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AN INVESTIGATION INTO IMPLEMENTING OUT-OF-CLASS ENGLISH SUPPORT IN ONE JAPANESE UNIVERSITY.

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Abstract:

The purpose of this study is to assess the potential for an out-of-class EFL programme to be established in a Japanese university in the context of the globalisation of higher educational institutions according to MEXT (Ministry of Education, Culture, Sports, Science and Technology) policies. The methodology centres on a mixed methods approach with the analysis of two parts each with two steps. Part 1 was an external evaluation consisting of (1) interviews and (2) visits to five other comparable universities with established programmes. Part 2 was an internal evaluation consisting of (1) a survey of students' perceptions of learning English and (2) the feedback from two facilitators who lead a trial out-of-class English programme over a one-year period. Results from the external evaluation indicate that without the support of the institution, faculty-led initiatives will result in small programmes with limited facilities while institution-led initiatives have the potential to create a larger impact within the institution. The internal evaluation revealed a number of hindrances to implementing an out-of-class programme including perceptions of the students' foreign language learning and how they like to pass their time out of class. Points for the university to consider are recommended. While this investigation focuses on one university at a set time, others in similar situations may find the results of interest to themselves.

Keywords:

higher education, Japan, EFL, globalization, institutional change, out-of-class language learning

JEL Classification: I23, I29, I28

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1 Introduction

This is a report of a two-part investigation into the potential for an out-of-class language learning programme due to globalisation in one university, Hokkaido University of Science (HUS). This research was funded by the university. HUS is a private science university with nearly one hundred years of history on Japan's northern island: Hokkaido. It has with four faculties and thirteen departments offering Masters and Doctorate courses and boasting a student body of over five-thousand students out of which under 10 are international students. Many of the students enter professions which require them to pass national exams (e.g., architecture, pharmacology, nursing, etc) thus English is never the primary focus of the students' studies.

At the time of investigation, the faculty numbered approximately one hundred, of which only one tenured faculty was a native English speaker who had been hired in 2017. The English classes underwent reform in 2014 when all students were required to take a placement test after which they were streamed into one of three levels for compulsory English classes that lasted three semesters each of fifteen weeks. Until 2017 there had been an opportunity for students to participate in an annual overseas language learning programme, and a student exchange programme with a university in Finland, however, both programmes were terminated as the position of a native English speaker faculty was created, which was followed by a second native hire four years later.

Following the hiring of the first native English teacher, due to student demand an 'English Lunch' was started; students gathered with the faculty to chat in English. Also, created by the same faculty were a new course and an English summer camp. However, due to the pandemic in the spring of 2020 the English Lunch and Summer Camp were on put hold.

The English Lunch at HUS was established in 2018 after students visited the office of the newly appointed foreign faculty asking for more communication practice in English. It ran during term times on Fridays, at lunchtimes, hence the name 'English Lunch' which was given later. When the Student Support Room opened in 2020 the English Lunch gathered there sharing the space with other programmes. Students from any department were welcome to stop by. There was no academic credit for attendance. Sometimes there were games, and sometimes students free talking. There were events such as Christmas parties, and faculty and students came to speak about their experiences abroad. These activities continued until the pandemic in 2020.

1.1 Globalisation & Government Policies

At the end of the 20th century Japan's economy and society were undergoing profound changes. Globalisation, along with the start of a declining birth rate and aging population threw the country into the 'Heisei recession' (Obayashi, nd). With these changes came governmental reforms in higher education, especially in the huge private sector such as the university in this study.

Liberalisation of universities started as the 'Standards for Establishment of Universities' resulted in exponential growth of new institutions in higher education (Amano, 2004). Soon, came increasing competition to recruit students, as well as increased pressure from government initiatives to globalise Japanese higher education.

As the Japanese economy slowed in the 1990s the realisation that the Japanese economy would have to adapt to 'the march of globalization' (Takenaka and Chida, 1998) became apparent. Outcomes of globalization evident in the Japanese economy have led to increased exports and imports of goods (ibid.) and a predicted expansion of overseas production (Shirakawa, 2011). Therefore, it is of no surprise to read claims that approximately 2,500 major companies in Japan are requiring TOIEC scores from their applicants. (Japan Today, 2013).

Needless to say, economic globalisation had a knock-on effect in education. The Japanese government decided more foreign students were to be welcomed in Japanese universities. Former Prime Minister Nakasone brought the first step in 1983 by aiming to bring in more than 100,000 foreign students. In 2008, Prime Minister Fukuda stated his aim: 300,000 foreign students by 2020. '*Hirakareta Nihon*' ('an open country Japan') (Burgess et al, 2010) and '*yushu na jinzai*' (talented human resources) were terms used to describe the aims. In 2003, the goal of 100,000 foreign students was reached. In May 2009, 92.3% of those students were from Asia and of that figure 59.6% were from China. This subsequently became called 'Asianation' instead of 'globalization' or 'internationalization'. The issue that arose was the lack of these students' Japanese ability which has resulted in more classes being offered in English.

This globalization became an indication of the strength of 'global pressure to towards the use of English' (Tsuneyoshi, 2005, p. 67). Hashimoto (2009) claimed the government's ultimate goal was 'that all Japanese high school students [would] be able to communicate in English upon graduation while university graduates [would] be able to use English in their job.'

From 2000 onwards, all levels of education felt the impact of government measures to make the English language curriculum more global. For the younger learners the number of mandatory English classes in Elementary schools was increased (Sato et al. 2019). Meanwhile in tertiary education MEXT introduced the Top Global University Project 'to enhance the international compatibility and competitiveness of higher education in Japan' (MEXT, 2014).

