**Robert M. Higgins (PhD)**

Kwansei Gakuin Language, Education and Research Centre

[rob.higgins@kwansei.ac.jp](mailto:rob.higgins@kwansei.ac.jp)

Higgins, R. M. (2021)The incongruence of internationalisation policy in Japanese higher education: a critical discourse analysis. *International Journal of Bias, Identity and Diversities in Education* 6(1): pp.60-77.

Higgins, R. M. (2021) Critical English curriculum enactment: a policy planning perspective. In: Snowden, P. (Ed.) *Handbook of Higher Education in Japan*, *pp.350-361*. Tokyo: Japan Documents: MHM Limited.

Higgins, R.M. and Brady, A. (2016) Language policy, planning, and enactment: the necessity and empowering potential at the local level. *Current Issues in Language Planning* 17(3/4): pp.242-259.

**Acronyms**

The Organisation for Economic Cooperation and Development (**OECD**)

**MEXT** is the acronym of “Ministry of Education, Culture, Sports, Science” and **MEXT** is the acronym of “Ministry of Education, Culture, Sports, Science and Technology” taken from the abbreviation **MECSST**.

Japan Exchange and Teaching programme (**JET**). In the late 1980’s and early 1990’s Japan began to invite native speakers without teaching experience or qualifications from Britain, Australasia, and North America countries to assist Japanese English teachers in classroom activities.

**References**

Aspinall, R. W. (2016) Is ‘dynamism without risk’ possible in the Japanese university sector?: A critique of the 2009 OECD Report on higher education in Japan. In J. Mock, H. Kawamura, & N. Naganuma (Eds.), *The impact of internationalization on Japanese higher education: Is Japanese education really changing?* (pp.107–119*)*. Sense.

Ball, S., Maguire, M., & Braun, A. (2012). *How schools do policy. policy enactments in secondary schools.* Routledge.

Bartlett, L., & Vavrus, F. K. (2015). Transversing the vertical case study: A methodological approach to studies of educational policy as practice. *Anthropology and Education Quarterly,* 45, 131-147.

Bartlett, L., & Vavrus, F. K. (2017). Comparative case study. *Educação & Realidade,* 42(3), 899-918.

Beaudin, G., & Berends, L. (2017). The education abroad practitioner as transdisciplinary scholar. In B. Streitwieser & A. C. Ogden (Eds.), *An* *International higher education's scholar-practitioner: Bridging research and practice, Chapter 6*. Oxford: Symposium Books.

Hatakenaka, S. (2004). The incorporation of national universities: The role of missing hybrids. In J. S. Eades, R. Goodman, & Y. Hada (Eds.), *The ‘big bang in Japanese higher education: The 2004 reforms and the dynamics of change* (pp.52-75). Trans Pacific Press.

Liddicoat, A. J., & Kerry Taylor-Leech, K. (2020). Agency in language planning and policy. *Current Issues in Language Planning,* 22(1), 1-18.

Lo Bianco, J. (2010). Language policy and language planning. In: N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and education* (pp.143-176). Multilingual Matters.

MEXT. (2012) Selection for the FY2012 project for promotion of global human resource

development. Available at: <http://www.mext.go.jp/english/highered/1326675.htm> (Accessed April 9th, 2013).

Newby, H., Weko, T., Breneman, D., Johanneson, T. and Maassen, P. (2009) *OECD reviews of tertiary education Japan*. Paris: OECD.

Streitwieser, B., & Ogden, A. C. (2017). *International higher education's scholar-practitioner: Bridging research and practice*. Symposium Books.