課題名（和文）日本の大学において英語による教育プログラムを履修した学生の卒業後進路に関する研究

研究課題名（英文）Investigation of Post-graduation Outcomes of Students in EMI Programs in Higher Education in Japan

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交付決定額（研究期間全体）：（直接経費） 8,100,000円

研究成果の概要（和文）：本プロジェクトは、英語による教育プログラム受講学生の進路について調査した。日本の大学では、高等教育の国際化やグローバル人材育成の一環として、英語による専門教育を実施している。学部生向けには、約300の大学が英語または日本語による科目の混合プログラムを、約35の大学が完全な英語のみによるプログラムを提供している。プログラム導入当初にあったカリキュラム計画、FD、統合、全体的な実施面での問題も、この15年間で改善された。このプログラムの発展に関する文献は多くあるものの、EMI学生の卒業後の進路についてはあまり知られていない。本研究では、EMI学生の目的、ニーズ、支援体制、進路について調査した。

研究成果の学術的意義や社会的意義

高齢化社会が進む中、経済の活性化が最重要課題となっている日本。その一環として、政府や経済界が注目するのが「グローバル人材」だ。国際的な環境で活躍できる日本の若者や日本の活性化に貢献できる留学生を指す。大学における英語による教育も、このグローバル人材育成の一環と考えられている。本研究では、EMIが日本人学生のキャリア形成にとってプラスに寄与している一方で、留学生にとっては逆に障壁となっている可能性があることがわかった。また、EMIの学生特有のニーズに的を絞ったキャリア支援の欠如も明らかになった。本研究結果は、現在および将来のEMIプログラムの意思決定およびプログラム計画に貢献するものである。

研究成果の概要（英文）：This project investigated the career paths of students in English-medium instruction (EMI) programs in Japan. As part of the overall trend towards internationalization of higher education and the promotion of the idea of global jinzai, Japanese universities have implemented programs with English-medium specialist courses. For undergraduates, blended programs, with a mix of English-medium and mainstream Japanese-medium courses, are available at more than 300 universities, and entirely English-medium programs are offered at approximately 35 universities. Initial implementation of these programs was somewhat problematic but progress have been made in the past 15 years in curriculum planning, faculty support, integration, and overall implementation. These changes have been well documented in the literature; however, less is known about the post-graduation outcomes of EMI students. This study investigated the aims, needs and outcomes of EMI students and the support available to them.

研究分野：Internationalization of Higher Education

キーワード：EMI 英語による教育 career outcomes キャリアのアウトカム キャリア支援 グローバル人材 高等教育の国際化

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## 1 . 研究開始当初の背景

English-medium instruction (EMI), teaching specialist academic subjects in English, is a key part of internationalization strategies for many universities around the world. In Japan, more than 40% of universities now teach some of their classes in English and at approximately 35 universities, undergraduate students can earn their entire degree in fully English-taught programs (ETPs). In government policy statements and university marketing materials, EMI is often associated with the notion of global jinzai, or internationally capable human resources, and it is often implied that students who study in EMI programs will have enhanced employability and access to more internationally-oriented careers after graduation (Bradford, 2013). However, for domestic students, there is little evidence that their job-hunting experience or long-term career outcomes are significantly different than students who study in mainstream Japanese-medium programs. And for international students, the impact of studying in an English-medium program and not developing their Japanese proficiency is not clear.

Previous research on EMI programs in Japan has focused on two main avenues. One group of studies has looked at the planning and implementation of EMI from the government or university point of view. This research has focused on institutional and administrative issues in program establishment (Sano et al., 2023), strategies for curriculum planning (Shimauchi, 2018), the motivation and needs of faculty members (Bradford et al., 2022), implementation challenges (Toh, 2020), and other university-related issues. Another branch of research has focused on students and their motivations for taking on EMI (Kojima, 2021), their needs for language and academic support (Heigham, 2018), and their academic outcomes (Aizawa, 2023). However, to date, little research has been conducted on their post-graduation outcomes. If these programs are to succeed in achieving their goal of contributing to the internationalization and revitalization of Japan's economy, more needs to be known about the aims, experiences, and outcomes of EMI students as they join the workforce.