One outcome of globalisation in Japan has been government-driven initiatives to drive change in English education in Japan. This evidences that the Japanese government is using human capital to justify the changes; human capital theory 'contends that the primary purpose of education must be to enhance productivity and support economic growth' (Mercer et al, 2010. p.5). Therefore, it can be argued that the purpose of the universities in Japan is to support the country's economy. However, Kojima points out that the function of the local university may be different as 'many local universities have offered training programs to teachers and opportunities for lifelong learning to citizens, and have served as think tanks for local governments, medical institutions and industries' (2003, p. 147) thus creating a tension between government aims and the function of a local university. Furthermore, as Nakamura points out, 'As the number of approaches to teaching English increases, tensions between traditional approaches have also been on the rise' (2016, p. 119).

Indeed, since the 1990s with the unprecedented change it has brought with it uncertainty (Middlewood and Lumby, 1998) that continues to the present. The outcome is a more flexible job market meanwhile educational institutions need to increase their capacity for change. Therefore, next is literature on change.

1.2 Managing Change

The question that emerges is how a university, like the one in this study, needs to, and can respond to these changing times. 'Stability consists of the absence of change' (Campbell, 2021, p. 174), nevertheless change is inevitable. Change within an organisation is complex and can be hindered by agency and structure which are subject to structural constraints. Campbell points out that structural constraints include 'institutional processes, cultural frames and cognitive beliefs' (2021, p. 174). Any change that is going to successfully be implemented in an organisation needs to have a vision and a strategy. Effective ways of communication which repeat the vision and change through different channels is also crucial. (Kotter, 2012)

Any organisation needs to plan for change. There are obstacles:

'Institutions are sets of formal and informal rules, monitoring and enforcement mechanisms, ... They result in durable practices that are legitimated by widely held beliefs. Moreover, institutional change is defined as the extent of variation that occurs, or not, over a given period of time in the important dimensions that constitute an institution' (Campbell, 2021, p. 174).

Schein also iterates that culture change (in an organisation) 'in the sense of basic assumptions, is difficult, time-consuming, and highly anxiety-provoking' (2010, p.33).

Campbell (2021) proposes that institutional change may be instigated by problems that are either exogenous or endogenous to the institution. In Japan an exogenous factor noted in the literature on globalisation is that of policy changes imposed on universities by MEXT. However, if problems are socially constructed as Campbell (ibid.) argues, then one can propose it is the response to the policy changes that is pivotal.

However, change is not only at the institutional level. Kojima (2003) recounts the situation at one prestigious university where the English teaching faculty were in conflict as to how English should be taught. With the change implemented, Kojima (ibid.) attributes its success to teacher enthusiasm, but fails to point out how it was achieved, or what organisational change occurred. Still, Kojima points out that '[t]he meaning of English education in universities lies in putting students in "an appropriate environment" through which they are adequately exposed to ways of learning the language' (2003, pp. 149-150). The crux of this is teachers will have to change, which may not come easily to some. Once again, an alternative may be to create a programme with facilitators to fulfil that role out of the classroom. Next is the literature on out of class language programmes.

1.3 Out of class language programme initiatives

In 2016 Mynard claimed Japan's foray into the field of self-access learning and self-access learning programs was in its infant stage. Despite a few attempts in the 1980s by language academies, it was 2000 before university-based programs started appearing with any regularity.

These programs usually began as physical locations, often a room, that became a centre. These centres were often staffed with part-timers or personnel who were borrowed from other departments. The purpose of these centres was primarily to provide students with resources and assistance to further their acquisition of the language being studied (ibid., 2016). In one case study, participation

was voluntary, and usually separate from in-class work (Taylor et al., 2012). The ideal scenario was the students exercising their autonomy to further their studies. Unfortunately, this approach failed (ibid., 2012).

These programs began to change with the advent of free online teaching resources (Mynard, 2016). Free MOOCs (Massive Online Open Courses), learning apps such as Duolingo, and platforms like YouTube, etc. allowed students to continue their studies at their own leisure, therefore removing much of the necessity for these programs. Mynard (2016) even questions whether these programs have a future if they remain solely an on-campus facility. Furthermore, at the beginning of the 21st century, Japan's government began promoting the concept of Active Learning which, in order to compete with the challenges of the growing global economy, could infer lifelong, autonomous learning (Mynard, 2016).

Establishing such a program requires ensuring it is aligned with an institution's mission as the programme can impact learning gains and usage of facilities (Thornton, 2018). There are the people who first create the vision, and then actively build a programme. This group may be administrators, teachers, staff, and students. It is often a complicated process as a diverse group of people having the same objective is unrealistic.

Once the program has been established, recruiting students becomes a priority. As stated before, it was hoped that students would attend by their own accord. When this proved unsuccessful, collaboration was used. Choi (2017) used a "push-pull" method to drastically increase student numbers; teachers required their students to complete tasks that demanded utilizing the program (the "push") and the staff provided assistance and resources and created programs that made the students want to return (the "pull").

Both Choi (2017) and Mynard (2016) recommend that programs also include social learning opportunities, and suggest programmes may need to evolve from an academic entity to a social hub. With reduced academic focus, hindrances caused by a student's fixed mindset (Dweck, 2012) might lessen. Simultaneously, this might compromise the purpose of the facility.

