

## **The Number of English-medium Courses at ICU from 2000 to 2007**

Yukako Ueno  
English Language Program  
International Christian University

Timothy J. Riney  
Department of Language Sciences  
International Christian University

This investigation follows that of Riney (2000), which reported the number and percentage of courses listed as “E” (English medium of instruction) from Academic Year 1997 to 2000, based on the annually published ICU *Course offerings and guide to academic regulations*. The current paper reports the same type of data but from a more recent time period, 2001 through 2007, and involving an additional longitudinal perspective of any changes in “E” listings at ICU over a longer period of time. For the time period 2001 to 2007, it was found that of 4802 courses listed in General Education and the six ICU major academic divisions, the language of instruction of 65.7% of the courses was listed as “J” (Japanese), 17.0% as “E” and the remainder involved some combination of “E” and “J,” with “J” almost always the primary language. This paper (a) provides the details of these listings year by year for General Education and each of the six major academic divisions at ICU; (b) allows for a comparison of the results of this investigation with that of Riney (2000); and (c) points out why a mere reporting of such listings may not be an adequate indication of overall practice in terms of language of instruction at ICU.

The use of English as a medium of instruction has traditionally been given a high profile at ICU, as can be seen in two previous annual publications, the *Bulletin of the college of liberal arts* (henceforth, *Bulletin*) and the *Course offerings and guide to academic regulations* (henceforth, *Course offerings*). The following passage appeared without change in eight earlier consecutive editions of the *Bulletin*, from 2000-2007:

Because ICU is international, the language requirements are exceptional. Japanese and English are the common languages in use among the campus community, in both casual and formal situations. They are also the languages of instruction, meaning that, depending on the instructor of a given course, either may be used; therefore, students working for a degree will find it essential to be functionally bilingual in order to complete all the courses needed (*Bulletin*, 2007, p. 17)

Between 1992 and 2007, however, the unit for the graduation requirement concerning English courses for April students may have been changed over time. What remained basically the same was that Japanese students were required to take over 136 units, including 22 units from the ELP, and to include 9 or more units of courses “taught in English” beyond the ELP (*Course offerings*: 1992, p. 184; 1993, p. 183; 1994, p. 175; 1995, p. 179; 1996, p. 189; 1997, p. 195; 1998, p. 195; 1999, p. 181; 2000, p. 238; 2001, p. 242; 2002, p. 246; 2003, p. 253; 2004, p. 263; 2005, p. 273). According to the second author (Riney), the practice

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during the 1990s and early 2000s was to count only those courses that were listed as “E,” and not “E,J” or “E/J.”

In the 2006 and 2007 editions of the *Course offerings*, however, the description of the requirement was changed to state that “[A]ppropriate courses taught in English” are those that include the following listings in the *Course offerings*: “E and/or E/J” (2006, p. 296; 2007, p. 250)—which meant that a student, unlike in previous years, could satisfy the requirement by taking three “E/J” courses and not one “E” course.

Even before this change, there were a number of uncertainties: What did “E” mean? Did it mean only “language of lecture,” or more than that? What did “E/J” mean and what was the difference between “E,” “E/J,” and “J/E”? Who decided, and how was the system monitored and enforced? Unfortunately, we do not know the answers to these questions, although such labels have been the basis of a graduation requirement of ICU that has affected thousands of students one way or another over a large number of years.

This investigation unfortunately cannot address the questions above. Based on only anecdotal evidence, however, the second author (Riney) would like to share this observation: Over the years, some faculty have interpreted the “E” to be “language of lecture only,” others to be language of the entire course, many others to be someplace in the middle, and at least one, after discovering there were no or few non-Japanese students in a class that was labeled “E,” has lectured in Japanese.

**Language labels.** The labels for language of instruction have changed over time. One label that is no longer used is “JE” where “JE indicates that both Japanese and English are used” (*Bulletin*: 1998, p. 25; 1999, p. 25).

