

Exploring the Academic English Needs of Students at a Japanese University

| | |
|-------|---|
| メタデータ | 言語: eng 出版者: 公開日: 2023-04-13 キーワード (Ja): キーワード (En): 作成者: ブラウン, デール, 家口, 美智子, 大藪, 加奈, マリー, ルイス, 菅野, 磨美, 森川, 智成, ラナー, ジェイコブ メールアドレス: 所属: |
| URL | https://doi.org/10.24517/00069171 |

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 International License.



Exploring the Academic English Needs of Students at a Japanese University 日本の大学における学部生のアカデミック英語ニーズ調査

Dale BROWN*, Michiko YAGUCHI*, Kana OYABU*, Lewis MURRAY*, Mami
KANNO*, Tomoaki MORIKAWA*, and Jacob RUNNER*

デール・ブラウン、家口 美智子、大藪 加奈、ルイス・マリー、
菅野 磨美、森川 智成、ジェイコブ・ラナー

Abstract

A key part of second language curriculum development is consideration of the likely future experiences of the learners in question so that predictions may be made regarding the language skills and knowledge the learners will require. However, research on the academic English needs of students in EFL settings is limited. Accordingly, in order to further develop a first-year English for Academic Purposes programme at a Japanese university, interviews with third- and fourth-year students were conducted concerning the full range of their experiences with academic English during their time at the university. These interviews, with 30 students from six departments, found that the university is to an extent a translingual space. In courses taught in Japanese, English may be occasionally used in a variety of ways; in EMI courses, which almost all the interviewees had had some experience of, Japanese is used for a variety of purposes; and students had had a variety of experiences outside classes which required English. Moreover, though it was found that some students had avoided uses of English in some way, the translingual nature of the university means that avoidance is limiting. It may therefore be important to raise the awareness of first-year students of the ways in which they may need English in subsequent years may in order to help motivate students to gain the necessary skills and confidence in English.

第二言語カリキュラムを開発する際、学習者が将来どのような場で、どのような言語スキルや知識を必要とするかを把握することは重要である。しかし、学生がどのようにアカデミック英語を使用しているかについての研究はまだ少ない。そこで、本稿では、日本の1国立大学の3、4年生を対象に、大学在学中のアカデミック英語使用経験について聞き取り調査を行った結果を報告する。この調査では、文系6学部（人文・法・経済・学校教育・地域創造・国際各学類）5名ずつの計30名の学生を対象とした。調査結果から、大学はトランスリンガルな空間であり、日本語の授業で英語が使われることもあれば、回答者のほとんどが受講経験を持つ英語による授業（EMI授業）で日本語が使われることもあることが分かった。また、英語は授業以外でもさまざまな場面で使用されていることがわかった。大学における英語使用を何らかの形で避けている学生も一部いたが、トランスリンガルな大学で英語使用を避ける行動は限定的と言える。今回の調査結果から、1年生の英語授業では次年度以降にどのような形で英語が必要になるかを意識させることで、学生は必要な英語力のイメージを描くことが出来、学びに対する動機付けに繋がることが示唆される。

* Institute of Liberal Arts and Science, Kanazawa University.

1. Introduction

Needs analysis – consideration of the likely future needs of learners – is recommended as a core part of second language (L2) curriculum development and course design (Bocanegra-Valle, 2016; Long, 2005; West, 1994). There are many published needs analyses that have considered the needs of L2-English users studying academically in English-speaking countries. For example, Ferris and Tagg (1996a, 1996b) and Ferris (1998) investigated the listening and speaking needs of international students in higher education in the US. Such students were found to often struggle with general listening comprehension in academic contexts, need support with lecture comprehension and note-taking, and lack confidence in their listening and speaking skills. Looking at the challenges and needs of international undergraduates in a US university, Caplan and Stevens (2017) found that academic literacy was a major challenge and of high importance, but also found that oral communication, both in and out of the classroom, was a central concern.

In contrast, there appears to be less research on the needs of L2-English users studying outside English-speaking countries (i.e., EFL rather than ESL learners). Mak (2019) provided an analysis of the needs of EFL students in Hong Kong with respect to academic presentations, and Lambert (2010) explored the post-graduation needs of learners at a university in Japan. There is, however, little research that provides insights into the full range of learners' academic English needs during their time in higher education institutions in EFL settings.

One reason for this might be that, in many countries, university English programmes have to some extent been engaged in what Abbott (1981) termed TENOR: the Teaching of English for No Obvious Reason. Certainly, in Japanese higher education, English courses were often provided in order to enable students to gain a required number of foreign language credits (specified by the government prior to 1991, decided by individual universities now but in many cases unchanged). Yet in recent decades, various government initiatives have sought to emphasize English as a communicative tool in a globalised world (MEXT, 2003) and more and more institutions have gradually come to formulate programme-wide objectives and curricula rather than leaving course goals to the discretion of instructors. The context for this study, Kanazawa University, is an example of this movement as selection as part of a government initiative, the Top Global University Project (2015–2024) which aimed to enhance the internationalisation of selected institutions, led to a substantial increase in the provision of EMI courses and more encouragement for students to study abroad. This helped in giving greater clarity to the purpose of compulsory English courses, putting TENOR firmly in the past, and resulted in the establishment of an English for Academic Purposes (EAP) programme.