At Seto Campus, Japan, with limited resources, Crocker & Ashurova tell of a programme where 'the push-pull strategy offered an approach that increased that integration in a way that made sense to [the] learners...activities begun in their classrooms through to more learner-directed projects that occurred in a SALC' (2012, p. 247). It included social learning opportunities as mentioned above. Also, Crocker & Ashurova (2012) say it did not require many resources; it was predominantly strategy. Nevertheless, the strategy involved the pull-push approach, thus underlying the success of this programme was the cooperation of other teachers.

One further potential issue with the pull-push method is the fact that the digital world of learning and entertainment is exploding leading to another pull that is 'irresistible, but not necessarily productive' (Fullan, 2013, p. 24). Certainly, one concern that arose with 'many centres in Australia and New Zealand' was they 'were used as glorified homework rooms' (Reinders, 2012, p. 2). To prevent this, assessing student learning in the programme emerges.

The overarching aim of this research is to investigate what is necessary to further develop current global initiatives at HUS. To answer this question a two-part investigation was conducted. The

first part of the research focused on how to stimulate, educate, and nurture students as global citizens through investigating options established at other universities. The second part of the research trialed a support system to increase the English skills out of the classroom for students at HUS.

Therefore, the research questions being asked in this project are:

What measures have comparable universities taken to stimulate, educate and nurture their students as global citizens?

How were these initiatives implemented?

To what extent would any of these universities' systems to increase their students' English skills out of class be suitable to apply at HUS?

2. Methods

As mentioned above, the investigation consisted of an external research component and an internal research component.

2.1 Part 1: The External Research

Table 1 :Interviews conducted in chronological order

The external research consisted of visits to, and interviews with the faculty or staff, at five universities with established programs to support English language education out of the classroom.

Name	Type	Location	Date	Interview
HU	National, Various	Honshu	2020-03-05	Zoom
SGU	Private, Humanities orientated	Hokkaido	2020-03-24	Face-to-face
FIT	Private, Science based	Kyushu	2020-03-25	Zoom
OU	National, Science based	Hokkaido	2020-03-25	Zoom
FUN	Public, Science based	Hokkaido	2020-03-19	Zoom

The universities were either chosen by one of two similarities: their geographical location, or because they are comparable to HUS (for example by being science-based). The universities are: Hirosaki University (HU), Sapporo Gakuin University (SGU), Future University (FUN), Fukuoka Institute of Technology (FIT), and Obihiro University of Agriculture and Veterinary Medicine (OU).

2.1.1 Step 1: Interviews

To obtain thick, rich data (Punch, 2009) the interviews were semi-structured asking 12 items (see Appendix 1). The interviews took place in March 2020 (see Table 1 above) and lasted between 16 - 48 minutes. Before the interviews the questions were piloted and refined. Informed consent was

given by each participant. The interviews were sent to the participants in advance so they could prepare their answers to the questions. Due to the pandemic, most of the interviews were conducted on Zoom with cameras on.

The interviews were recorded on a voice recorder with permission by the participant, after which they were transcribed. Each transcription was sent back to the interviewee for verification after which it was prepared for analysis. The data was honed for themes in line with the research questions which was then checked by a second researcher.

2.1.2 Step 2: Visits

All of the facilities were visited by the lead researcher. Also, data was extracted from the homepages of each of the universities, or was given to the researcher(s) when visiting. In each case, permission to photograph was given for field notes.

2.2 Part 2: The Internal Research

The internal research started with an online questionnaire to the HUS student body, following which a one-year pilot lunchtime English chat for which two facilitators were hired.

2.2.1 Step 1: Student Survey

To understand the needs and desires of the student body a survey was conducted. With permission from the university administration, the survey was disseminated through the university's Moodle LMS. By partaking in the survey, the students understood they were giving informed consent. The survey was open from 1st April, to 30th May 2020. The questions of the student survey are in Appendix 2. The data was analysed using Excel and simple mathematical analysis.

2.2.2 Step 2: English Lunch

The aim of the English Lunch in this investigation (EL) was to provide students with more opportunities to use English and experience multiculturalism on campus whilst monitoring student activity. The English lunch was publicised at the start of each of the semesters, and the entire student body was enrolled on the English Lunch Moodle course so they could access information freely. English Lunch was held from the October (second semester) of 2019 until the end of July (the first semester) in 2020.

Two facilitators were hired to conduct the English Lunch, which due to the pandemic, was held online. The facilitators were a French postgraduate student with native level of English, and a bilingual a British/Japanese university student who had experience of teaching English in Japan. The EL was offered during the 50-minute lunch breaks three times a week in 2019, and twice a week in 2020. The facilitators chose and prepared the materials which were topic-based and included using movies, planning a trip, cultural comparisons, etc.

The HUS Moodle course for was created for posting information about the English Lunch and its facilitators. After each session the facilitator gave feedback through a link on the Moodle Course. Thus qualitative data detailing topics and impressions of the EL, along with quantitative data showing the number of attendees for each session were collected on a Google form through the

link. The qualitative data from the facilitators was analysed for themes while the quantitative data was analysed using simple mathematical calculations.

3. Results

3.1 Part 1: The external research

The external research consisted of interviews with five native-English speaking teachers of English combined with visits to each of their facilities. The data presented is from the visits, interviews and each university's homepage. For ease of comparison and to keep the context of the data, the data are presented by university in chronological order of the interviews as shown in Table 1 above, and for each university the measures taken to stimulate, educate and nurture global citizens are stated first, followed by how the initiatives were implemented. For authenticity, the quotes from the interview are in quotation marks.

