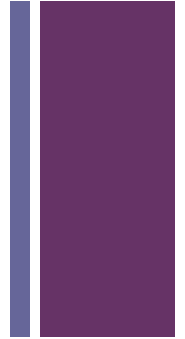


+ Language as medium of instruction on Higher Education in Northeast Asia



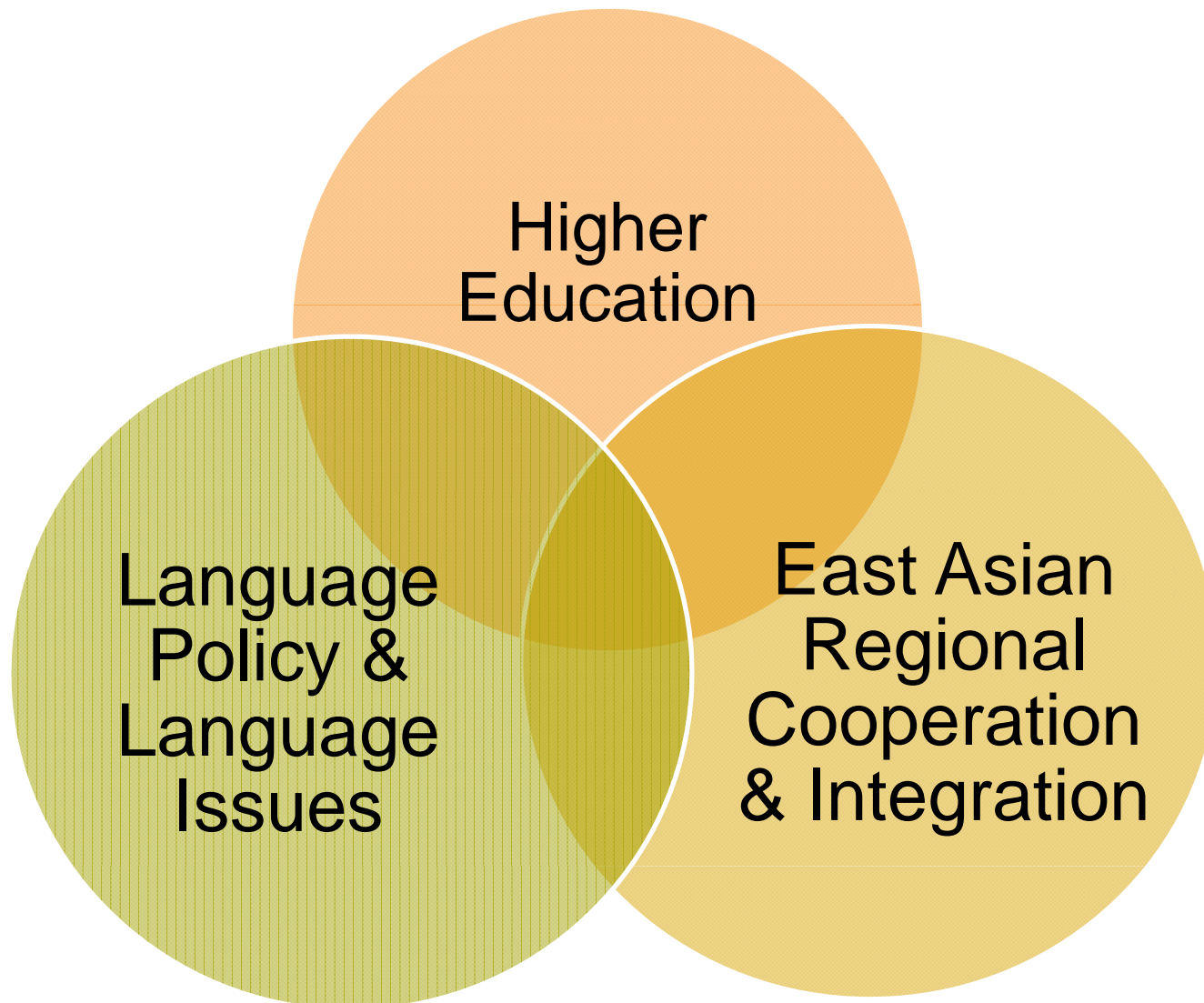
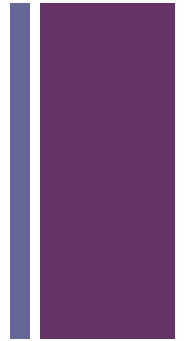
Sae SHIMAUCHI,
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+ Outline