In the initial stages, the EAP programme was developed through experience and understanding of the typical characteristics and English proficiency profile of incoming students, along with experiences of teaching and learning in English-medium settings. As the programme developed, the necessity of better understanding learners' future needs became apparent. Accordingly, research into the particular characteristics and challenges of EMI courses at Kanazawa university was carried out. Surveys of

instructors teaching EMI courses (Brown et al., 2019) and of students enrolled in EMI courses (Brown et al., 2021, 2022) provided a number of insights into areas the EAP programme should emphasize due to their importance in EMI courses and/or the difficulties they pose for students. However, it was also clear that English is used for academic purposes by students in the university in a number of other ways (i.e., beyond EMI courses). Thus, this study set out to gain a more complete picture of how academic English is used by students during their time here, so that the EAP programme can be better tailored to meet students' needs.

2. Uses of English in higher education

English is increasingly used in a variety of ways in higher education around the world. It is the primary language of research publication (Van Weijen, 2012) and seems likely to extend this dominance given that younger researchers are more likely to write in English (Stockemer & Wigginton, 2019). Publishing “internationally”, which has come to mean in English, is now seen as essential to the dissemination of research findings and is also encouraged by institutions as it impacts rankings (Stockemer & Wigginton, 2019). In certain countries, English-language textbooks are used across a variety of disciplines even in courses which are principally conducted in the local language. This can be because the local market is too small and English-language textbooks are seen as being higher in quality and/or because it is believed that students need to become familiar with discipline-specific English for future educational or workplace purposes (Kaewpet, 2009; Mudraya, 2006; Pecorari et al., 2011). English is also increasingly used as a language of instruction (i.e., EMI) for courses or entire programmes. EMI has grown rapidly in Europe (Wächter & Maiworm, 2014) and in Asia (Walkinshaw et al., 2017) as universities seek to internationalise for reasons of prestige and in order to enhance their attractiveness to both domestic and overseas students (Macaro et al., 2017).

This international trend towards increased use of English in higher education is also evident in Japan. While the use of English-language textbooks is less prominent, perhaps since the Japanese market is large enough to make Japanese-language textbooks viable for many disciplines, encouragement for “international” publication of research and for the development of EMI courses and programmes is prominent. Indeed, the government's Top Global University Project aimed to support the internationalisation of selected universities with the explicit goal of helping those institutions claim high placings in international rankings. This was to be achieved by initiatives such as expanding the number of non-Japanese faculty and Japanese faculty with degrees from overseas' universities, increasing the proportion of international students, having more domestic students study abroad, expanding teaching in foreign languages (i.e., English) and increasing student achievement levels on standardized English language proficiency tests (MEXT, n.d.). Latest figures show that 309 of Japan's 795 universities (i.e., 39%) offer EMI courses, including 62 of the 86 prestigious national universities (72%) (MEXT, 2020).

This increased use of English in higher education around the world is not uncontroversial.

Englishization is seen as embodying the market-led commodification of higher education and is also seen as a threat to local languages (Kirkpatrick, 2011). There is therefore resistance to this trend and rigorous public debates have taken place involving policy makers, university administrators and academics, as a number of chapters in Wilkinson and Gabriëls (2021) document. Students' experiences and views on increased use of English seem to have received less attention in the literature. One exception is work by Doiz and colleagues (reported in Lasagabaster, 2021) into student views of EMI at the University of the Basque Country. This work reveals that while very much cognizant of the value of English, students were more concerned about the impact of EMI on the local language and more resistant to EMI than university administrators or academics. Moreover, there are other signs of dissatisfaction that may be noted. For example, in Pecorari et al.'s (2011) study on textbooks used in university courses in Sweden, 44% of students with experience of courses in which English textbooks were set said they would not choose an English textbook if they had the choice (for comparison, 13% said they would choose an English textbook). Lueg and Lueg's (2015) study of students in a Danish university in which parallel EMI and Danish-taught undergraduate programmes were offered found that the decision to take the EMI programme was associated with the idea that it would offer a future career advantage and that it was viewed positively by peers, while the decision to take the Danish-taught course was associated with concerns about EMI in terms of receiving lower grades or missing course content. Also of interest in this study is that while all the students had high levels of English proficiency – proficiency of approximately C1 level on the CEFR being an entry requirement for all students – the vast majority (85%) opted for the Danish-taught course. It may therefore be that there is some quiet resistance to greater use of English in higher education on the part of students in terms of avoidance of English. This could take various forms: choosing not to take EMI courses, as above, avoiding interactions with overseas students, or preferring materials and written sources in the L1. Whether or to what extent avoidance of English occurs does not yet seem to have been explored in the literature, and thus this was one area to be explored in the current study.

3. The current study

The purpose of this study was to gain a better understanding of the future academic English needs of first-year Kanazawa University students so that the first-year EAP programme can provide optimal preparation to enable students to meet those needs. To this end, an investigation of the various ways that 3rd- and 4th-year students at Kanazawa University have made use of academic English during their time at the university was conducted.

4. Method

4.1. Participants

Thirty 3rd- and 4th-year students at Kanazawa University participated in the research, five students each from the six departments in the Faculty of Humanities and Social Sciences: Economics,

Education, Humanities, International Studies, Law and Regional Development. With permission from the departments, students from each department were chosen by simple random selection (following Long, 2005; and Serafini et al., 2015) so as to ensure that a representative range of students were chosen (rather than, for example, only students with a particular interest in English). The selected students were contacted by email, given an explanation of the research aims and procedure, and asked to participate in the research, with a ¥1,000 gift card offered as an incentive. In some cases, a selected student did not respond to multiple invitations to participate, and in this case another student was selected at random and approached instead. Furthermore, in the case of the Economics department, repeated requests to a number of students did not elicit a response and thus one of the participants was a student personally known to a member of the research team. Thus, the sample of participants was not fully random.