3.1.1 Hirosaki University:

The facilities are located in a building near the entrance to the campus, on the second floor, next to the stairs and lavatories, opposite the International Support Office. There is a glass wall down one side which provides transparency into each area; There is a conversation space, a reading corner with graded readers promoting extensive reading, a multi-media room with a large flat-screen TV, and tucked away at the far end is a kitchen which 'is important.' The furnishings are colourful and bright, and there are posters on the walls. Furthermore, it is open weekdays from 10:10 to 17:30. It has its own extension number and email address.

The EL supports students' English language learning, and global outlook in a number of ways. There are seminars and events, CLIL (content and language integrated learning) based activities. The lounge also promotes world Englishes. Students can also self-study in the lounge which can count towards a class. Integrating the lounge into the curriculum has been 'been very helpful'. Furthermore, it offers courses for TOEIC/TOEFL.

On the other hand, there is an International Support which has information about the university's overseas programmes (including longer-term exchanges), online English exchange programmes, and catalogues with information about studying overseas. Appointments can be made for those wishing to discuss options for studying overseas. There is also the Global Square in the affiliated library which has a place for graded readers, DVDs and talking in English.

In 2011 measures to boost students English skills were taken and in 2012, the English lounge was opened. It has continually been supported by the vice-president of the university. 'Initially they hired 6 people... four non-Japanese and two Japanese. Later this number decreased. The staff 'were hired specifically' for the English lounge. Hence, for the first two semesters the EL staff only 'had to teach one class in the Liberal Arts.' Otherwise, they 'were doing shifts.' Support also came in about 2016 when they 'started hiring international students to work as supporters.'

'We were given 100,000 yen to buy books and stuff, and we were given new computers'. Nevertheless, this was insufficient: 'Because it was a lounge, after they spent all the money there was no operating funds. We could only buy coffee and tea. But then someone said we should not

be providing refreshments for the students. We had already publicised it so the teachers paid for it...The supervisor would pay out of his pocket... He was generous and we have to be.'

3.1.2 Sapporo Gakuin University

The English lounge for Sapporo Gakuin University shares a community space called the collaboration centre, located in the centre of the university. It is an open-style space on the second floor with no walls or doors separating it from the main corridor that runs the length of the campus' main building. The tables and chairs are portable and there are audio-visual facilities available. 'As the space is shared, the EL does not run every lunchtime, but most. There are no full-time staff, it has no room or owned facilities, and therefore no opening and closing hours.' The English Lounge 'is not a part of any curriculum, although a teacher may choose to assign it as part of their class. 'It is casual, and it's fun. It's not graded ... It's social.'

SGU also has a Global Lounge which was opened in 2018. The lounge is located on the floor above the Academic Administration, at the exit to the lift, and at the top of the stairs which gives it easy access. It is in an enclosed space however, it has one glass wall, with a glass door. It is equipped with a kitchen and cooking utensils which students use to share about their cultures through cooking, to promote international exchange. Also, there are multifunctional electronic blackboards students use to give presentations or to share stories about experiences in other countries. SGU has several international programmes with universities overseas including Korea and Thailand.

At the time of the interview the student body was estimated to be 'between 2,500 - 3,000. And approximately 80 of those are full-time international students, and then [they] have another say 20-30 exchange students.' The exchange students are from 'Korea ... China, Taiwan, Thailand'. There is a Japanese programme for the students. The International Exchange Centre 'has three full-time staff and one part-time staff. And their responsibility is anything to do with international - so it also includes admission for four-year students coming from Asia to here. [SGU has] gone from 1 or 2 students to 20 per year.'

How it started was with a 'full-time English professor ... in his office. He would have, two or three times a week, ... 'lunch-time speaking' and people would go up there and he would have 2-5 people sitting around his table.' 'It became a function of the international exchange programme.' SGU has 'what is called a Global programme within [the] general studies.' 'The transition... happened when someone out of the English department took it upon themselves to make this global programme and [they] also personally organised many teachers to be involved. So, [that faculty] makes a monthly schedule.'

The EL 'is a volunteer project of various teachers... there are many, 5-10 teachers, involved and half of them are from the English department and half of them are not from the English department.' Each teacher leads 'usually twice a month and some of us do 4 times a month. Particularly a native speaker'. Furthermore, 'There is no funding. Each teachers brings their own materials'. On average there are 4 attendees per week.

3.1.3 Fukuoka Institute of Technology

FIT has a Global student lounge which is located just inside the main entrance, on the second floor, of the Alpha Building. Being large and open, the lounge is welcoming. It is separated into sections,

some open and others cordoned off, each with a different purpose including overseas travel and general English conversation practice. There are spaces for group activities as well as space for individual studying. An abundance of tables and chairs completes this comfortable workspace. The lounge is run by three full-time Japanese staff, and two full-time native English teachers.

With a student body of about 4,000 students FIT offers a number of international programmes. 'Our goal was to have a minimum [of] 100 coming in and 100 going out.' Ties were cut 'with the California university a couple of years ago...now we have about 10 incoming Thai students and Korean, about 10 again, and Chinese students about 15, but they are shorter term - they only stay for about 6 months.' At the time of the interview FIT was looking into increasing their relations with other universities overseas.

The programme at FIT has 'been building up slowly over the years. It has not been without problems.' For the English Cafe (EC) 'the problem is we had [was] very advanced students, we have some students from China, & Korea that are very high level, but we also have some of the Japanese students who are trying to get the basics.' The programme has been adjusted. Now, they 'definitely have a broader range of students coming in... more different types of students coming in. Increases in participation... sometimes when we have big events ...those ones can run anywhere from 20-50, but those ones take a lot of P.R. and a lot of extra work to get that big.' Over time, 'by trial and error,' they have found 'what works and what didn't.'