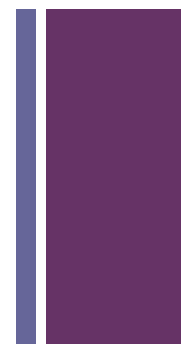


- Area of interests
- Diversity in Languages in East Asia
- Language as a medium of instruction with historical perspective
- Language and Higher Education
- Comparison with the case of EU
- Language of domination and its response in Northeast Asia
- Theoretical Framework 1-2
- Problem Statements
- Tentative Findings 1-2
- Discussion point

+ Areas of Interests



+ Diversity in Languages in East Asia



| Country | Mongolia | Japan | South Korea | China |
|---------------------|----------|-------|-------------|-------|
| Number of Languages | 13 | 15 | 2 | 293 |

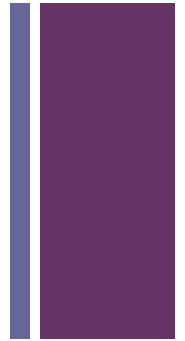
Total in the world: 6909
 Total in East Asia: 1784
 (25% of all languages)

| Brunei | Cambodia | Indonesia | Laos | Malaysia |
|--------|----------|-----------|------|----------|
| 15 | 23 | 726 | 84 | 139 |

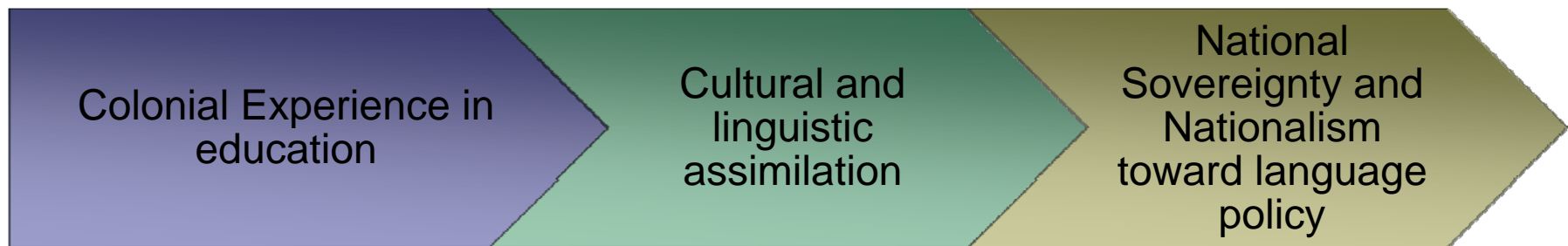
| Myanmar | Philippines | Singapore | Thailand | Viet Nam |
|---------|-------------|-----------|----------|----------|
| 113 | 175 | 21 | 74 | 107 |



Language as a medium of instruction with historical perspective



Language is NOT just a tool for communication because...

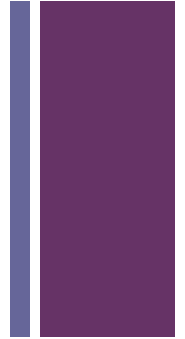


So the language.....

- was/is to educate people and not neutral tool
- was/is the tool for empowerment, upward social mobility and privileged position in society



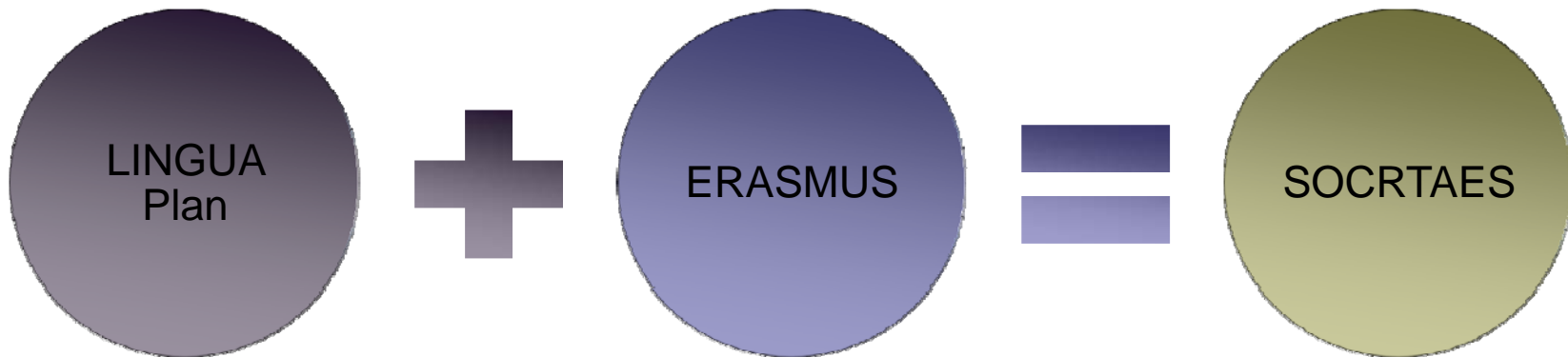
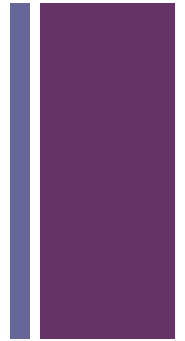
Languages and Higher Education