4.2. Instrument

An interview protocol (see Appendix) was developed to guide the interviews. The intention was for the protocol to ensure a consistent approach by multiple interviewers and to probe a variety of ways in which students may make use of academic English. The protocol was developed by the research team and was based in part on our previous studies into EMI classes at the university and in part by our experiences as faculty members and in the past as students studying at a home institution and studying abroad. In line with advice in Serafini et al. (2015) and Long (2005) on conducting a needs analysis, the focus of the questions in the interviews was on tasks undertaken or experienced rather than on language itself.

4.3. Procedure

The interviews were conducted in Japanese via Zoom by three members of the research team. Prior to each interview, the participant was sent a consent form and asked to complete it, and the completed consent form was received electronically at the beginning of the interview session. Before beginning the interview itself, the interviewer reiterated the purpose of the study and confirmed that the participant was happy for the interview to be recorded. The interview then proceeded, guided by the interview protocol, and the interviewer concurrently completed a data collection sheet to enable a quick record of students' responses. Each interview took between 15 and 40 minutes.

4.4. Analysis

Analysis began with the checking of each data collection sheet against the recording of the interview by a member of the research team. The contents of all the data collection sheets were then compiled in a single Excel file. This Excel file was then used to tabulate the students' responses to each question, with sorting and filtering functions used to isolate particular response profiles. The responses were also analysed by departmental affiliation to check for differences or trends among

students belonging to different departments.

5. Results

5.1. Uses of English in classes taught in Japanese

The interview data showed that 26 of 29 students (in one interview, uses of English in classes taught in Japanese was not addressed) reported use of English in a class taught in Japanese. As Figure 1 illustrates, the introduction or use of English terminology was reported by 19 students, use of videos in English by 17, use of PowerPoint lecture slides in English by 14, and provision of handouts in English and use of readings in English both by 12. Indeed, two thirds of the students reported experiencing at least two of these English uses in classes taught in Japanese. In most cases, however, these uses of English were described as being infrequent, occurring perhaps once or twice during a course, though examples of courses which featured more regular instances of these uses were also mentioned.

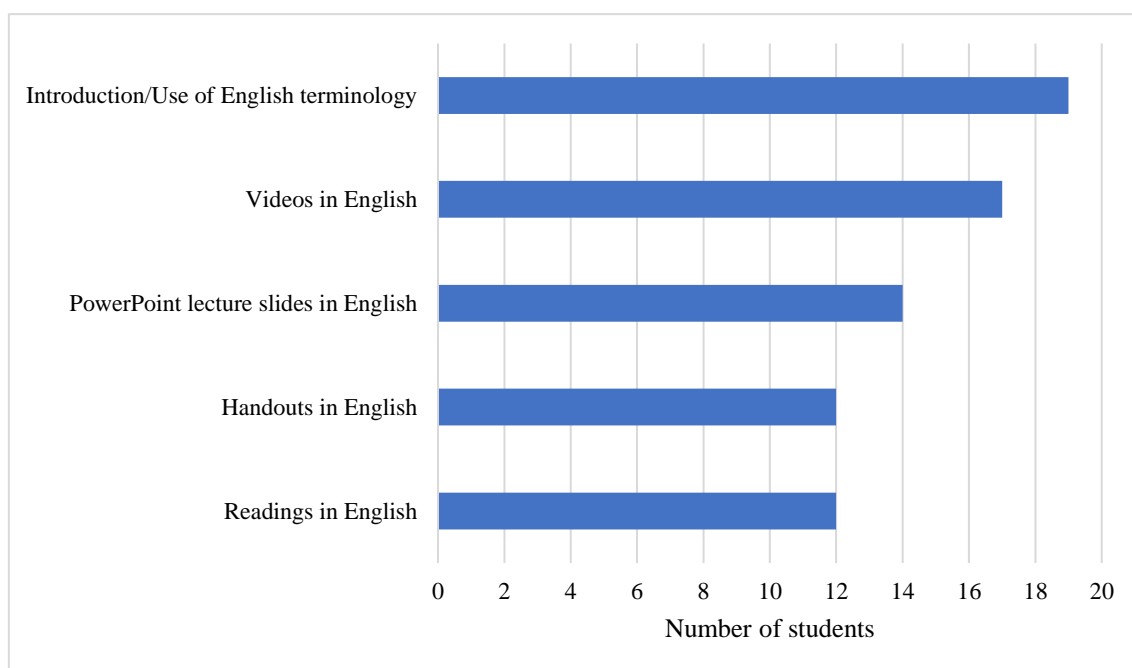


Figure 1: Students reporting experiences of English use in classes taught in Japanese

Most of these uses of English were reported to cause little difficulty for students (Figure 2), since they were generally accompanied by Japanese in the form of explanations from the instructor or subtitles. The one exception to this was the use of readings in English. This difficulty was ascribed to two factors: the length of the readings and the quantity of unknown vocabulary therein.