## 2 . 研究の目的

This project seeks to understand the situation surrounding job hunting and career planning for students in EMI programs. Specifically, the project seeks to answer the following research questions.

- What support structures are available for students in EMI programs and are those structures sufficient?
- What career aims do EMI students have and are those aims different than students in mainstream Japanese-medium programs?
- How does studying in an EMI program influence the career opportunities available to students?
- Do domestic and international students in EMI programs have different job-hunting aims, experiences, and outcomes?

The answers to these questions can contribute to decision making and program planning for current and future EMI programs.

## 3 . 研究の方法

Data was collected in two phases. Phases one was based on survey and semi-structured interview data collected from career support professionals. This included staff at university career support centers, as well as representatives of commercial career support providers and relevant NGOs. This phase also included observations of career planning events aimed at international students in EMI programs and an online community of career support professionals working with EMI students. Phase two was based on survey and semi-structured interview data collected from students in EMI programs. These students were in

their 3<sup>rd</sup> or 4<sup>th</sup> year of undergraduate programs and were involved in or had just finished the job-hunting process. For both phases, interviews were transcribed and the open-ended survey responses and interview transcripts were analyzed qualitatively.

#### 4 . 研究成果

##### Findings from Phase 1

Phase one of the project focused on career support from the supply side. Survey and semi-structured interview data was collected from university staff members working in career support offices, representatives of commercial providers of career support services, and representatives of NGOs working to support international students in Japan. Additional data was collected through observations of career planning and recruiting events targeting EMI students, and the analysis and interpretation of the data was informed by participation in an online community of career support providers working with EMI students. According to the findings, the overall situation can be best characterized as a general lack of support for EMI students but with some positive, though uncoordinated, developments.

As for domestic students studying in EMI programs, this seems to be a somewhat invisible community on university campuses. Several career office staff members reported being unaware that domestic students were registered in their universities' EMI programs. And for those respondents who were aware, the domestic EMI students were not seen as having any particular special needs in terms of career planning and job hunting. The assumption seems to be that they will follow a mainstream job-hunting process and rely on the well-developed infrastructure of career support available to domestic students in mainstream Japanese-medium programs. No examples were identified of efforts aimed at helping domestic EMI students identify "international" career opportunities or frame their EMI experiences in a way that would be appealing to HR recruiters.

As for international students, there was a consensus that they have specific needs but there was no overall agreement about how best to support them and no coordinated sense of direction. First, respondents reported a lack of information about the aims of international EMI students. It is unclear how many of them actually want to stay in Japan to work. According to MEXT, approximately half of international students in general want to stay in Japan and work after graduation. But no data is available for the subset of international students graduating from EMI programs. Combined with the very small size of many EMI programs, it is difficult to justify large expenditures on career support for a small number of students who may not seek out opportunities in Japan anyway.

Respondents in this project identified language proficiency as a key shortcoming of international students in EMI programs. The vast majority of EMI students are not native speakers of English so they have a clear advantage of bilingualism in their first language and English, but without Japanese proficiency, this is of limited benefit in the job market in Japan. Their lack of Japanese proficiency is a double hinderance because it cuts them off from not only mainstream job opportunities, but also from the support structures intended to help them find opportunities; the vast majority of carer support services are offered in Japanese only. The lack of Japanese proficiency can also be a hindrance in the job-hunting process at home or in a third country as many overseas recruiters assume that having graduated from a Japanese university, the EMI students are fluent in Japanese.

This lack of Japanese proficiency arises from the structure of many EMI programs in Japan. Intended as a way to reduce the barriers to entry for international students, many EMI programs do not require any Japanese proficiency at all upon entry. And in many cases, the structure of programs isolates international students, prevents them from studying Japanese beyond the conversational level, and precludes them from studying in Japanese-medium classes. As of the time of writing, several EMI programs have been changing their curricula to allow for more flexibility and promote more interaction between EMI and JMI students, but the siloed nature of EMI programs remains a problem on many campuses.

