

## 1. Purpose of the Survey



Increasing the number of students wishing to study in Japan



- ◎ **Future development of online Japanese language educational content**
- ◎ **Utilizing and sharing existing content**

Understanding the current status and needs of higher education institutions overseas.

- How is existing content being promoted and utilized?
- What type of content is in demand?

## 2. Survey Summary

### (1) Online survey (August-September 2023)

Target Group	Number of Questions	Number of Respondents
1) Overseas Japanese Language Instructors	16	90
2) Overseas Students	15	341
3) International Students in Japan	16	109

\*The survey was conducted mainly in countries/regions where Japan is willing to accept more international students in the future.

### (2) Online and face-to-face interviews (July-September 2023)

- Total of 13 locations of domestic institutions and overseas offices of the Japan Foundation (JF) and the Japan Student Services Organization (JASSO)
- Total of 7 overseas universities where Tokyo University of Foreign Studies (TUFS) has Global Japan Offices and Desks
- Japanese Language Center for International Students (JLC) at TUFS

## 3. Needs and Challenges for Studying in Japan

### (1) Needs

#### ◎ Purpose of studying in Japan

- Developing Japanese language skills
- Experiencing living abroad and cross-cultural exchange
- \*There was also interest in career-building

#### ◎ Information and support required by prospective students

- Information on careers and graduate school entrance exams
- Basic Japanese language and other information related to life in the early stages of study abroad etc.

### (2) Challenges

#### ◎ EJU (only for regular undergraduate international students)

- Difficulty in learning basic subjects in a short period of time after arriving in Japan
- Lack of information and educational content for preparation before coming to Japan

#### ◎ Opportunities to use Japanese (overseas students)

- Lack of opportunities to use the Japanese they have learned
- Lack of opportunities to interact with native Japanese speakers outside of school
- Lack of educational materials and difficulty in obtaining them

## 4. Online Learning in Other Countries

### Overseas Japanese language instructors

### Students (overseas, international students)

Current Situation

- Most institutions have experience in conducting online classes.
- Use of reliable educational materials from NHK, JF, etc. is common.
- Many instructors use "learning support websites" and "video sites such as YouTube channels."
- Many instructors use online classes as "supplements to face-to-face classes."

- Many students have used free online content (more than 70%).
- Few students have used paid content (approximately 20%).
- Many students have used apps for dictionaries and YouTube for grammar study.
- Few students have taken online classes outside of class.
- Wanting to understand through videos, not texts.

In Future

- Many instructors plan to adopt online classes in the future according to necessity (more than 70%).
- Partial use of online classes.
- Use of Learning Management System (LMS).

- Approximately half of the respondents chose "mainly face-to-face classes with some online classes" as the most effective learning style for Japanese.
- Emphasis on instructor and classmate interactions in face-to-face classes.
- Online classes are effective enough depending on how the class is taught and what is being learned.



Potential for further dissemination of online educational materials and tools

## 5. Suggestions for the Future

### (1) Considerations and reference information for the development of online teaching materials and tools

#### ◎ Needs of Japanese language levels

- High demand for elementary to intermediate level (low demand for intermediate to advanced level).

#### ◎ Needs of content

- [By skill] - Overseas Japanese language instructors: Listening, Speaking
- Students: Vocabulary, Listening

#### [Examples]

- Overall, many respondents want educational materials and learning tools for kanji.
- Overseas Japanese language instructors: Japanese culture, introduction to latest Japanese news/trends, etc.
- Students: videos, apps, e-books, etc.

#### ◎ Preferences

- Video materials should be "less than 10 minutes long."
- The largest number of respondents answered that they "will not pay for online learning materials and tools".
- \*Students: "will not pay for online learning materials and tools" < "outright purchase (download)" + "flat rate."
- Students are more likely to use "outright purchase (download)" than "flat rate."
- "Quizzes, assignments, and final exams" are preferred.

#### ◎ Themes and learning styles that are likely to be of interest to overseas students

- Trends do not matter so much.
- Japanese university students of the same generation / Latest trends of Japan. (overseas students)
- Students prefer collaborative learning.

#### ◎ Needs for online Japanese language teaching materials/tools for instructors

- Demand is high.
- Many instructors want to obtain up-to-date information on new teaching methods and classroom practices.

### (2) New content that should be created by universities

- ◎ Existing learning materials are sufficient for introductory to elementary level → Target is intermediate level and above.
- ◎ Content in which universities excel → Content focused on academic, business, and other fields
- ◎ Content that only universities can produce → videos of specialized lectures in easy Japanese, learning materials dealing with university-specific vocabularies & content incorporating the opinions of current university and international students (can also serve as a tool for promoting study abroad).

#### \*Points to keep in mind for the dissemination of educational materials and tools

- Having an image of a sufficient post-development operation and maintenance system.
- Setting up a system that enables real-time updating of content.
- For countries/regions where Internet access is poor, sufficient consideration should be given to the form of provision, including the preparation of downloadable educational materials.

### (3) Publicity to overseas students and institutions

- ◎ Publicize from both instructors' and students' perspectives.
- ◎ In addition to promotion on social media in local languages, it is important to disseminate information by word of mouth and through instructors' associations, mailing lists, as well as through face-to-face events.
- ◎ Devices to identify the characteristics of existing online educational materials and tools, and the need to coordinate learning materials in Japan.

Necessity of in-depth cooperation and collaboration among relevant ministries, universities, and institutions in order to promote study abroad in Japan.

**J-MIRAI Measures:** (1) Creation of opportunities to study abroad in Japan (2) Publicity and information dissemination (websites and other media) (3) Publicity and information dissemination (local activities) (4) Flexibility in requirements and procedures at the admission stage (5) Support during study abroad in Japan and cooperation among universities.