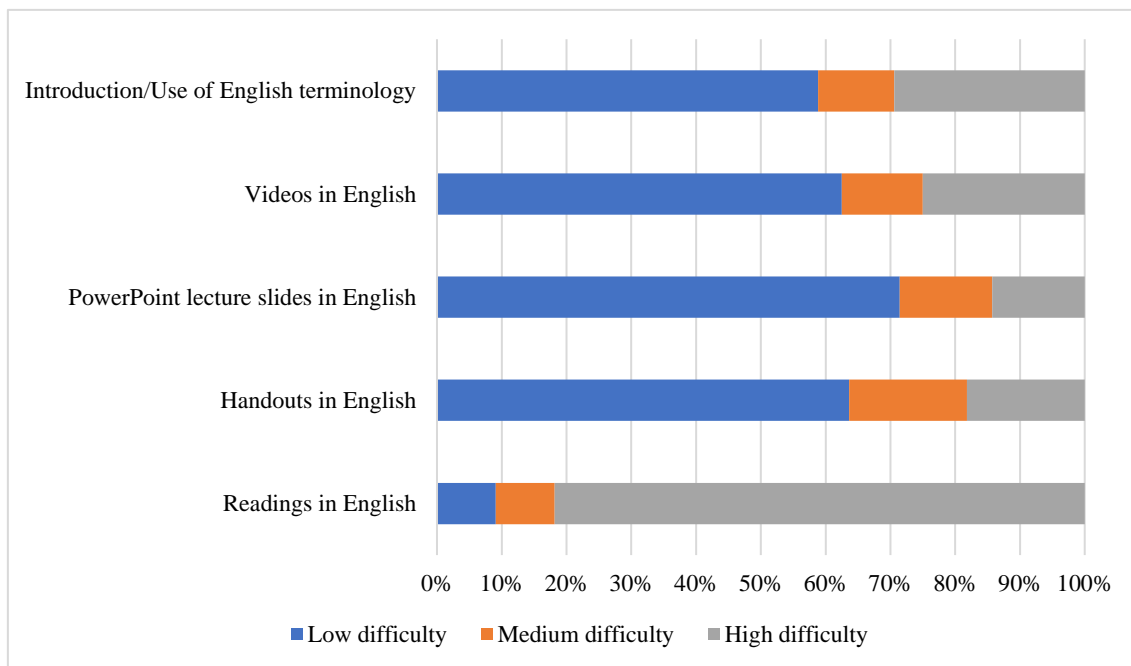


Figure 2: Proportion of students reporting different levels of difficulty with types of English use in classes taught in Japanese

Note. Not all students reported the difficulty of experiences. There was no such data for two students regarding the introduction or use of English terminology, and for one student each regarding use of videos in English, handouts in English and readings in English.

5.2. Uses of English in classes taught in Japanese

At least one EMI class had been taken by 26 of 30 students, including all five students from four of the departments – Economics, Humanities, International Studies and Regional Development. The number of EMI classes taken did, however, vary greatly for students from different departments: Education students and Law students reported having taken one EMI course on average, Regional Development students 1.5, students of Economics and of Humanities 3.5, and International Studies students 11.

In EMI courses, reading tasks in English were reported by all 26 students, listening tasks in English by 24, writing tasks in English by 20 and speaking tasks in English by 17. The difficulty of dealing with these uses of English varied (Figure 3), with approximately half of the students reporting high difficulty and half low or medium difficulty in each case. Explaining reports of high difficulty, students mentioned vocabulary, the use of specialised/technical terms, difficulties with class content itself, and the challenges of expressing oneself. Regarding reports of low difficulty, students mentioned use of Japanese and tasks in which time pressure was absent.

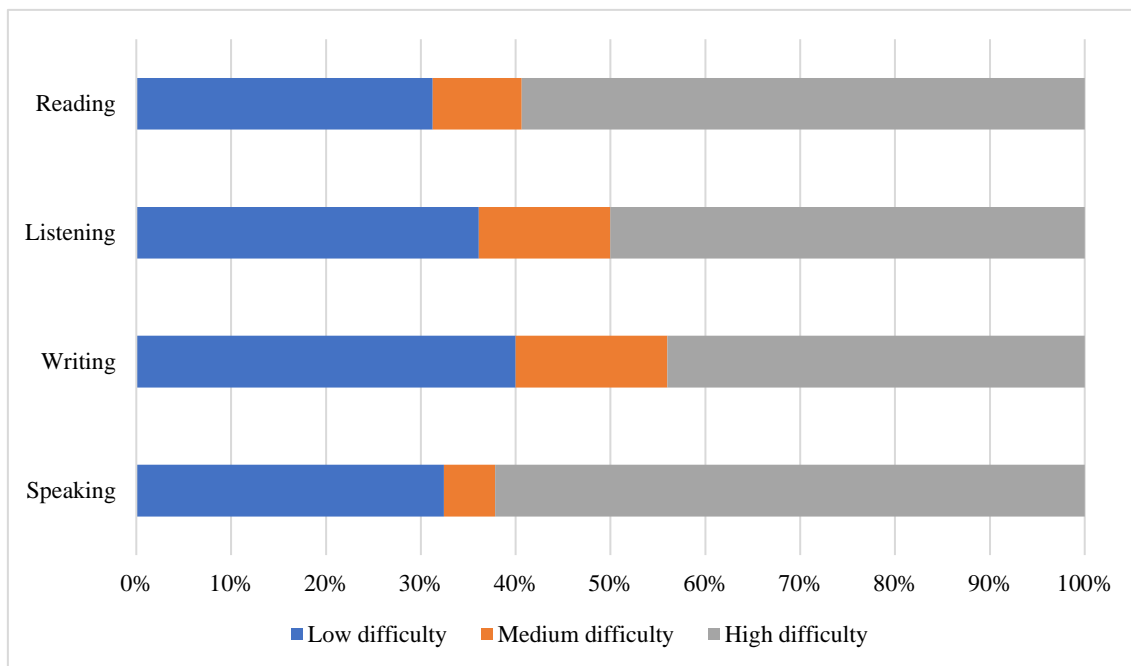


Figure 3: Proportion of students reporting different levels of difficulty with skills in EMI classes
Note. Not all students reported the difficulty of experiences. There was no such data for two students regarding reading and from six regarding writing.