More recently, the explanation of the coding system in the *Bulletin* from 2000 to 2005 was as follows:

The language of instruction is indicated by the individual letters or combinations “J,” “E,” “J, E” [sic] or “E, J” [sic] following the course number. “J” indicates Japanese; “E,” English. “J, E” or “E, J” indicates that the same course will be taught in one language one term and in the other during another term, or, for some courses taught by more than one instructor, that the course will be taught in both languages. For courses with lectures on [sic] both Japanese and English, the letter that appears first indicates the primary language of instruction (*Bulletin*: 2000, p. 26; 2001, p. 26; 2002, p. 26; 2003, p. 27; 2004, p. 28; 2005, p. 28).

In the *Bulletin* in 2006, however, the explanation above was changed to the following:

The language of instruction is expressed by “J,” “E,” “J,E,” “E,J,” “J/E,” or “E/J” following the course number.<sup>1</sup> “J” indicates Japanese and “E,” English. “J/E” or “E/J” indicates that the same course will be taught in one language during one term and in the other another term, or *the same course given in alternate years will be taught in one language in one year and in the other another year; or, for a course consisted [sic] of multiple sections, the language of instruction will differ depending on each section.* Also, for “J/E” or E/J”,

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<sup>1</sup> Although the *Bulletin* in 2006 and 2007 include “J,E” and “E,J” in the coding system, neither “J,E” nor “E,J” were included in the *Course Offerings* in 2006 and 2007.

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the letter that appears first indicates the primary language of instruction”  
[Emphasis added by author] (*Bulletin: 2006*, p. 30; *2007*, p. 30).

Whereas the *Bulletin* does not assign language labels to any particular course in any particular term, the *Course offerings* does assign a particular label to a particular course and term. One problem with the *Course offerings* is that two different sets of symbols (“E,J” and “J,E” vs. “E/J” and “J/E”) have been used in different years to indicate the same meaning. “E,J” and “E/J” have both indicated “E” is the primary language and “J,E” and “J/E” have both indicated that “J” is the primary language. For this reason, both sets of symbols appear in Appendix A, Table 1, and Figure 1 of this paper.

The *Course offerings* in 2006 and 2007 listed “J/E” or “E/J,” but not “J,E” or “E,J.” In the results reported below, “J,E” and “J/E” are sometimes combined into one category labeled “J/E”; and “E,J” and “E/J” likewise are combined into the one category of “E/J.” This was not done in Riney (2000), which involved the coding systems of a different time period. Given the inconsistency of these language labels involving two languages, it may be wise to focus more on the “E” and “J” results that are reported below.

Whatever the labels may mean, it seems that the use of English as a language of instruction is one of the most defining facts of ICU. The 2008 ICU *Fact Book* reported that “about 20% of these courses [at ICU] were offered in English” (p. 17). The 2009 *Fact Book*, however, provided no estimate.

### Procedure

Given the uncertainty surrounding what is meant by labels such as “E” and “E/J,” any estimation of English use at ICU that is based on such labels would have to be regarded as a rough estimate, at best. For the current study, the courses counted were those listed in General Education and the six divisions of the CLA published in the *Course offerings* in 2000, 2001, 2002, 2003, 2004, 2005, 2006, and 2007. The six divisions were Humanities (H), Social Sciences (SS), Natural Sciences (NS), Languages (L), Education (E), and International Studies (IS). In this paper, “General Education” is grouped with the six divisions, although it was not a division.

As in Riney (2000), the following courses were not included in the current investigation: (a) those in the ELP, JLP, and Physical Education; (b) Senior Thesis; (c) a few courses that lacked any language designation; (d) special topics or courses listed in the *Course offerings* immediately after General Education courses; (e) courses in Humanities and Languages whose instruction was in languages other than “E” or “J” (e.g., Chinese and German); and (f) any changes that may have been made after the *Course offerings* was published.

After the six types of courses above were excluded, the number of the remaining courses counted for each year were as follows: 697 in AY 2001, 682 in 2002, 688 in 2003, 698 in 2004, 689 in 2005, 679 in 2006, and 669 in 2007. In total, 4802 course listings were included in the results reported below.

## Results

The general results of this investigation of “E” course listings are shown in Table 1, Figure 1, Figure 2, Figure 3, and Figure 4. Table 1 shows data by language label (“J,” “E,” etc) and division with all years combined. The right column of Table 1 shows the proportions for each of the four categories of labels for the seven years combined. When all divisions and all years are combined, the percentage of “J” listings is 65.7% shown in the right column in Table 1, and “E” is 17.0%. In Riney (2000), the results were similar: 65.8% as “J” and 15.2% as “E.” The remaining percentage in both studies is comprised of the mixed language labels and almost always involves “J” as the primary language.

