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研究課題名(和文) Comparison of the uses of Social Media by International Students.

研究課題名(英文) Comparison of the uses of Social Media by International Students

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研究成果の概要(和文)：海外の学生は、文部科学省を始め各大学の公式サイトのような公的な媒体から日本留学情報を得ているとされているが、留学の決め手は、親しい学生の確かな情報である。そのためにソーシャルメディアによる私的なネットワークが形成される。

本研究では、『留学に決定的な影響を及ぼす人物』の存在が明らかになった。それは日本人学生の中でも、ソーシャルメディア上で世間に大きな影響を与えていたり、日本留学に関する有益な情報を持っていたり、あるいは、日本語教育を志したりしている学生達である。この成果により、日本への留学希望者が有益な情報を探したり、共有したりできるソーシャルメディア上のグループ構築を試みている。

研究成果の学術的意義や社会的意義

日本の大学における学生数減少という問題への対策である。国際化推進を通して海外の学生が日本に留学してくるよう、「ソフトパワー」としてこうした留学に決定的な影響を及ぼす人物(ソーシャルメディア上のインフルエンサー)の活用を明らかにした点である。

研究成果の概要(英文)：When overseas students think about studying in Japan, they look at the information on FORMAL websites operated by organizations such as MEXT, JASSO, Japan Foundation, universities in Japan etc. However, this research has shown that more importantly, they create INFORMAL personal networks using Social Media, to contact other students that they know or are introduced to by friends, to get specific information from trusted relationships, to make their final choices.

The major finding of this research, was the discovery of so-called 'Social Media Influencers' who are students of Japanese that have a large Social Presence on Social Media, and are a powerful source of information on study abroad and learning Japanese for other learners. I have also created a social media group for international students to find information about study abroad and to share their own information with other learners. (903 characters)

研究分野：教育工学

キーワード：教育工学 日本語教育 留学生 Community of Inquiry ソーシャル・メディア アインフレンサー

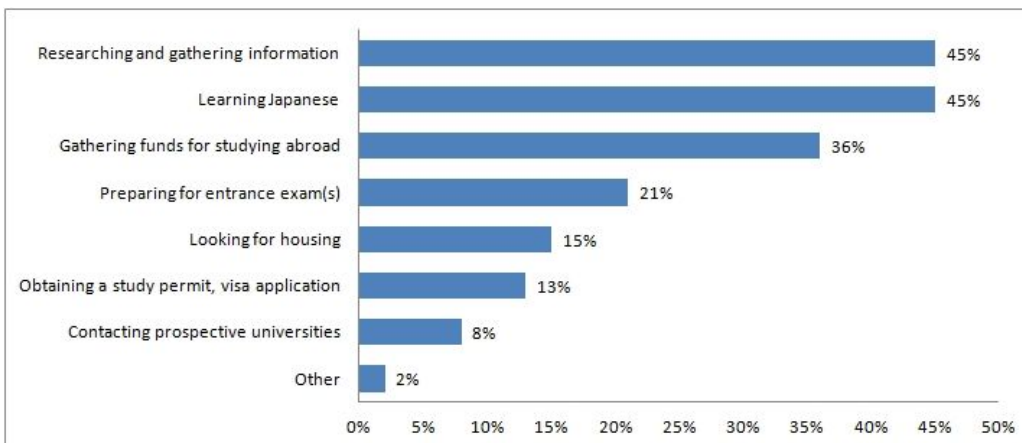
様式 C - 19、F - 19 - 1、Z - 19、CK - 19 (共通)

1. 研究開始当初の背景

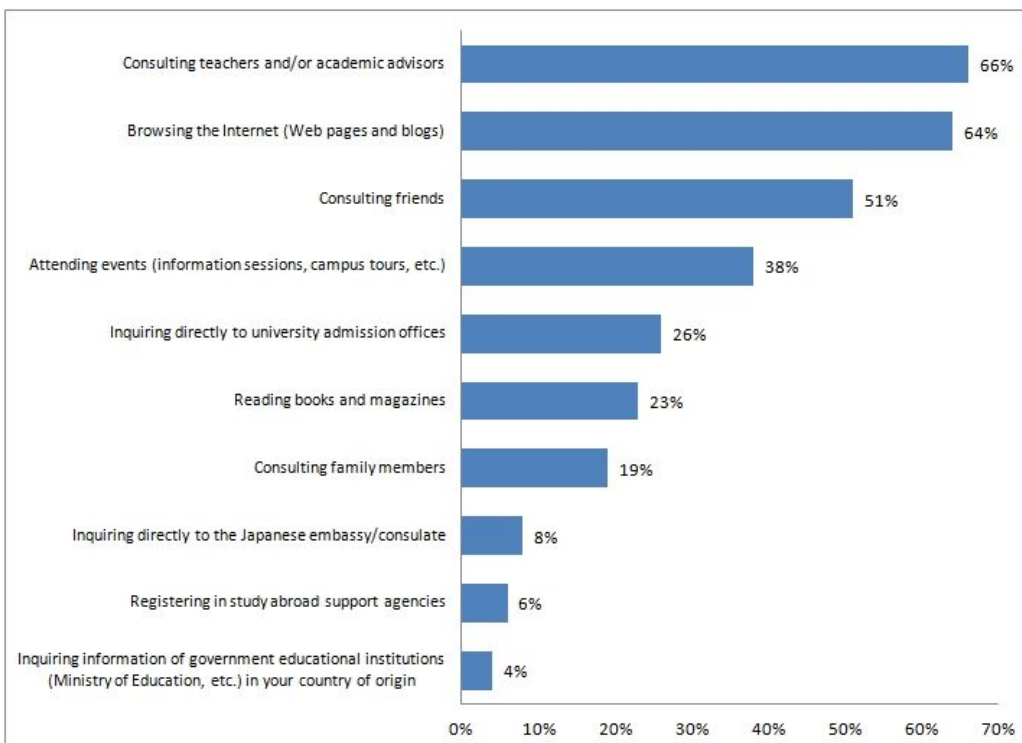
The starting point for this research came from a report issued by MEXT (2013) entitled ‘The Second Basic Plan for the Promotion of Education’, in which it was stated there is a need for the ‘Provision of accurate information, as well as understanding and reflecting people’s opinions’.