The lounge offers not only the English Café, but also online English classes, international exchange events, private lessons, English speech contests, and English essay contests as well as other events throughout the year. It is open from 10-6 and not only having five full-time staff, it also has a budget.

For the native teachers, having 'a fair amount of autonomy' has enabled them 'to be responsive to what students ask for.' However, there is a feeling of not 'enough integration yet.' While some teachers refer students, it is not fully integrated into the English curriculum of the university.

The lounge was an initiative by the vice-principal, in about 2013. FIT 'had an agreement with a university in California ... Two of the American students who had done [an] exchange [with FIT]' went to work there after graduating 'in the International Affairs department.' At the time there was not 'a very clear goal, but [they] gave extra-curricular English support. ...They were given a small budget (about \$500 US) for the year and free range to do extra activities...They created something called 'English Cafe' [which ran] twice a week... [FIT has] a High School that is connected to [the] university. [The graduates] would also join the AET on some of their classes and for very keen students they could join an English Club. There are budgets '[f]or the events and activities [of] about 500 USD for the year.' There was also an 'additional 500 USD... for the running the contests -the FIT Talks and the FIT Writes, and a Japanese speech contest'. The 500 USD is shared, however, 'there is an additional textbook budget which is an additional 150 USD for the entire year.'

3.1.4 Obhiro University

The English Resource Centre (ERC) is found at the back of a building, open Monday to Friday, 12-1 and 2:30 to 5. The students can borrow these books or read them in the lounge. The lounge has limited space for sitting and chatting. Besides being 'a physical repository of books' the ERC holds an 'English Lunch Chat (ELC) and [a] travelogue'. This is 'where students, who have gone overseas

for study abroad or vacation, ... make a 20–30-minute presentation in English. That's once a month.' Lunch is from 12-1. 'In spring it's 2-3 times a week. In the fall/winter it's 1-2 times a week ...but it may be fewer times depending on the teachers' schedule.' Events include 'pumpkin carving for Hallowe'en... a two-hour Christmas party at lunchtime with a gift exchange... Easter egg dyeing' and 'occasionally [one of the native teachers] cooks [and brings in] something to share during lunchtime.'

Student workers are employed to help in the ERC, and are paid out of the budget. They are paid slightly over the minimum wage in accordance with the university regulations. Their duties include 'checking in and ... out ... books, various translating duties that ... teachers might give them ... mak[ing] a poster ... to put around campus, [d]ecorating a room ... server or computer problems... [that necessitate the teachers to] contact the school staff to explain,' Duties also include scanning and answering 'questions from the other students.'

Three native teachers were planning to hold The English Resource Centre 'in the [small] space in front of [their] offices'. 'It had a couple of cabinets' in which they 'stuffed ... about 300-400 books which had been procured with research money.' Those books were used to run an ER programme. '[T]hen one of the science teachers... wanted to create his department within a graduate school to be an all-English department.' This entailed giving the programme a formal name. The science teacher procured a grant, and 'by October 2009 [the ERC] became an official entity' thus providing the ERC with 'grant money for three years.' That budget provided 'most of the furniture ..., a lot of the start-up books.' They also were given a room, 'because one of the school vice-presidents was the committee director for the ERC ... And he secured it ..., and we got grant money for the carpeting as well.'

Thus, the ERC '[a]s of 2009, ... became an official entity in the university ... [with] its own budget, just like the library ... [of] roughly 500,000 yen per year, plus 200,000 which is used only for books. The 500,000 goes mainly to student salaries, and the remainder goes for anything from printing paper to cleaning supplies to additional books. On top of that, the ERC is considered to be a service, not only a room: a proofreading service for the science teachers, so they use their grant money or research money and pay the ERC for ... 2-3 English teachers to check their work, papers they have submitted or posters. That goes into the ERC coffers. Depending on how many papers or posters ... [the ERC could gain] another 300K or 600K'.

3.1.5 Hakodate Future University

The entire campus student body facilities are housed in one large oblong building. Inside the foyer runs the length and height of the building. The programme is called Connections Café (CC) and in 2020 the same faculty member, started a circle. He points out, 'Noise is a weakness. Often, I get complaints.' Also, 'It gets hot up on the top floor as there is no air conditioning. The noise floats up from the second floor.'

The university has a virtual English programme (VEP). Originally, 'The Connections Cafe was part of the VEP, but now it's not part of it, but they are connected'. At the time of interview the faculty in charge said, 'I started having lunchtime events, like about a topic. We did Hallowe'en. I had some students talk about a topic like travelling - they travelled overseas they came and talked. Either I would talk or students would talk about an experience or cultural theme. We had posters around

the campus. It had the Connections Cafe logo on it. That was good for people learning about it. But in 2016 I made the FAQ guide.' 'The focus has always been on... making a comfortable, relaxed environment for talking.' Another function of the CC includes helping students who were 'doing their graduation theses ... they did it on the CC'. The CC is 'always there, convenient. The timing is important. 40 mins is not too short nor too long.'

'I tried [the pull-push method]' the faculty commented, 'but I don't think it works so well...it ended up being a group of friends would come who did not like English and they had to sit there for 40 minutes with some that did like English and it was brought the whole mood down and demotivated people.' 'There is a little desk ... where the reservation sheets are. The students can walk up there any time and sign their name...Often the students just walk in.'

The original programme which was started by a professor was taken over in 2013 by the current faculty. 'The University directs us very little.' 'We have communication classes that are taught in English'. He added, 'we got an official document from the President saying English is to be more communication focused.' Overall, '[It] is a lot of work.'