For those who are interested, more detailed results are shown in Appendix A, which provided the basis for Table 1 and the four figures. In Appendix A, for example, it can be seen that in 2001, Social Sciences had 133 courses in total. Among them, 98 were “J” listings, which was 73.7%, 19 were “E” which was 14.3%, and the remainder involved labels that involved both languages. In Appendix A, “E” listings, when viewed horizontally, provide comparisons between different divisions. For instance, in 2007, International Studies had 26.9% “E” listings while Humanities had 10.8%. When read vertically, Appendix A shows the changes in numbers and percentages in one division across seven consecutive years. One can see, for example, that Social Sciences in 2001 and 2002 had 14.3% and 8.3% “E” listings respectively, indicating a decrease from one year to the next.

Whereas Appendix A shows the numbers and percentages in each year, Table 1 shows the percentages for all seven years combined. In Education, for example, Table 1 shows 64 “E” courses among 475 in total for the seven-year period.

Figure 1 shows the numbers of courses in General Education and the six divisions in each year. For 2001-2007, International Studies offered the most “E” listings: 17 in 2001, 23 in 2002, 30 in 2003, 25 in 2004, 26 in 2005, 25 in 2006, and 29 in 2007. The corresponding numbers for Natural Sciences were 22, 22, 27, 21, 20, 25, and 28; General Education 20, 18, 15, 20, 18, 19, and 14; Humanities 21, 20, 21, 20, 15, 15, and 10; Social Sciences 19, 11, 12, 14, 18, 17, and 19; Education 7, 8, 7, 10, 11, 12, and 9; and Languages 8, 8, 6, 7, 8, 8, and 10.

Whereas Figure 1 shows the numbers of “E,” Figure 2 shows the percentages of “E.” These percentages are expressed by dividing the number of “E” listings by the total number of courses whose medium of instruction was designated as “J,” “E,” or a label involving some combination of the two languages. Figure 2 also juxtaposes the data from Riney (2000) based on the years 1997-2000 with those data of the current study based on the years 2001-2007. For the years 2001-2007, one sees that General Education (24.3%) had the highest percentage, followed by International Studies (21.6%), Humanities (18.4%), Languages (15.9%), Natural Sciences (15.1%), Education (13.5%), and Social Sciences (12.2%). One can also see in Figure 2 that some divisions appeared to have a significant increase or decrease in “E” listings between the two time periods, 1997-2000 and 2001-2007.

Figure 3 shows the percentages of “E” listings offered by each division for each year based on that division’s total offerings for that year. One can see, for example, that the percentage of “E” listings in General Education was more than 20% every year. Social Sciences, on the other hand, always offered fewer than 15%.

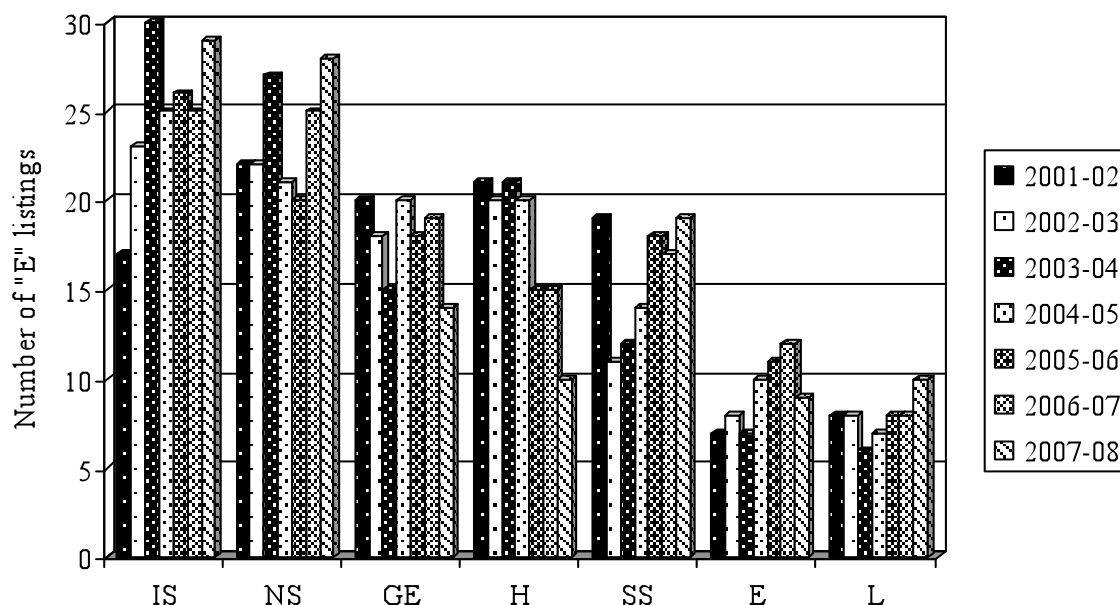
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**Table 1. Numbers and percentages of language of instruction listed for seven years combined based on the ICU *Course offerings* (2001-2007)**