A more detailed examination of students’ reports of Japanese use in EMI courses found that Japanese appears to have been used in a wide variety of ways. For example, the use of videos in Japanese, handouts in Japanese, class discussions in Japanese and written examinations in Japanese were all reported. These uses therefore cover both receptive and productive language use (from the student’s perspective), in both spoken and written modalities, with use of Japanese particularly prevalent for language production by students.

5.3. Uses of English during study abroad

Some form of study abroad experience was reported by 13 of the 30 students, even though the COVID-19 pandemic had disrupted a considerable portion of these students’ time at university. These study abroad experiences varied greatly, from spending a semester or academic year at an overseas university to short-term field trips and the like.

Eight of the 13 students had a study abroad experience that involved taking courses in English and these courses generally involved the four skills of reading, writing, listening and speaking. These students reported greater difficulty with speaking and listening compared with writing, with reading perceived as least difficult.

The causes of difficulties with listening were the speed of speech, use of technical terms and unfamiliar accents. For speaking, there were issues with understanding interlocutors and being able to express oneself clearly. For writing, difficulties were using academic English, structuring writing,

summarising, understanding the subject content itself and writing under time pressure (in an exam). Meanwhile, for reading, though perceived as least difficult, students nonetheless described the need to read quickly, vocabulary and challenging content as sources of difficulty. Reports of low difficulty were relatively few and among these reports there were few explanations, but students did comment on how opportunities for preparation, such as having time to prepare for a presentation or receiving exam questions in advance, made tasks less difficult.

Also noteworthy was that students who took part in longer duration study abroad programmes tended to report more difficulties. This perhaps indicates that short-term trips were more likely to have been principally about the experience itself rather than studying per se and so were less demanding, while longer term trips were more academic in nature.

5.4. Other uses of English

Few students reported using English in a lab environment or similar and few had used English when dealing with university staff. English was, however, used by 14 of the 30 students when interacting with non-Japanese students and 9 students reported reading in English in some form for purposes other than classes. Relatively few students commented on difficulty regarding these uses, but when comments were made, they almost all reported that difficulty was high.

Extra-curricular uses of English while at the university were reported by 14 of the 30 students. In most cases, this was related to study abroad: either seeking information on study abroad programmes or being interviewed for programmes. Many students reported these experiences to be high in difficulty.

5.5. Avoidance of English

Avoidance of English in some form was reported by 17 of the 30 students: 11 reported avoidance in terms of not taking a course of interest because it was EMI, 10 had avoided using a source of interest because it was in English, and 4 reported avoidance of interaction with non-Japanese students. In the case of courses that were EMI and sources in English, avoidance was reported by more students of International Studies in comparison with students from other departments. This, however, seems to principally reflect the quantum of opportunities that were known to students. In International Studies, many EMI courses are available and the potential and relevance of sources in English was likely obvious to students, making avoidance a clear and regular possibility; in other departments, this seems to have not been the case.

6. Discussion

The purpose of this study was to investigate the various ways that 3rd- and 4th-year students at Kanazawa University have made use of English during their time at the university. A first general finding is that all 30 students, regardless of which department they belonged to, had had a variety of experiences of using English. This finding accords with the dominant position of English as the

international language of academia. Even for undergraduate students at a university located outside of Japan's major conurbations, use of English is part of the university experience, and it is only the extent of its use that varies.

Within courses taught in Japanese, it was found that uses of English had been experienced by almost all students and in many cases multiple uses were reported. These uses did not seem to be frequent and generally caused few difficulties, but nonetheless they were present.

Regarding EMI courses, which almost all of the students had had some experience of, though not necessarily by choice, reading and listening were required in almost all courses, with writing and speaking required somewhat less commonly. This matches the findings of our previous questionnaire-based study of students' experiences in EMI courses (Brown et al., 2021).

Uses of Japanese in EMI courses were widely reported, with it being used for a variety of functions but especially for tasks that involve language production by students. This suggests that EMI is perhaps viewed as being about what instructors do, not what students do. This is understandable given that EMI is about English-medium *instruction* and accords with one widely used definition of EMI: "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, emphasis added). On the other hand, in an era of active learning, in which students' participation and contributions to classes are emphasized, it might be asked whether courses in which students' contributions take place in another language should really be described as English-medium courses. However, while perceptions that EMI should mean an English-only classroom are widespread, this idea has been criticised as unrealistic and indeed use of the L1 in EMI courses is argued to be positive and beneficial (Adamson & Fujimoto-Adamson, 2021; Sahan & Rose, 2021).