For the finances, 'there is a university budget for all the university circles. We had to apply to get a piece of that - maybe 30,000-40,000 yen a year'. For the communications cafe they 'hire facilitators to do it, it's not university teachers. We hire part-timers. They get 2,750 yen/hour.... The money is magically there every year. It's just been there ... 282 hours at 2,250 yen, so this is [the] yearly budget.' It appears funds are being found from somewhere, but where remains unclear. The same faculty also runs a circle, 'With the circle we pay our own money, we have 500-yen dues and we use that money to buy apps for the iPads or drinks and snacks for the Christmas party we had. We bought decorations and Santa Stuff - we used Circle money for that. The university money just pays for the facilitators.'

3.2 Part 2: The internal research

3.2.1 Step 1: The Student Survey

Out of a student body of 4544 students 1093 responded; thus the response rate was 24%. The ratio of respondents was 68% boys to 32% girls. The majority of students had no overseas experience and 81% of the students had no foreign acquaintances. 47% of the students were studying English outside of school. Most of the students were concerned about their pronunciation but did not, feel embarrassed nor feel stress when speaking in English.

The students spend most of their lunch periods eating, talking to their friends and playing digital games. Sleeping and eating rounded out the noontime activities. More than half of the students were not keen on studying English during their lunch recess.

In response to questions about learning preferences, over half of the students prefer student-centred sessions over teacher-centred ones. As for learning methods, reading, free conversation, grammar exercises and long reading activities were the top choices with listening activities and group work near the bottom.

94% of students' view English is a necessity, and see the need to learn English. The skills deemed most essential included the ability to conduct interviews and give presentations in English, use

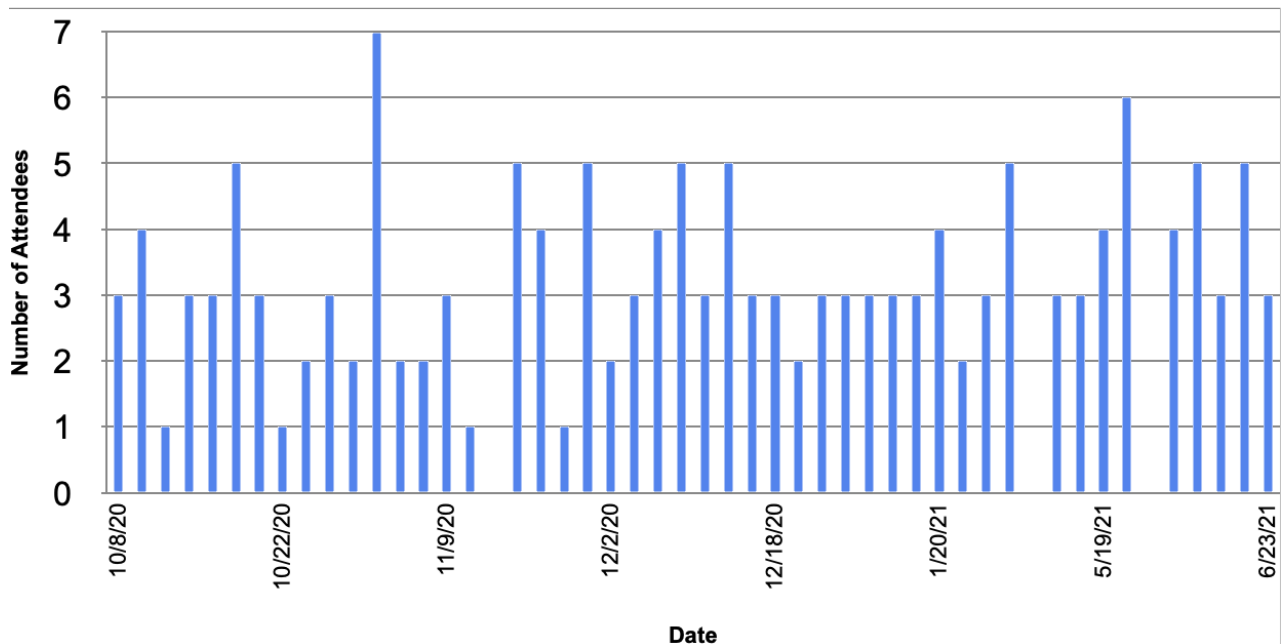
proverbs and colloquialisms, write both informally and for academic purposes as well as increase vocabulary. Students also view themselves as lacking in these same areas. One area that students appeared to have the most confidence in was reading. Nearly 75% of the students doubt that they can significantly improve and 726 of the 1093 said support was necessary to improve their English skills. Students were divided on the enjoyment of their compulsory English classes: 414 students described the program as “fun” and 501 said it was “not so fun.” English the remainder were non-committal.

3.2.2 Step 2: The English Lunch

In the data from the English lunch the level of students, their attendance, and the topics which were presented and the students’ reactions to the topics were evident. These are presented in that order.

The English level of the students varied from barely being able to answer questions, to having spent a year overseas. Facilitators remarked that students made observable progress not only in their linguistic abilities but also in their social skills. One facilitator noted that a need for a boost in grammar and vocabulary.

Figure 1 : EL Attendance from October 2020-June 2021



Attendance fluctuated as shown in Figure 1 above. Some students would attend the first half of the session and then leave as others would enter and remain until the session ended. The sessions were usually attended although there were two sessions when no students participated. During the first half of the program there was a consistent group of students who attended during the first semester (which was the second academic semester of the year) however, new faces appeared in the second half of the programme during the first academic semester of the following academic year.