	GE	H	SS	NS	L	E	IS	Total
<u>Language</u>								
J	326	524	614	863	180	390	256	3153
	63.9%	79.2%	68.0%	78.7%	51.9%	82.1%	31.6%	65.7%
J,E and J/E	54	10	164	58	100	14	294	694
	10.6%	1.5%	18.2%	5.3%	28.8%	2.9%	36.3%	14.5%
E	124	122	110	165	55	64	175	815
	24.3%	18.4%	12.2%	15.1%	15.9%	13.5%	21.6%	17.0%
E,J and E/J	6	6	15	10	12	7	84	140
	1.2%	0.9%	1.7%	0.9%	3.5%	1.5%	10.4%	2.9%
<b>Total</b>	<b>510</b>	<b>662</b>	<b>903</b>	<b>1096</b>	<b>347</b>	<b>475</b>	<b>809</b>	<b>4802</b>

*Notes:* GE = General Education, H = Humanities, SS = Social Sciences, L = Languages, E = Education, IS = International Studies, E = English, and J = Japanese. This paper rounds the percentages to the nearest tenth of a percent.

**Figure 1. Number of listings of "E" (English as "language of instruction")**



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Figure 2. Percentage of "E" listings of all courses offered by each division listed for 1997-2000 from Riney (2000) and for 2001-07 from the current study