It is also interesting to note that just as Japanese is used in EMI courses, English is used in courses taught in Japanese. This suggests that the sharp divide between courses that these labels appear to indicate is misleading. Indeed, in university documents promoting the provision of EMI, such as its "Englishization Manifesto" (Shibata, 2015), it is stated that when 80% of a lesson is conducted in English and 80% of all the lessons consist of such lessons, a course can be considered an EMI course. However, what Knagg (2013) refers to as the "on-off fallacy" regarding EMI – that a course is either EMI or non-EMI, a black and white dichotomy – is widespread, and may equally apply to courses taught in Japanese. It may instead be more accurate to see courses as lying on a spectrum in terms of language use, with courses taught entirely in one language or the other at either end of the spectrum. The findings of this study suggest that few courses are at the ends of the spectrum and that there is a degree of variation in where along the spectrum different courses lie.

Regarding study abroad experiences, it seemed that students experienced the greatest difficulties with speaking and listening, followed by writing, and then reading. This accords with research (see DeKeyser, 2007, for an overview) showing that students studying abroad make most progress with speaking and listening, with more mixed effects on writing and reading. However, it is interesting to

contrast the findings of this study with the results of our previous work on EMI courses within the university. Brown et al. (2019, 2021) both reported that productive uses (i.e., speaking and writing) were more challenging for students in EMI courses, while Brown et al. (2022) reported that among students who felt their English proficiency was insufficient for their EMI course, receptive uses (i.e., listening and reading) were primary concerns. Brown et al. (2022) suggested that students struggling in EMI may feel that the challenge of understanding lectures and readings must first be overcome before productive use even becomes a concern. Students on longer-term academically oriented study abroad programmes may feel similarly with regards to listening to lectures. In addition, a further key issue when studying abroad might be time pressure. Spoken language is typically transient and during interaction with others there are social expectations for immediate understanding and responses. Written language, by contrast, can more often be dealt with at one's own pace.

Regarding avoidance of English, it is noteworthy that many students said there were no opportunities for use of English sources or reported never having considered using such sources. Many students did not therefore consider themselves to have avoided English in this regard. However, given that for any academic topic, copious sources are available in English and that a lot of academic content is exclusively available in English, such responses might be questioned. It suggests that students are either unaware to some extent of their academic field or have a rather closed view.

Lastly, it should be noted that across the various issues covered in the interviews, relatively few differences emerged between students from different departments. As noted, International Studies students did take considerably more EMI courses than students from other departments and these students also reported more avoidance of English. However, in the 30 students' experiences of English in courses taught in Japanese, experiences in EMI courses, study abroad experiences and extra-curricular uses of English, there were no clear patterns in the findings with respect to departmental affiliation. Certainly, this might reflect the fact that all six departments involved in this study were from the Faculty of Humanities and Social Sciences and it may be that interviews with students from science and engineering departments reveal a more varied picture. It should also be remembered that only five students from each department were interviewed, making claims about general trends very much tentative. Nevertheless, the broadly similar experiences of students across departments are of note.

7. Conclusion

This study set out to explore the academic English needs of students in a compulsory first-year EAP programme at a Japanese university by exploring the experiences of 3rd- and 4th-year students at the university. Best practice in needs analysis is to make use of multiple methods of investigation – for example, surveys, expert consultation, observations – so as to allow the triangulation of findings (Bocanegra-Valle, 2016; Long, 2005; Serafini et al., 2015). The findings above, obtained via only a single method – interviews with students – cannot therefore be treated as definitive. The findings,

preliminary as they may be, do, however, highlight some issues to which the EAP programme might give consideration.

First, it was seen that English is at times used in courses taught in Japanese and that Japanese is used in EMI courses. Many courses are therefore translingual spaces and students need to be encouraged to view English and Japanese as being co-existent and mutually beneficial rather than seeing them as separate worlds. The EAP programme currently operates with a language policy that states that English should be the language of instruction, with Japanese used only in limited circumstances. The translingual nature of many content courses in the university does not necessarily mean that this policy should change. The primary purpose of content courses is the learning of content and translanguaging may be the most effective way to promote this; in EAP courses, the primary purpose is language and language skill development and while there is content that must be conveyed to students (e.g., on citation and referencing practices), providing students with experiences in which they must engage with English is at least as important. It may though be useful within the EAP programme to raise students' awareness of the variety of ways in which they may come to use English, alongside Japanese, as their education continues.

Second, one consequence of the translingual nature of many content courses is that complete avoidance of English is likely to be unachievable and, if it were attempted, would be limiting. While the students interviewed for this study did not tend to see their actions as avoidance, it is perhaps the case that students need to be encouraged not only to deal with English when necessary but to positively engage with it in order to enhance their personal academic development and ability to exploit resources available to them. This might mean helping students to develop a more concrete awareness of available resources, as well as fostering the ability and the confidence to make use of those resources.

Understanding the needs of learners is vital to the success of any language programme. This study, though merely a beginning, is a step towards that goal.