In 2012 Arc Communications carried out a survey for UNIV. IN JAPAN on studying abroad in Japan. Of particular interest were the results to Q6. where 45% of the respondents answered that gathering information was the most difficult part of researching for study abroad in Japan, and Q7 where 51% of the respondents answered that they consulted friends as resources to finding information about courses in Japan.

Q6. If you have studied or are currently studying abroad in Japan, what was the greatest difficulty you encountered throughout the research process?

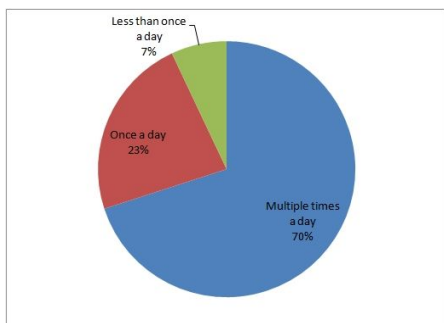


Q7. Which of the following resources did you use during your research?

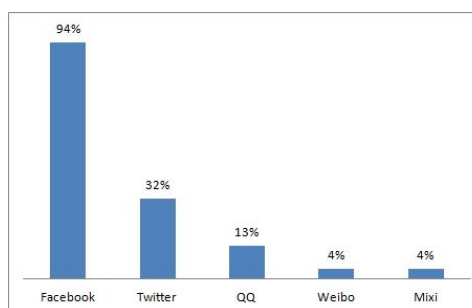


We can also see from Q10 and Q11 that they make heavy use of Social Media tools, especially Facebook and Twitter, although as technology changes other applications such as Instagram have come to the fore, but are not included here.

Q10. Do you use Social Networking Services such as Facebook and Twitter? If so, how often?



Q11. Top 5 SNS used by the respondents



UNIV. IN JAPAN (2013) Survey: International Students on Studying Abroad in Japan retrieved from <https://univinjapan.com/survey/>

2 . 研究の目的

The aim of this research therefore, was to clarify how international students use Social Media to gain information about study abroad in Japan, using PERSONAL information networks.

My hypothesis was that although there is an increasing amount of FORMAL information on study abroad available on the internet, from universities, MEXT etc., students actually place greater value on INFORMAL channels of information, and create their own PERSONAL networks to gain information directly from trusted information sources, such as seniors who are studying/have studied abroad in Japan. They prefer trusted networks that allow them to control content creation/sharing, as well as modes of communication and interaction. This phenomenon is in line with a well-known theory of Community of Inquiry, that looks at the PROCESSES involved when students are creating their own personal networks and participating in new communities. This will inform us better about how to increase the number of students coming to Japan by tapping into these informal networks.

3 . 研究の方法

(1) Literature review: I started by looking at previous literature and references on the internet for information related to this topic. I based this research on the Community of Inquiry theory, especially the concept of 'Social Presence' which Garrison et al. (2007) describe as 'the projection of learners' personal characteristics into a community of inquiry through use of emotional expression, open communication, and various means to establish group cohesion'. This means that learners looking for information use inquiry methods to become part of an online groups to gain information they need. I also carried out a search of surveys of study abroad in Japan, which led me to the ARC online survey mentioned above.

(2) Surveys: I carried out a small-scale online survey, based on the ARC survey, in English, Japanese and Korean languages, which asked questions on what social media tools students use (Q10 and 11 of ARC) and where they get information from (Q6 and 7 of ARC). It was implemented during June 2016 - March 2017, with results gained from 53 respondents, from Japan and overseas.

(3) Interviews: I carried out follow-up interviews between 2016 and 2019 with the following groups, to gain deeper insights into the results from the surveys.

- (a) Students preparing to go abroad: UK(10), Korea(12)
- (b) Students studying abroad at Kobe University: UK(30), China(10), Korea(15)
- (c) Students returned from study abroad: UK(5), Korea(8)
- (d) Study Abroad Coordinator: UK (1) , Japan (1)

(4) Survey of Social Media sites: from October 2016 to the end of this project I carried out an extensive survey of emerging Social Media sites for language learning, and I changed the focus of the methodology to looking at Social Media Influencers, see the 2017 EAJS Lisbon Conference presentation, through the above interviews and survey of social media sites.

