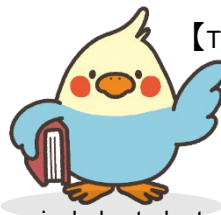


## 8. FY2020 Progress

【Tokyo University of Foreign Studies】



Tobita-kun, TUFS mascot for the study-abroad promotion campaign

### Common indicators and targets

#### Internationalization

##### Increasing the number of outbound exchange students

- International academic partnerships with 11 institutions (6 of which are or include student exchange agreements) were newly formalized.
- Though opportunities for international exchanges involving physical travel have been limited by COVID-19, TUFS built a new form of international exchange by conducting remote programs via online tools. Summer/winter short-term online study abroad programs attracted a total of 101 participants. (5 programs with 5 countries/regions in the summer and 19 programs with 16 countries/regions in the winter.) To supplement the lack of local, in-person experiences, various measures were taken to successfully improve students' language skills. As to student exchange programs, some partner institutions offered classes accessible online. Of the planned outbound students in FY 2020, 45 remotely enrolled in exchange programs.

##### Increasing the number of inbound exchange students

- TUFS offered opportunities to take its classes online to international students who could not travel to Japan due to the spread of COVID-19. The incoming international students who could travel to Japan were accepted as per normal as the university took thorough anti-infection measures to ensure students' safety.
- While the 2020 summer and winter short-term inbound study abroad (Short Stay programs) was suspended, preparations began for the online Japanese language courses to be launched in FY 2021, using the online instruction experience.

##### Enhancing foreign language education

- Multilingual Lounge moved all its sessions to the online Zoom platform. The 2020 spring quarter saw 232 participants in total (151 in speaking sessions, 81 in CEFR-J sessions), and the fall quarter 406 participants (277 in speaking sessions, 129 in CEFR-J sessions). Although the number of sessions dropped from previous years, the average number of participants per session increased for both speaking and CEFR-J sessions. These results reflect our success in capturing the needs of students amid COVID-19.
- As a continuing initiative from the previous years, TUFS provides a unified language proficiency framework based on CEFR-J for the university's 28 major languages while developing teaching materials and resources. Each student's language proficiency is assessed on the CEFR-J-based scale; the results will be on the Multilingual Global Human Resource Portfolio (commonly called "TUFS Record") and the Multilingual Global Diploma Supplement, which will be given to students upon graduation. The introduction of CEFR-J also demonstrates the university's commitment to creating a unified, systematic language learning environment for the 28 languages, which has been well acknowledged among students. The university's stance as a leading research institution in its field has been a motivating factor for its students.
- Courses entitled "Basic Studies of Language Education 1 & 2" were launched as part of the TUFS Graduate School Career-up Program. The training of foreign language education specialists with proficiency in methods that draw on CEFR has been steadily progressing. In FY 2020, the digitization of program contents went underway to make the lectures available online and on-demand.

#### University reform

##### Diversifying and improving levels of teaching and administrative staff

- The university has employed seven foreign national teaching staff and four Japanese teaching staff, facilitating the diversity in teaching methods. This also led to new collaborations with universities from different parts of the world. As a result, the scope of education and research has expanded.
- In addition to reforming the faculty evaluation system, the university has introduced the new annual salary system to improve faculty's working conditions. The new annual salary system has been applied to 15 present employees and 10 new employees. Also, 9 fixed-term teaching staff were employed according to the tenure track system, enhancing the quality of education and research and the flexibility of faculty staff employment.

### University's own indicators and targets

##### Deploying Global Japan Offices

- The Global Japan Offices (GJO, 17 offices), a center for Japanese language education and introduction to Japan, has taken COVID-19 as an opportunity to initiate new online exchange activities at some of its offices. At the TUFS Online Study Abroad Fair organized by the Student Mobility Center, GJO coordinators introduced each base institution from the stationed countries in real-time, providing students with firsthand local information. Additionally, GJO coordinators held online information exchange meetings for the first time to share each base's educational situation and activities during the pandemic. Moreover, the first Language Exchange sessions were held at the Lviv and the London GJOs, mainly between TUFS and local students, and have been well received. The introduction of the same program at other GJOs is being considered.
- The coordinators at the Yangon and Belgrade GJOs, at both of which TUFS has stationed Japanese language teachers for many years, were forced to make an emergency return to Japan due to COVID-19. But the Japanese language education has been conducted online from within Japan.