References

- Abbott, G. (1981). Encouraging communication in English: A paradox. *ELT Journal*, 35(3), 228–230.
- Adamson, J., & Fujimoto-Adamson, N. (2021). Translanguaging and EMI in the Japanese tertiary context: Pedagogical challenges and opportunities. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.), *English-medium instruction and translanguaging* (pp. 15–28). Multilingual Matters.
- Bocanegra-Valle, A. (2016). Needs analysis for curriculum design. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 560–576). Routledge.
- Brown, D., Yaguchi, M., Murray, L., Kanno, M., & Oyabu, K. (2019). Investigating the demands on students of English Medium Instruction (EMI) courses to better focus English for Academic Purposes (EAP) courses. *Forum of Language Instructors*, 13, 17–40.
- Brown, D., Oyabu, K., Yaguchi, M., & Murray, L. (2021). Students' perspectives on the challenges

- of English Medium Instruction (EMI) courses: Seeking insights to better focus English for Academic Purposes. *Forum of Language Instructors*, 15, 21–44.
- Brown, D., Yaguchi, M., Murray, L., & Oyabu, K. (2022). The relationship between English proficiency and student experiences in EMI courses. *Forum of Language Instructors*, 16, 17–35.
- Caplan, N. A., & Stevens, S. G. (2017). “Step out of the cycle”: Needs, challenges, and successes of international undergraduates at a US University. *English for Specific Purposes*, 46, 15–28.
- Dearden, J. (2015). *English as a medium of instruction—a growing phenomenon*. British Council.
- DeKeyser, R. M. (2007). Study abroad as foreign language practice. In R. M. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 208–226). Cambridge University Press.
- Ferris, D. (1998). Students’ views of academic aural/oral skills: A comparative needs analysis. *TESOL Quarterly*, 32, 289–316. <https://doi.org/10.2307/3587585>
- Ferris, D., & Tagg, T. (1996a). Academic oral communication needs of EAP learners: What subject-matter instructors actually require. *TESOL Quarterly*, 30, 31–58. <https://doi.org/10.2307/3587606>
- Ferris, D., & Tagg, T. (1996b). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30, 297–320. <https://doi.org/10.2307/3588145>
- Kaewpet, C. (2009). Communication needs of Thai civil engineering students. *English for Specific Purposes*, 28(4), 266–278. <https://doi.org/10.1016/j.esp.2009.05.002>.
- Kirkpatrick, A. (2011). Internationalization or Englishization: Medium of instruction in today’s universities. Centre for Governance and Citizenship, Hong Kong Institute of Education.
- Knagg, J. (2013). EMI within a global context – Towards a British Council perspective. *The Role of English in Higher Education: Issues, policy and practice*, 15.
- Lambert, C. (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research*, 14(1), 99–112.
- Lasagabaster, D. (2021). EMI in Spain. In R. Wilkinson & R. Gabriëls (Eds.), *The Englishization of Higher Education in Europe* (pp. 77–95). Amsterdam University Press.
- Long, M. (2005). Methodological needs in learner needs analysis. In M. Long (Ed.), *Second language needs analysis* (pp. 19–76). Cambridge University Press.
- Lueg, K., & Lueg, R. (2015). Why do students choose English as a medium of instruction? A Bourdieusian perspective on the study strategies of non-native English speakers. *Academy of Management Learning & Education*, 14(1), 5–30.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2017). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. [doi:10.1017/S0261444817000350](https://doi.org/10.1017/S0261444817000350)
- Mak, S. H. (2019). Analysing the needs of EFL/ESL learners in developing academic presentation competence. *RELC Journal*, 52(3), 379–396. <https://doi.org/10.1177/0033688219879514>

- MEXT. (n.d.). Top Global University Japan. <https://tgu.mext.go.jp/en/index.html>
- MEXT. (2003). 「英語が使える日本人」の育成のための行動計画 [Action plan for the development of “English-speaking Japanese”].
https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryu/04031601/005.pdf
- MEXT. (2020). 令和2年度の大学における教育内容等の改革状況について [The current state of university education reforms, 2020]. https://www.mext.go.jp/content/20230117-mxt_daigakuc01-000025974_1r.pdf
- Mudraya, O. (2006). Engineering English: A lexical frequency instructional model. *English for Specific Purposes*, 25(2), 235–256. <https://doi.org/10.1016/j.esp.2005.05.002>.
- Pecorari, D., Shaw, P., Malmstrom, H., & Irvine, A. (2011). English textbooks in parallel-language tertiary education. *TESOL Quarterly*, 45, 313–333. <https://doi.org/10.5054/tq.2011.247709>
- Sahan, K., & Rose, H. (2021). Problematising the E in EMI: Translanguaging as a pedagogic alternative to English-only hegemony in university contexts. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.), *English-medium instruction and translanguaging* (pp. 1–14). Multilingual Matters.
- Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, 40, 11–26.
- Shibata, T. (2015). *Englishization Manifesto 2015*. Kanazawa University. https://sgu.adm.kanazawa-u.ac.jp/kusgu/pdf/01_Manifesto.pdf
- Stockemer, D., & Wigginton, M. J. (2019). Publishing in English or another language: An inclusive study of scholar’s language publication preferences in the natural, social and interdisciplinary sciences. *Scientometrics*, 118, 645–652. <https://doi.org/10.1007/s11192-018-2987-0>
- van Weijen, D. (2012). The language of (future) scientific communication. *Research Trends*, 1(31), 3.
- Wachter, B., & Maiworm, F. (2014). *English-taught programmes in European higher education: The state of play in 2014*. Lemmens.
- Walkinshaw, I., Fenton-Smith, B., & Humphreys, P. (2017). EMI issues and challenges in Asia-Pacific higher education. In B. Fenton-Smith, P. Humphreys & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific* (pp. 1–18). Springer.
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1–19.
[doi:10.1017/S0261444800007527](https://doi.org/10.1017/S0261444800007527)
- Wilkinson, R., & Gabriëls, R. (2021). *The Englishization of Higher Education in Europe*. Amsterdam University Press.

