

*Impression of Japanese Universities' Specialized Courses among Chinese Overseas Students*  
*—The Outcome of a PAC Analysis—*

Yan Wanxin, Tohoku University, Japan  
Taira Nakajima, Tohoku University, Japan

The Asian Conference on Education 2019  
Official Conference Proceedings

**Abstract**

This paper aims at revealing the impressions of Japanese universities' specialized courses among Chinese overseas students and showing some viewpoints in international education support. It is processed by 3 Chinese students' interview and investigated by PAC analysis. In the result, clear explanation, collaborative learning with Japanese students, relaxing class atmosphere, teachers' respectful attitude towards student, qualified language skill and adequate professional knowledge are suggested as being important class elements among Chinese overseas students. Moreover, the author discusses some viewpoints for the education support on Chinese overseas students in Japan, such as the professional Japanese language learning support, the professional report writing support, the construction of Japanese teachers' reliability, the improvement of positive participation among Japanese student, and the development of smooth international communication.

Keywords: Chinese overseas students Japanese graduate school specialized education course PAC analysis international students support

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## Introduction

According to the Japan Student Support Organization (JASSO) published in December 2018, the results of the 2018 International Student Enrollment Survey, the number of Chinese students at Japanese higher education institutions as of being the largest number is 86,439, accounting for 41.4% of the total. Therefore, the presence of Chinese students in Japanese university and graduate school education cannot be ignored. Chinese students in Japan are adapting to different cultures. According to Ge (2007), the Chinese mainly face 7 problems as ① Japanese, ② Study, ③ Health maintenance, ④ Human relations, ⑤ Money, ⑥ Mental condition, ⑦ Japanese culture and customs. Chinese students enrolled at Japan University / Graduate School face various problems both in the study of specialized knowledge and in the progress of research, as well as in building human relations with Japanese teachers and Japanese students.(Guo 2019) As the classroom is a place where international students would learn specialized knowledge and communicate with Japanese teachers and Japanese students, there is no doubt that specialized education class playing a very important role to Chinese students' culture adaption and study. However, we cannot find any previous study about Chinese students in specialized education classroom in Japan. In this study, we aim to revealing the impressions of Japanese universities' specialized courses among Chinese students by using PAC analysis, and showing some viewpoints in Chinese overseas students support.

## Research method

PAC analysis is abbreviated by Personal Attitude Construct analysis. This analysis method is applied to asking the survey collaborator to do free association on the theme or subject, and do assessment of similarity between association items, and then cluster analysis by similarity distance matrix, reporting of the image and interpretation of the cluster structure, and do comprehensive interpretation by the survey collaborator. It is an effective way to analyze personal attitude and image structure. (T. Naito 2002)

The three survey collaborators H, K, and Y who are enrolled in the second year of the master's program at T University in Japan. The 3 survey collaborators graduated from the university in China and passed Japanese Language Proficiency Test level 1 and do not have any prerequisite knowledge for taking a specialized education course. The survey was conducted in December 2018.

The survey method used in this study is the PAC analysis (T. Naito 2002). The procedure is as followed.

1. An associative stimulus sentence `` What kind of image do you have for specialized education course at Japanese universities? Please have a look back and write down what you can think of now, whether it's a word or a sentence. "is presented from the investigator to the survey collaborator.
2. The survey collaborator write associate words or sentence on a card.
3. The survey collaborator arranges the cards in the order of importance.
4. The survey collaborator randomly select two cards, and intuitively evaluate the closeness of the two images in seven stages (very close (1) to very far (7)).

5. Perform cluster analysis (Ward method) based on the distance matrix obtained in step 4. and output a dendrogram.
6. The investigator conducts an interview based on the dendrogram to the survey collaborator, and receives explanations of each cluster and each association item.

Ask the survey collaborator to name each cluster and answer the image of each item intuitively with plus (+), minus (-), or neither can be said (0).

### Result and Discussion

According to the interpretations of three survey collaborators, there are four parts can be concluded as the practice method of the class, Japanese teacher, Japanese students and class content, and each part of them can be divided into *excellent point* and *mismatch* based on their item image and interpretation.

Table1 practice method of the class

<b>Excellent point</b>	<b>Mismatch</b>
Specific example and drawings in explanations	Stuffing education
Speak slowly and use simple expressions for foreign students	The teacher required students to do the presentations in the whole semester and rarely do explanations
Group discussions and role-play activities	
Relaxing class atmosphere	

Table2 Japanese teachers

<b>Excellent point</b>	<b>Mismatch</b>
Give individualized instruction to students	Seems strict
Active response to students' inquiry	Less smile
Lots of interactions with students	Speech lacks rhythm
Praise students a lot	Worry about what kind of person the foreign students regarded as being
Give high grades to students in the final	Speak fast
Finish the class on time, no delay	
Put emphasis on the students' understanding	
Respect students	
Take kind attitudes toward students	

Table3 Japanese students

Excellent point	Mismatch
Have good classroom manner, no whisper, no smartphone play	Do not prefer to speaking out the opinion in group discussions
Make a confirmation with Japanese students about the class content	Do not response positively to teachers' questions
	Do not start a talk with foreign students forwardly unless foreign students start firstly
	Speaking speed is fast to foreign students
	Some phrases and expressions only Japanese understand

Table4 Class content

Excellent point	Mismatch
Class content have some connections with my interest	Trouble in understanding the terminology written in Japanese
The example with high topically included in explanations would raise up my study motivation	The grades basically depend on the report, no examination
	Few homework
	Few class content
	Try to figure out the keywords spoken by the teacher during the class, but have forgotten when the class finished
	Hard to catch up the class pace
	Misunderstanding in the communication between Japanese and me
	Compare with Japanese students, I always spend more time on the preparation for class and seminar
	Feel really nervous when asked by the teacher in the class

## Conclusion

Overall, the three survey collaborators show high satisfaction upon the practice method of class, Japanese teachers, still a lot mismatch upon Japanese students and class content. Moreover, there are some viewpoints for the education support on Chinese overseas students in Japan can be concluded, such as

- the professional Japanese language learning support
- the professional report writing support
- the construction of Japanese teachers' reliability
- the improvement of positive participation among Japanese student
- the development of smooth international communication

## **Acknowledgement**

I would like to thank the three survey collaborators for their participation and kindness who greatly helped me get results of better quality.

I am also grateful to Taira Nakajima, PhD, my instructor professor, who gave me important advice in overcoming numerous obstacles I have been facing through my research.

Last but not the least, I would like to thank my parents for supporting me spiritually throughout my research and my life in general.

## References

Japan student support organization (2018). *International students in Japan 2018*.  
[http://www.jasso.go.jp/about/organization/\\_icsFiles/afieldfile/2018/08/03/jasso\\_gaiyosu2018.pdf](http://www.jasso.go.jp/about/organization/_icsFiles/afieldfile/2018/08/03/jasso_gaiyosu2018.pdf)

Wenqi, Ge. (2007). 『中国人留学生・研修生の異文化適応』 広島：溪水社

Fei, Guo. (2019). 日本の大学院の実践共同体に参加する初期段階における学習過程：ある中国人留学生のインタビュー調査から得た理解 阪大日本語研究 31. P.17-47

T. Naito (2002). PAC 分析実施法入門

**Contact email:** yanwanxin92@gmail.com