The topics chosen by the facilitators and found in the data includes slang, travel planning, celebrations and festivals in Japan, sports, and using films to teach new language. The facilitators also used games in Zoom and talked about practical contemporary issues like using cell phones to learn languages, personality types, and relationships. The data revealed the following observation made by a student; 'HUS has a beautiful campus but lacks a study abroad programme that allows students to experience an international education and meet foreign students.'

4 Discussion

The overarching purpose of this research is to investigate what is necessary to further develop current initiatives at HUS. Therefore, the research focuses on how to stimulate, educate, and nurture the students as global citizens through investigating options established at other universities, whilst also examining how to strengthen an English language support system for students at HUS. Consequently, the data is analysed and discussed in response to the research questions.

4.1 Measures taken to stimulate, educate and nurture global citizens

The five universities included in this research had different approaches and outcomes to an out of class English support system. The results evidence that funding clearly influences the establishment of such programmes. With the full backing of the university vice-chancellor FIT has established a spacious facility with 5 full-time staff. As a result various programmes and events are offered to the students. In contrast the English lunch at SGU has no allocated staff or funding, and only four students take advantage of the EL per week.

As stipulated in Taylor et al.'s case study, (2012) when students have agency over participation in such programmes the success may be limited. Comparing attendance and ways of encouraging participation as the data shows for OU and FUN, even with using the pull-push method (Choi, 2017) outcomes are mixed. HU with their combination of pull-push, and events, coupled with the staff, funding and facilities certainly evidences an active and appealing programme. Therefore, are the teachers at HUS willing to support a 'pull-push' programme. Also, like SGU, does HUS have plans to increase the international student body?

4.2 How these initiatives were implemented

In FIT and HU there was a clear vision from the outstart, which as Kotter (2012) states needs to be effectively communicated. The decision to initiate the programmes was that of the vice-chancellor. In both cases staff were hired, facilities provided, and funding given. Consequently, both of these universities have the most prominent programmes. While the programmes at FUN and OU were started by faculty, they were able to get funding, and establish a niche for themselves through various strategies as Crocker & Ashurova (2012) state. However, both these programmes took time, effort and commitment to build. Furthermore, neither of these programmes have the same standing within their establishments as those at FIT or HU. Also, it is questionable as to whether the programme at OU is not similar to Reinders' (2012) homework rooms. At HUS. Thus what is the goal for HUS, and is there someone, or a group who have the time, motivation and energy to establish a programme?

Alternatively, the faculty at HUS can continue with a programme similar to the English lunch at SGU where there is no funding, no paid staff and no dedicated facilities. However, the programme will depend on the good will of faculty. Furthermore, it should be noted that SGU is very active in welcoming students from overseas, globalising in a different way to the other universities. This latter action may have been taken to enhance the establishment's finances whereas in the case of OU, FUN and HU this is not the case.

4.3 To what extent to which these universities' systems to increase their students' English skills out of class may be suitable to apply at HUS

Two prominent themes arise from the results. Firstly is the motivation, or mindset of the students to study English out of the classroom at lunchtime. As indicated in the literature, this can be an obstacle. Both the questionnaire, and the attendance of the English lunch clearly indicate students prefer to use their lunchbreak for other activities. Furthermore, with nearly 75% of the participants believing they cannot improve, about half saying they do not enjoy their current English classes, and with over half saying they need support to improve, along with 94% of them deeming English as necessary one solution is to change the English curriculum to something more stimulating, and that clearly evidences progress.

The other theme that arises is the impact of the cultural organisation on the creating, funding and maintaining an out of class English programme. Evidenced by the fact the first native speaker faculty was hired in 2017, the strong indication is the university is not ready to globalise at the speed of the Japanese government. Possibly, the pressure to use English (Tsuneyoshi, 2005) has not reached the doors of HUS. Whatever the obstacle, the literature shows that change is constrained by organisational culture (Campbell, 2021), but can be eased by effectively communicating it along with vision (Kotter, 2012).

With all the elements highlighted above, it is evident that establishing an English support programme out of class at HUS may only be short-lived without both a change in organisational culture, and also an initiative from someone like the vice-chancellor who can organise funding, staff, and dedicated facilities. Therefore, HUS needs to establish what vision it has for globalisation for its students so it can implement it, as in Choi's (2017) report.

5 Conclusion

The purpose of this study is to elucidate how HUS can further develop global initiatives within their university. A two-part investigation took place from 2020 to 2022 with an external enquiry and internal enquiry was conducted into an out-of-class English language learning system. The external enquiry examined out-of-class language support programmes at five comparable. The internal enquiry examined students' beliefs and attitudes towards learning English and having an English Lunch at HUS, after which was a piloted English Lunch with two international facilitators. For the external enquiry, data was collected through semi-structured interviews and visits to the universities. For the internal enquiry data was collected from students through an online survey, and from the facilitators through a google form which was completed after each session.

The results from the external enquiry show that funding and support from the university will influence the extent to which a centre will be utilised. The data evidences when an initiative is fully

supported, funded, and staffed a long-running established programme can be created, while when there is little, or no funding the outcomes are comparatively limited and require more input from faculty.

From the internal inquiry, the type of English support that would suit the students is elucidated. Rather than an out-of-class programme, the data indicates the students might prefer a programme that supports measured progress in class as a predominantly fixed-mindset prevails.

Shortcomings of this research include the limited evidence of how each of the universities increased globalisation through increasing their intake of students from overseas, and the number of non-Japanese staff each university has. The former emerges in the discussion, but more attention to this topic might be of benefit to HUS. Furthermore, this research is limited by the fact there is no data from the attendees of the English Lunch, nor the faculty who ran it prior to this study. Including that data would certainly paint a fuller picture to perceived needs and challenges to establishing such a programme at HUS. Nevertheless, attention to answering the following is recommended:

What kind of programme is best for the students at HUS?