Appendix

Interview protocol

Thank you for agreeing to participate in this interview. So, you are a ____ year student in the department of _____, right? Can you tell me where you are from? And where do you live now? Are you a member of any university club?

The purpose of this interview is to find out how Kanazawa University students use English in their 3rd and 4th years. If you feel uncomfortable answering any of the questions, you do not have to, and if you wish to stop the interview at any time, you can do so.

Is it ok if we record this interview? The recorded data will be transcribed and used only for the purpose of this research.

The record of this interview will be kept safely and will only carry an identification number. A separate document will be created which connects the identification number with your personal information. We may publish the content of this interview. However, before doing so, all personal information will be removed.

We would like to ask about academic English usage in three areas: in class, in the university outside the classroom, and outside the university. So, first of all, we would like to ask you about academic English usage in class.

1. I'd like to ask about how English is used within regular courses: that is, courses that are mostly conducted in Japanese.
 - For example, in some courses, English is sometimes used in the PowerPoint lecture slides. Have you experienced this? Can you tell me about it? For example, how often was it used? How much English was used? Did you find this difficult? What aspects of it were difficult?
 - In some courses, English is used in handouts. Have you experienced this? Can you tell me about it? For example, how often was it used? How much English was used? Did you find this difficult? What aspects of it were difficult?
 - In some courses, the instructor introduces English terminology. Have you experienced this? Can you tell me about it? For example, how often was it used? How much English was used? Did you find this difficult? What aspects of it were difficult?
 - In some courses, readings are in English. Have you experienced this? Can you tell me about it? For example, how often? How long were the readings? Did you find this difficult? What aspects of it were difficult?

- In some courses, videos are shown that are in English. Have you experienced this? Can you tell me about it? For example, how often? Did you find this difficult? What aspects of it were difficult?
 - Is there anything you would like to have done in previous English classes that you think may have helped you with any of these issues?
2. Have you taken any EMI courses? EMI courses are courses where instruction is given in English.
- How many EMI courses have you taken?
 - Which courses have you taken?
 - What did you have to do in terms of listening? For example, did you have to listen to lectures? Or did you watch videos in English? How often?
 - What did you have to do in terms of reading? For example, did you have to read PowerPoint slides or handouts? Did you have to read textbooks or book chapters or papers? How long were the readings? How often did you have to read those things?
 - What did you have to do in terms of speaking? For example, did the instructor ask you questions during the class? Did you have class discussions? Did you have to give presentations? How often did you have to do these things?
 - What did you have to do in terms of writing? For example, did you have to write reports/essays? How often? How long were they? What type of report/essay were they? Did you have written exams? What type of questions were there? For example, multiple-choice; short answer (i.e., a few words); sentence-length answers; longer answers. How much did you have to write?
 - Did you find any of this difficult? If so, why was it difficult?
 - Is there anything you would like to have done in previous English classes that you think may have helped you with this?
3. Do you have experience of using English at other times in the university?
- For example, have you had to use English in the lab?
 - Have you had to use English for writing a paper?
 - Have you had to use English for reading documents in English?
 - Have you had to use English when speaking to a member of staff on campus?
 - Have you had to use English when speaking to a non-Japanese student?
 - Did you find any of this difficult? If so, why was it difficult?
 - Is there anything you would like to have done in previous English classes that you think may have helped you with any of these issues?

4. Since you became a student at Kanazawa University, have you had any experience of studying abroad? This may also include online study abroad programmes.
 - If so, where did you go? Or was it online?
 - For those whose answer was a non-English-speaking country:
Were classes taught in English?
Did you need to use English when communicating with others on campus?
 - How long were you there?
 - What courses did you take when you were there? Were any of these courses for study abroad students only, or open to other students at the university?
 - What did you have to do on these courses in terms of listening? For example, did you have to listen to lectures? Or did you watch videos in English? How often?
 - What did you have to do on these courses in terms of reading? For example, did you have to read PowerPoint slides or handouts? Did you have to read textbooks or book chapters or papers? How long were the readings? How often did you have to read those things?
 - What did you have to do on these courses in terms of speaking? For example, did the instructor ask you questions during the class? Did you have class discussions? Did you have to give presentations? How often did you have to do these things?
 - What did you have to do on these courses in terms of writing? For example, did you have to write reports/essays? How often? How long were they? What type of report/essay were they? Did you have written exams? What type of questions were there? For example, multiple-choice; short answer (i.e., a few words); sentence-length answers; longer answers. How much did you have to write?
 - Did you find any of this difficult? If so, why was it difficult?
 - Is there anything you would like to have done in previous English classes that you think may have helped you with any of these issues?

5. Have there been any instances in relation to your life at university where you have avoided English?
 - For example, have you not taken an EMI course with interesting content because it is in English?
 - Have you avoided using sources written in English (for a thesis, for reports/essays, for presentations)? Or do you just never even consider the possibility of using English sources?
 - Have you avoided interaction with international students?

6. Lastly, we would like to ask you about your experiences using academic English outside the university.
 - For example, have you had to use English at a conference? What did you have to do?

- Have you had to use English when researching for studying abroad? What did you have to do?
- Have you had to use English in post graduate study applications? What did you have to do?
- Have you had to use English in post graduate course interviews? What did you have to do?
- Did you find any of this difficult? If so, why was it difficult?
- Is there anything you would like to have done in previous English classes that you think may have helped you with any of these issues?

This is the end of the interview. Thank you very much for your participation. And again, if you have any questions or concerns about this interview, please feel free to contact us at any time.