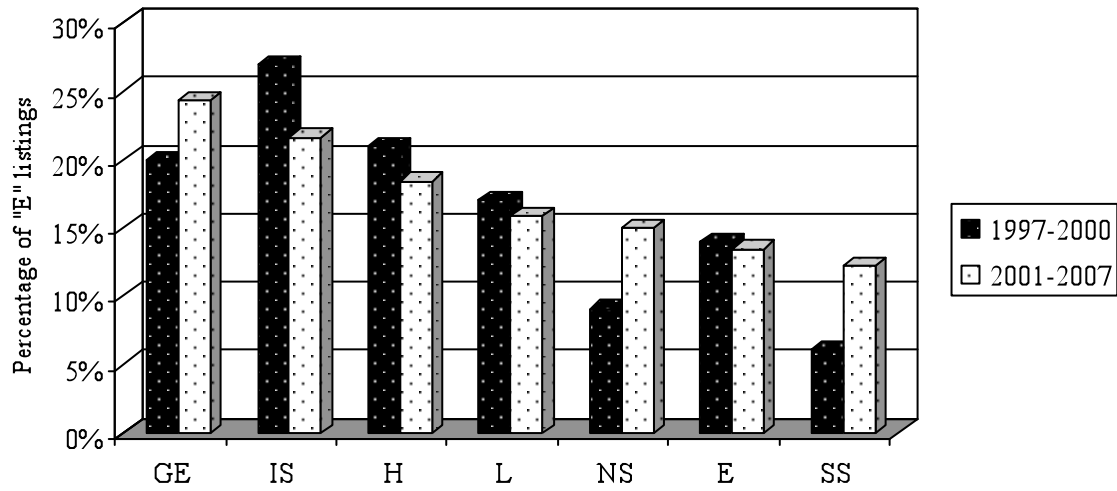
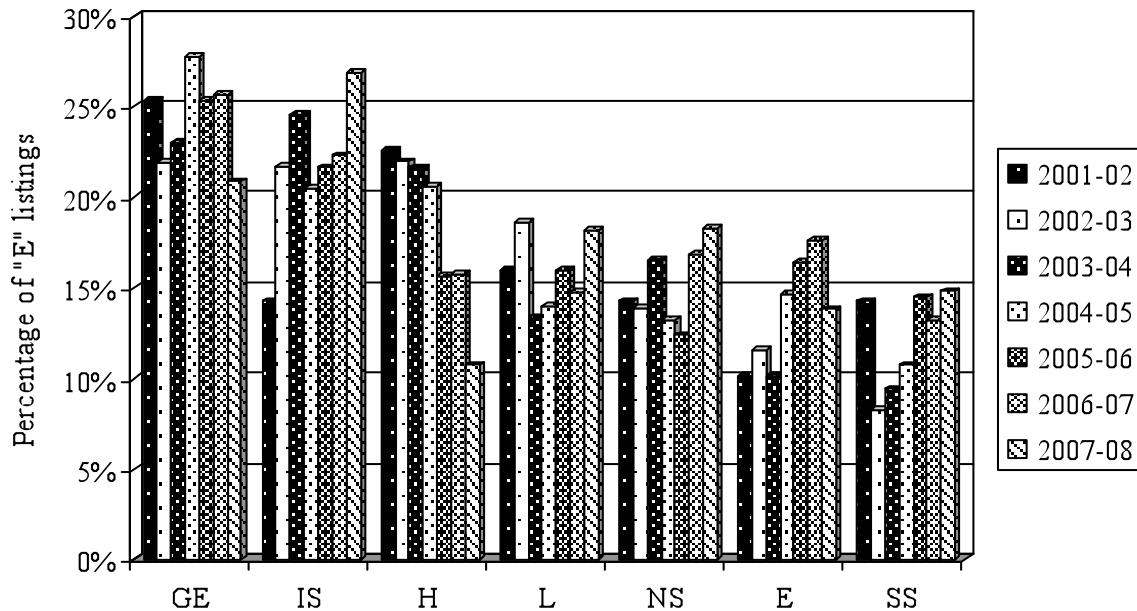


Figure 3. Percentage of "E" listings for each division based on all courses offered each year