Should the programme be extra-curricular or integrated into the curriculum?

To what extent is the university prepared to take initiative for a programme?

How would the programme be funded, and managed?

What number of human resources would be made available to run the programme?

What other resources would be made available for the programme?

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Appendix 1: interview request with questions

At Hokkaido University of Science (HUS) we are looking at ways to help increase support for English education out of the classroom. In investigating other working models I have been looking at universities that have out of classroom language support, at universities that have common points to HUS which are: location, student size, type of university (national/private), and/ or subjects offered (e.g. a science university). I found your university meets some of those criteria.

I hope you agree to share your experience and expertise with me, to help us at HUS avoid pitfalls and maximise the potential for success. Here are some questions to guide our conversation. I look forward to seeing you soon.

*The terms 'out of class language support' and 'self-access language support' are being used interchangeably although I realise they are not the same.

1. Please describe what your university does to help further English oral/ communication/speaking skills with global awareness in your Uni?
2. When & how was the support/programme established (by whom, no. of years it has been running)?
3. How often is it open (days of the week, times of the day), during terms, holidays?
4. How is the support/programme funded?
5. How is the support/programme run (teacher rotation/ TAs, local casual help)?
6. How is the support/programme integrated into the university? (Is it used by other teachers, or integrated into other curricula, etc, or part of the grading for some courses? Is attendance taken, etc?)
7. What would you change/ how could it be improved?
8. What are the support's/programme's strengths?
9. What are the support's/programme's weaknesses?
10. What data does the university/ or you personally have that they can share?
11. How long have you been at the Uni?
12. How many full-time (non-Japanese) native/near native (foreign) teachers are employed at your university to teach a foreign language? What language(s) are taught? What position do they have (contract/tenure, lecturer/associate professor, office staff, etc)
13. How many part-time (non-Japanese) native/near native (foreign) teachers are employed at your university to teach a foreign language? What language(s)? What position do they have (contract/tenure, lecturer/associate professor, office staff, etc).
14. What advice would you give to us for starting out of class language support?

Appendix 2: The questions of the student survey

このアンケートは、HUS English Time（2020年度後期から昼休み時間に実施予定の英語で自由に交流できる空間）の実施について検討するためのものです。回答頂きましたデータは上記活動の運営および研究調査目的のみで使用し、それ以外で利用されることは一切ありません。アンケートの回答は統計的に処理され、個人が特定される情報を公表することはない、プライバシーは保全されます。上記の趣旨をご理解いただき、率直な考えを回答してください。アンケート調査へ回答をしていただくことで、本研究への協力について同意されたものとみなします。

1. 性別 男 女
2. 年齢
3. 学科（___学部・_____学科）
4. 英語を何年間勉強していますか。(学校内及び学校外を含む)
5. 海外に行ったことはありますか。 はい いいえ
6. 5の質問で「はい」の場合、詳細をお聞かせください。

例：高校2年生の時に1ヶ月間アメリカニューヨーク州でホームステイを体験した。/小学校5年生の時に1週間ハワイへ家族旅行をした。

7. 外国人の友達はいますか。 はい いいえ
8. 7の質問で「はい」の場合、英語でコミュニケーションをとりますか。 はい いいえ
9. 英会を学校以外で習ったことはありますか。 はい いいえ

10. 英語の技能で一番習得しなければいけないと思うものはどれですか。(複数回答可)

読み 書き 文法 語彙 聞き取り 話す プレゼンテーション能力 学術的論文執筆

11. 英語の技能で、現在一番上達させたいものはどれですか。(複数回答可)

読み 書き 文法 語彙 聞き取り 発話 プレゼンテーション能力 学術的論文執筆

12. どの程度英語を上達したいですか。

1 (現状維持) 2 () 3 () 4 () 5 ()

13. 将来、英語は必要だと思いますか。 はい いいえ

14. あなたにとって英語の習得は必要ですか。 はい いいえ

14. 英語の技能で得意なものは何ですか。 読み 書き 文法 語彙 聞き取り 発話

15. 英語の技能で不得意なものは何ですか。 読み 書き 文法 語彙 聞き取り 発話

16. 授業以外で、どのような場面で英語を使用しますか。

例：アルバイトで外国人のお客様が来た。道を聞かせた時。

17. あなたの好きな英語学習はどれですか。(複数回答可)

自由英会話 読書 英文書き写し ごい暗記 文法問題集

長文読解問題 聴解問題 ペアワーク グループワーク

18. どちらの授業を好みますか。

・教師が管理・運営する。

・教師は学生の学習を促す進行役である。

19. 先天的に英語が得意な人がいると思いますか。 はい いいえ

20. 私はいくら努力しても、英語が上達しない。

21. 昼休みはどのように過ごしていますか。

ランチ 寝る 友達とおしゃべり 勉強 その他_____

22. 昼休みに英語を学習する機会があれば参加したいと思いますか。 はい いいえ

23. 英語の学習は楽しい。

1 (あまり) 2 () 3 () 4 () 5 ()

24. 英語を話すことが恥ずかしい。

1 (あまり) 2 () 3 () 4 () 5 ()

25. 英語を話すときはストレスを感じる。

1 (あまり) 2 () 3 () 4 () 5 ()

26. 英語を話すときは自分の発音が気になる。

1 (あまり) 2 () 3 () 4 () 5 ()

27. 英語の学習にサポートが必要と感じる。

1 (あまり) 2 () 3 () 4 () 5 ()