- Importance of medium language of education for international students to determine the destination country for studying abroad
- Increase of so-called “International Program” which is instructed in English in Northeast Asia
- Regionalization of student mobility on Higher Education intra Northeast Asia
- Competency in language besides their mother tongue is important qualification for university students since it's the empowerment tool for them to get job opportunity and to increase their socio-economic status

+ Comparative analysis

: What have been done in EU for policy harmonization in language and Higher Education?



- Response to dominance of English: “Pluli-lingual” education (Council of Europe) to strengthen linguistic and cultural links between Europeans in different nations
- Huge burden in terms of financial and human resource management for the multilingual policy

+ Language of Domination and its Response in Northeast Asia

Dominance

- English as de facto “Lingua Franca” in academic, economic and political world in Northeast Asia
- Linguistic divide in English (elite – non elite)
- International program is the new trend of “Regionalization” of higher education in East Asia

Response

- Promotion of national language= Nation state based language policy in higher education
(ex) Confucius Institutes in China, Study Korea Project in South Korea

+ (Ex) Confucius Institute

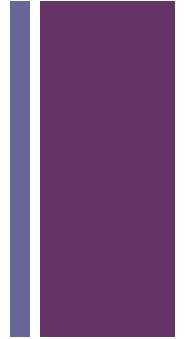
| Region | Located in | Units | Country with 5 units or above |
|---------------|--------------|-------|---|
| Asia | 23 countries | 67 | Japan (17), Thailand (13), South Korea (12) |
| North America | 3 | 69 | US (55), Mexico (5), Canada (5) |
| Europe | 22 | 55 | Russia (9), UK (8), France (5), German (8) |
| Oceania | 2 | 2 | |
| South America | 0 | 0 | |
| Africa | 7 | 12 | |
| Total | 57 countries | 207 | |



Theoretical Framework 1

Robert Phillipson's

Linguistic Imperialism



English Imperialism:

the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages

- English is now entrenched worldwide, as a result of British colonialism, international independence, 'revolutions' in technology, transport, communications and commerce, and because English is the language of USA, a major economic, political, and military force in the contemporary world.
- English is used widely for supranational and international links, English linguistic imperialism operates globally as a key medium of **Centre-Periphery relations**.

(Phillipson, 1992)

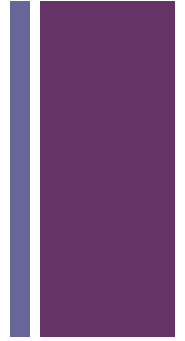
Theoretical Framework 2

Antonio Gramsci's

“Language and Hegemony”

- Hegemony is used to illustrate that whether or not individuals, institutions or states **‘choose’ (seeming freely)** to learn, teach or facilitate English, the spread of English is part and parcel of unequal power relations. (Kachu 1997, Tollefson 2000) = **“Spontaneosity”**
- Language use is intimately tied to education, culture, ideology and politics. It cannot be divorced from questions of subordination and domination but also contains **possibilities for resistance** and struggle in what Gramsci calls the ‘war of position’ in **preparation for social change** and ‘war of maneuver’ (Ives 2004)