**Figure 4. Listing of language of instruction by label for 2001-2007 (all years combined)**

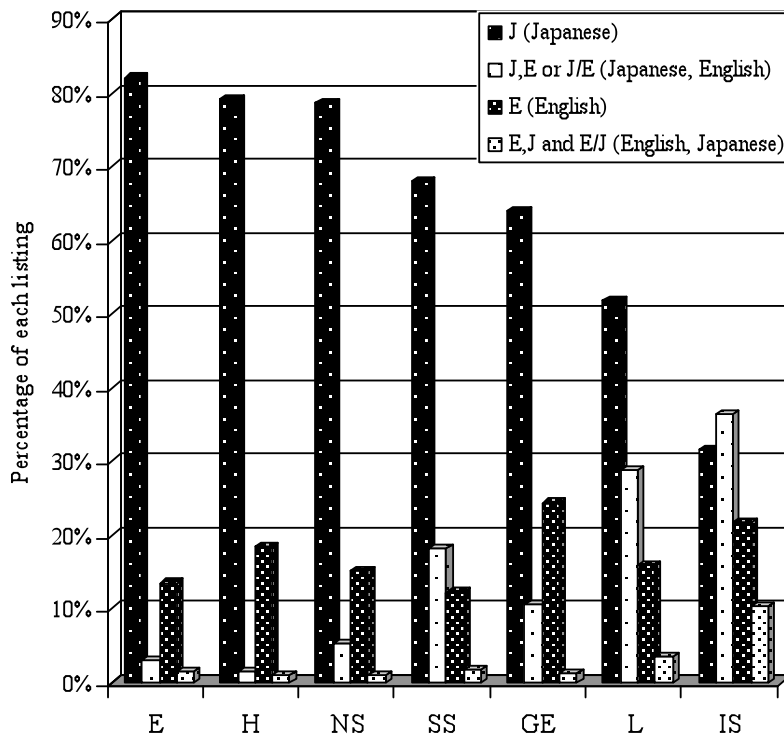


Figure 4, derived from Table 1, combines all years between 2001 and 2007, and indicates the percentages of “E,” “J,” and the other listings for each division. In Figure 4, General Education and the six divisions are ordered left to right according to the percentages of courses listed as “J”: Education (82.1%) had the most, followed by Humanities (79.2%), Natural Sciences (78.7%), Social Sciences (68.9%), General Education (63.9%), Languages (51.9%), and International Studies (31.6%).

As was the case with interpreting Riney (2000), interpreting the data reported here is problematic in a number of ways. It is unknown to what extent courses with the same language designation were taught in different ways by different professors. This investigation, however, did not attempt to investigate the actual realization of those languages of instruction in each course. The purpose was to summarize and give a general account of listings published in *Course offerings* in the seven recent years (2001 through 2007). There were a number of variables that were not accounted for, such as enrollments, number of credit units, course status (lecture, lab, or fieldwork), and changes in the *Course offerings* listings that appeared in errata sheets after the *Course offerings* were published.

Nevertheless, both Riney (2000) and the current investigation came up with similar findings: (a) Courses listed as “J” and “J/E” were far more numerous than those listed as “E” and “E/J.” (b) The labels for language of instruction changed over time and were never clearly defined, making them difficult to “count” and compare across different years. (c) The numbers and percentages of “E” listings varied widely across the divisions, and the offerings of some divisions sometimes fluctuated widely from one year to the next. (d) Although the

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language labels constitute an important graduation requirement, and are supposed to represent language of instruction, they apparently have never been adequately defined, monitored, enforced, or reported by the ICU administration. (e) It is unclear what ICU offers in the way of English medium courses after the ELP, and it is unclear what nine units of “courses taught in English” which is currently defined as “E or E/J” meant in practice from 1997 to 2007.

Periodically the ICU administration announces a plan intended to bring about more internationalism and an increase in the number of “E” offerings. For example, according to the report of the Faculty Council on March 3<sup>rd</sup>, 2009, a “Basic policies” proposal stated that the increase of “E” listings should be achieved in stages by the year 2016. The proposal aimed at offering at least 45 percent “E” listings among all the non-language program courses at ICU in the following four stages: By AY 2010, 30 percent of all courses be listed as English; by AY 2012, 35 percent; by AY 2014, 40 percent; by AY 2016, 45 percent (“Basic Policies,” p. 1). Another proposal in the report also stated that the designations of “J/E” and “E/J” were “confusing” and “it is impossible to give any accurate guidance for” them; therefore, it was desirable to reduce them and to offer courses using “one language of instruction for lectures, readings, written assignments and tests” [emphasis in original] (p. 2-3). This phrasing is perhaps the most specific and demanding regarding language of instruction that has ever been written at ICU. Additionally, the report proposed to increase by degrees “the number of units of English language coursework required for graduation” up to “27 units (including 3 GE units)” “by AY 2020” (p. 2). It is unknown how and to what extent this new basic policy will be implemented, monitored, enforced, or reported in a way that an “E” label for language of instruction could be made a meaningful graduation requirement for ICU.

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### APPENDIX A

Numbers and percentages of four listings of language of instruction by year  
based on the ICU *Course offerings*