It should be noted that the issues described above are moving in a positive direction. There are several universities that now offer limited career support services in English, some commercial providers have support tailored for the needs or EMI students, and career planning and networking events planned by student-support NGOs have been successful in

helping international EMI students find opportunities. However, as of the time of writing, these positive steps remain limited and represent the efforts of a small number of dedicated individuals, rather than an institutional or national-level sense of direction.

## Findings from Phase 2

Phase two of this project is based on survey and interview data collected from EMI program students who were engaged in or had recently finished the job-hunting process. The findings from phase 2 indicate that Japanese and international students are on very different paths in their career arcs based on their differing levels of English and Japanese language proficiency. For Japanese students, English was a barrier to entry to university and a challenge in their studies. But it is a clear asset in their job-hunting process. But for international students, English proficiency helped them gain entry to and achieve academic success at university, but a lack of Japanese proficiency is standing in the way of their career goals.

Domestic students reported that they were following a largely mainstream job-hunting path and taking advantage of the support structures available to them. For these students, English proficiency was clearly an advantage in their job-hunting efforts. Several respondents noted that recruiters focused on their English proficiency in interviews and that their measurable success in English (i.e. TOEIC score) was their most valuable attribute as a candidate. However, recruiters showed little interest in how the students had acquired their English proficiency and did not seem to understand the concept of EMI. Students reported some frustration at their own inability to explain coherently what they had gained from their EMI program. Most respondents followed a mainstream job-hunting path, little different than that followed by JMI students, but it seems that they did so by default, without really considering other possibilities.

International students reported a very different experience. For them, lack of Japanese proficiency was clearly a barrier to entry for most opportunities in Japan. Several respondents reported wanting to stay in Japan to work, but feeling that they could not do so. These students had some opportunities to develop Japanese proficiency but they felt it was not enough. Japanese language classes available to them on campus were basic conversational and life-skills classes, not the academic or business language instruction they needed for the job market. They were ineligible for the more advanced level classes having arrived on campus with no Japanese at all. They also had limited opportunities for studying Japanese outside of class. All of their classes were taught in English and their social interactions on campus tended to be with other international students. And for many, pandemic-related restrictions greatly limited their social interactions off campus.

So, a lack of Japanese proficiency cut these students off from the mainstream job-hunting support systems and reduced the range of career opportunities open to them. There are job opportunities in Japan for English-speaking people without Japanese language proficiency, however, they are limited and not always widely visible. Finding such opportunities was often difficult and without support, international students tended to rely on their own initiative. Some support was available from faculty members and administrators on campus and some international students attended events targeting international students. But the results of these efforts were mixed.

A gap in perception was another barrier to entry for many international EMI students. Having had a less typically Japanese experience on campus than many international students who study in Japanese-medium programs, the EMI students felt that they did not really understand the job-hunting process or what Japanese companies are looking for in a candidate. They saw their first job after graduation as simply a first step in their career development and were hesitant to make the kind of long-term commitment Japanese recruiters seemed to be asking for.

## Conclusions and Implications

The findings of this study have some important implications for program implementation. First, it is clear that a greater level of collaboration between EMI stakeholders and career support staff would be a benefit to students. For domestic students in particular, this kind of collaborative effort could open their eyes to wider set of career options and give them a better

sense of how to frame their experiences in a way that is meaningful for recruiters. And for international students, more opportunities to develop their Japanese language proficiency would be an immediate benefit. In addition, career planning and job-hunting support services available in English would be an excellent addition to EMI programs. For international students recruited to study in English in Japan, the experiences available to them in English should not be limited to the academic.

### Limitations

Data collection for this study was significantly impacted by the corona virus pandemic and as such, the findings explained here represent a limited view. Ongoing confirmatory research will be needed before strong claims can be made.

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掲載論文のDOI（デジタルオブジェクト識別子） 10.1007/978-3-031-33254-8_11	査読の有無 無
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する
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掲載論文のDOI (デジタルオブジェクト識別子) 10.1080/01434632.2022.2086559	査読の有無 有
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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