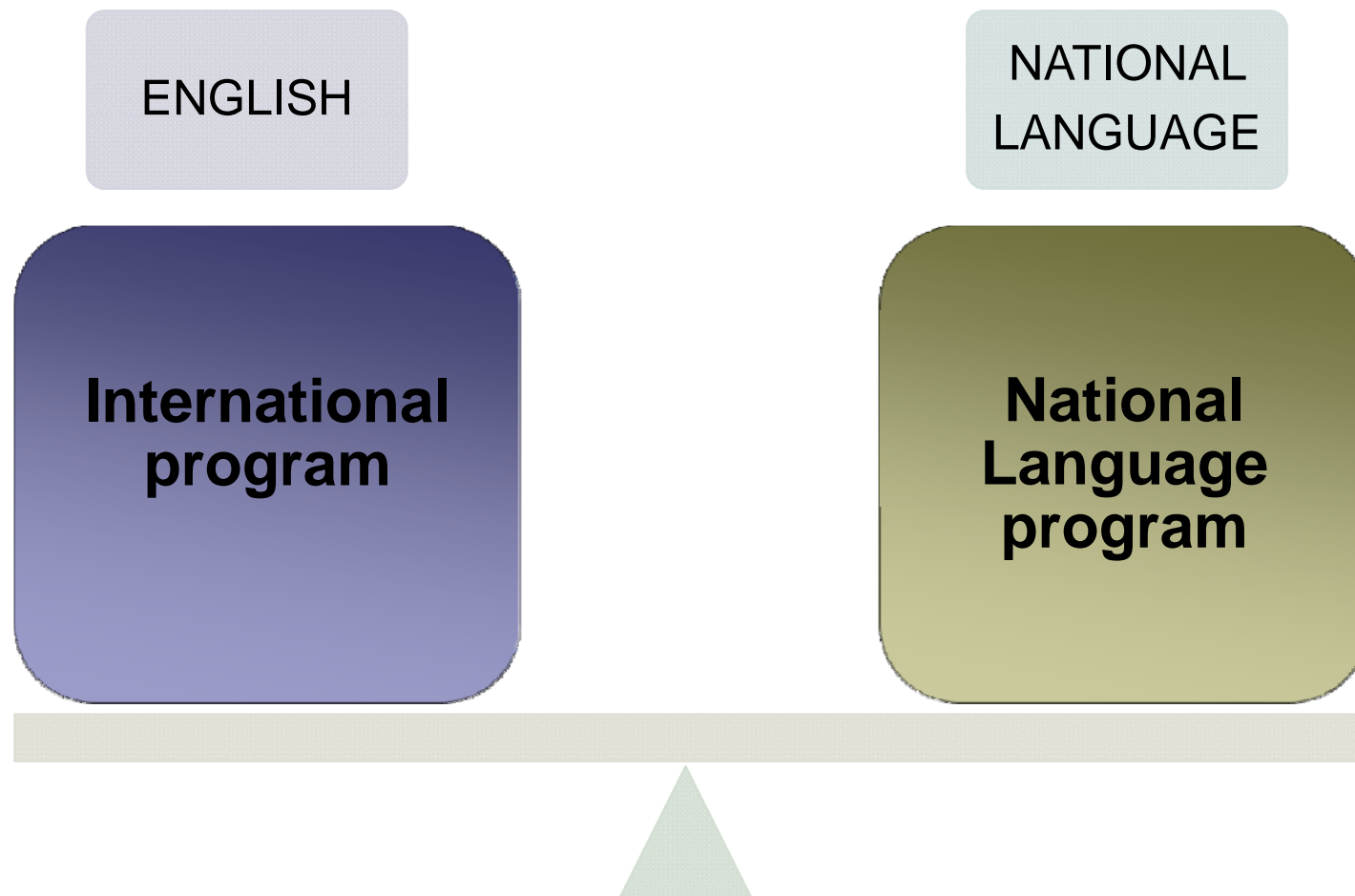
+ What is the problem of language as a medium of instruction in Northeast Asia?



Not against the idea of situating English as lingua franca in East Asian higher education, but questioning what the role of language as a medium of instruction on Higher Education in Northeast Asia

- Balance between English as domination language/ lingua franca and traditional language of instruction (usually national language)
- No framework of language policy, no vision as one region; Traditional approach to those language issues has been taken only by nation-state level

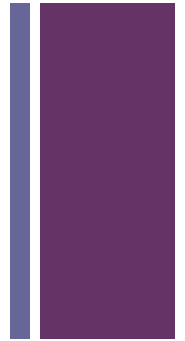
+ Duality of Studying Abroad





Tentative Findings 1

Variables to choose the language as a medium of education in higher education



National factors

- Current national Economic power in students' origin
- Ethnic diversity in students' origin
- Expectation toward future economic/political power of destination country

Individual factors

- Cultural interest toward destination country
- Job opportunity in students' origin
- Qualification for upward social mobility
- Interests in foreign language learning itself

+ Tentative Findings 2

Differences between International programs and national language program

The students in international program

- tend to have trust toward the role of English and its benefit
- have little understanding about linguistic divide and people who don't have access to learning languages
- feel isolation in destination country because they don't understand local language and local don't speak English
- locate themselves in the arena where they can communicate only in English

The students in national language program (Japanese)

- focus more on cultural satisfaction through learning the language in the destination country
- have strong desire to communicate the locals in the destination country
- are influenced by childhood cultural exposure and experiences
- feel inferior complex toward English and has pressure for learning extra language (English)
- have clearer vision why they need to learn English as



Discussion points

1. What kind of program in higher education can facilitate mutual understanding in Northeast Asia?
- + 2. Is English really lingua franca in Northeast Asia? Can it be a language for regional cooperation or for mutual understanding?
3. Do you think we can have regional multilingual policy in Northeast Asia?

+ Thank you ♥