		GE	H	SS	NS	L	E	IS	Total
<u>Year</u>	<u>Lang</u>								
2001-02	J	50	72	98	117	19	59	50	465
		63.3%	77.4%	73.7%	76.0%	38.0%	85.5%	42.0%	66.7%
	J,E	8	0	16	11	21	3	36	95
		10.1%	0.0%	12.0%	7.1%	42.0%	4.3%	30.3%	13.6%
	E	20	21	19	22	8	7	17	114
		25.3%	22.6%	14.3%	14.3%	16.0%	10.1%	14.3%	16.4%
2002-03	E,J	1	0	0	4	2	0	16	23
		1.3%	0.0%	0.0%	2.6%	4.0%	0.0%	13.4%	3.3%
	Total	79	93	133	154	50	69	119	697
	J	52	71	78	130	19	58	38	446
		63.4%	78.0%	58.6%	82.3%	44.2%	84.1%	35.8%	65.4%
2003-04	J,E	10	0	41	6	16	3	30	106
		12.2%	0.0%	30.8%	3.8%	37.2%	4.3%	28.3%	15.5%
	E	18	20	11	22	8	8	23	110
		22.0%	22.0%	8.3%	13.9%	18.6%	11.6%	21.7%	16.1%
	E,J	2	0	3	0	0	0	15	20
		2.4%	0.0%	2.3%	0.0%	0.0%	0.0%	14.2%	2.9%
2003-04	Total	82	91	133	158	43	69	106	682
	J	42	73	77	127	20	60	36	435
		64.6%	75.3%	60.6%	77.9%	44.4%	87.0%	29.5%	63.2%
	J,E	8	2	34	9	17	1	48	119
		12.3%	2.1%	26.8%	5.5%	37.8%	1.4%	39.3%	17.3%
2003-04	E	15	21	12	27	6	7	30	118
		23.1%	21.6%	9.4%	16.6%	13.3%	10.1%	24.6%	17.2%
	E,J	0	1	4	0	2	1	8	16
		0.0%	1.0%	3.1%	0.0%	4.4%	1.4%	6.6%	2.3%
	Total	65	97	127	163	45	69	122	688

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**APPENDIX A (continued)**

		GE	H	SS	NS	L	E	IS	Total
2004-05	J	44	77	85	132	21	56	34	449
		61.1%	79.4%	65.4%	83.0%	42.0%	82.4%	27.9%	64.3%
	J,E	8	0	28	5	18	2	48	109
		11.1%	0.0%	21.5%	3.1%	36.0%	2.9%	39.3%	15.6%
	E	20	20	14	21	7	10	25	117
		27.8%	20.6%	10.8%	13.2%	14.0%	14.7%	20.5%	16.8%
	E,J	0	0	3	1	4	0	15	23
	0.0%	0.0%	2.3%	0.6%	8.0%	0.0%	12.3%	3.3%	
Total		72	97	130	159	50	68	122	698
2005-06	J	45	81	71	130	25	54	35	441
		63.4%	84.4%	57.3%	80.7%	50.0%	80.6%	29.2%	64.0%
	J,E	7	0	31	9	15	2	46	110
		9.9%	0.0%	25.0%	5.6%	30.0%	3.0%	38.3%	16.0%
	E	18	15	18	20	8	11	26	116
		25.4%	15.6%	14.5%	12.4%	16.0%	16.4%	21.7%	16.8%
	E,J	1	0	4	2	2	0	13	22
	1.4%	0.0%	3.2%	1.2%	4.0%	0.0%	10.8%	3.2%	
Total		71	96	124	161	50	67	120	689
2006-07	J	48	73	106	110	38	52	33	460
		64.9%	76.8%	82.8%	74.3%	70.4%	76.5%	29.5%	67.7%
	J/E	6	5	5	10	7	2	46	81
		8.1%	5.3%	3.9%	6.8%	13.0%	2.9%	41.1%	11.9%
	E	19	15	17	25	8	12	25	121
		25.7%	15.8%	13.3%	16.9%	14.8%	17.6%	22.3%	17.8%
	E/J	1	2	0	3	1	2	8	17
	1.4%	2.1%	0.0%	2.0%	1.9%	2.9%	7.1%	2.5%	
Total		74	95	128	148	54	68	112	679
2007-08	J	45	77	99	117	38	51	30	457
		67.2%	82.8%	77.3%	76.5%	69.1%	78.5%	27.8%	68.3%
	J/E	7	3	9	8	6	1	40	74
		10.4%	3.2%	7.0%	5.2%	10.9%	1.5%	37.0%	11.1%
	E	14	10	19	28	10	9	29	119
		20.9%	10.8%	14.8%	18.3%	18.2%	13.8%	26.9%	17.8%
	E/J	1	3	1	0	1	4	9	19
	1.5%	3.2%	0.8%	0.0%	1.8%	6.2%	8.3%	2.8%	
Total		67	93	128	153	55	65	108	669