4. 研究成果

(1) Surveys

- a. Social Media Platforms: the most used social media tool was Facebook (Messenger) the same as found in the ARC survey. Twitter was cited as the second most used tool, which shows that students choose the technology that they decide is the most suitable for their needs. However, if we look at the trends in use of social media we can see that new technologies often replace other platforms, for example Instagram is now an emerging platform that is being used by an increasing number of students. Also, country specific apps such as KakaoTalk (Korea) Weibo, QQ, WeChat(China) show the localization of information platforms used by students.
- b. Information sources: the results showed that a majority of the students used direct contact with personal contacts via social media to get information they could not otherwise obtain.
 - I used social media to contact a friend at Chuo university asking what student life was like there
 - ‘senpais’ by social media about university choices.
 - 3rd years current studying in Japan
 - my university friends who are postgraduates and have studied in Japan.
 - a person who had been to the university I wanted to go to and they gave me feedback.
 - a friend currently on year abroad in Japan
- c. Quality of information: A majority of students agreed with the statement ‘Is there information you can get using SOCIAL MEDIA that you CANNOT get from other information sources, such as your home or Japanese universities, or official agencies such as MEXT or embassies/consulates?’ the majority of students agreed with this showing that there is a qualitative difference between formal and informal channels of information.

(2) Interviews

I was able to gain more detailed data on the use of social media through follow-up interviews to the survey questions, with the subjects listed in 3(3) above. The main finding of the interviews was the emergence and importance of so-called Social Media Influencers (SMI), which led me to carry out a detailed survey of Social Media sites established and operated by SMIs. These are examples of YouTube SMI sites that promote the learning of Japanese and study abroad in Japan. These sites can be considered as ‘E-portfolios’ containing individual case studies of learning Japanese and studying abroad which act as a digital resource for other learners.

- UK: MissHanake YouTube Channel
<https://www.youtube.com/user/MissHanake>
- Korea: YouTube Channel
https://www.youtube.com/channel/UC_waGdcNiCWTv1GG9OvE23A
- China: 秋山耀平 YouTube Channel
https://www.youtube.com/channel/UCnskHxjXjiog69et60V-pHw?fbclid=IwAR00f1kZeX-IZB_VHPXmeIloc_540pm1Ipm-NvmZnEGrsi6hDH9lPhwpaqXM

(3) Social Media Survey

The initial major finding that emerged from this research, is that when overseas students think about studying in Japan, they **do** look at the information on FORMAL websites operated by organizations such as MEXT, JASSO, Japan Foundation, universities in Japan etc. However, this research has shown that more importantly, they create INFORMAL personal networks using Social Media, to contact other students that they know or are introduced to by friends, to get specific information from trusted relationships, to make their final choices.

In addition, a further major finding that emerged in the final stages of this research, has revealed the existence of students of Japanese/Japanese studies who are so-called ‘social media influencers’. These are students who have large audiences of followers on their social media accounts, and leverage this to influence or persuade their followers about studying Japanese and study abroad. This finding is consistent with the hypothesis of this research, in particular the core CoI concept of Social Presence, where students use various means to establish group cohesion and form online communities, to enhance their social presence to a level where they have a powerful influence on other learners of Japanese, especially those who are preparing to study abroad.

The immediate implications for these findings are that universities and institutions aiming to increase the number of inbound international students, must focus not only on formal channels of information dissemination, but also integrate information channels created by students of Japanese into their strategies for student recruitment. I have created an example of such a site, currently a closed group, to show how social media can be used for this. <https://www.facebook.com/JapanStudyAbroadNetwork/>

The wider implication of this research is how to harness the ‘soft power’ of these Social Media Influencers (SMI) to address the problems of the decrease in the number of students in Japanese universities and the promotion of internationalization on Japanese campuses through an increase in International students, and answer the need for the ‘Provision of accurate information, as well as understanding and reflecting people’s opinions’ MEXT(2013).

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5. 主な発表論文等

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2016/5 Harrison. R., *My view of the role of Social Media in Japanese Language Teaching*, 23rd Philippine Nihongo Teachers’ Forum, Japan Foundation, Manila, Philippines

2016/3 Harrison. R., Kuroda. C., Kawai, N., *ENHANCING INTERNATIONALISATION ON CAMPUS: A CASE STUDY AT KOBE UNIVERSITY*, APAIE, Melbourne, Australia

2015/6 Harrison. R., *ソーシャルメディアと日本語教育*, Kochi University, Japan
<http://www.kochi-u.ac.jp/international/events/events/2015051800019/>

〔その他〕

ホームページ等

Japan Study Abroad Network (Pilot Closed Group Social Media Site)
<https://www.facebook.com/JapanStudyAbroadNetwork/>

6 . 研究組織

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研究者番号（8桁）：

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研究協力者氏名：

ローマ字氏名：

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