#### Education reform

##### Strengthening Japan's information dissemination capacity

- In the two years since its establishment, the School of Japan Studies has instituted a series of courses in its Core Seminar Program. FY 2020 saw the launch of the Community Outreach Project under the Community Linkage Program, whose focus is on collaborative activities and understanding multilingual/multicultural coexistence in Japanese society. Other additions were the Survey Courses aiming to provide a wide range of knowledge of Japan. The educational effect of these classes was enhanced by having Japanese and international students study together in the same classroom.
- The School of Japan Studies is developing a double degree program with a partner university in the UK to be launched in FY 2021.

**○ Implementation of Joint Education Programs**

- TUFSS conducted 31 cases of Joint Education Program with overseas partner institutions in FY 2020. (Numbers by program type are: 3 outbounds, 7 inbounds, 12 remote programs, 2 research guidance, 7 faculty inbounds.)
- As the distance teaching methods were already well established, students' needs were met flexibly even amid COVID-19. The university successfully developed and carried out many programs of the same quality as in-person instruction. For example, a collaborative course with Rio de Janeiro State University featured a series of diverse lectures on Portuguese-language literature delivered from Brazil.
- The university has accumulated experience in the hybrid-flexible/hybrid of in-person and online instruction. Applying such know-how in promoting the Joint Education Programs serves as a solid stepping stone to build the International Collaborative Education system within the university.



TUFS Burmese department conducted an intensive online course in collaboration with the GJO at the literature department, the University of Yangon. Various programs were carried out, including local online tours and tandem learning, to deepen the mutual understanding between Myanmar and Japan.



Students created picture stories based on Japanese and Thai folktales as part of tandem learning in the short-visit-type joint education program at Srinakharinwirot University, Thailand, in FY 2019. In 2020, the outcomes were compiled into a digital book and published online.

(“Kamishibai – Folktales of Thailand and Japan” <http://bit.ly/kamishibai-2020>)

**■ Featured initiatives based on the characteristics of the university**

**○ Developing language proficiency criteria for non-English foreign languages based on the international standard, CEFR**

- TUFSS completed the vocabulary lists of up to A1 level for 25 languages and A2 for 23 languages. As for B1 and B2 levels, the university started compiling wordlists for two new languages in addition to the four languages for which the wordlists were already being organized.
- The development of phrase lists based on the “Can-Do lists” for each CEFR-J level is also underway. The phrase lists for Pre-A1 to A1.3 levels for 20 languages and A2.1 to B1.2 levels for 19 languages are almost completed.
- The development of the e-learning environment was continued as a way to utilize the accumulated pedagogical resources.
- An Apple/Android app for learning vocabulary in 28 different languages called TUFSS CEFR-J 28 - Flash Card Vocab Builder was developed and made available to TUFSS students and faculty members. Currently, vocabulary in 24 languages up to A2 level and 4 languages up to B1 or B2 level can be learned using English or Japanese as the hub language.

**○ Utilizing the Student Mobility Center**

- As a COVID-19 preventive measure, study abroad counseling services have moved online. This made it easier for students of other universities to use the service; as a result, the mobility center dealt with nine external inquiries. Also, the center responded to questions from other universities regarding TUFSS Study Abroad Fair and outbound student exchange policies under the pandemic.
- TUFSS Study Abroad Fair 2020 was held online to provide information and opportunities to connect former study abroad students and those who wish to study abroad. Meeting students who have studied abroad and listening to their real voices gave students a better picture of study abroad. It also contributed to maintaining their motivation under the uncertainty caused by the overseas travel restrictions amid COVID-19.



Study Abroad Fair 2020 was held for four weeks and featured about 20 sessions.

**■ Free description**

**○ Developing online collaborative education with partner institutions**

- Joint education with partner universities and other institutions with which TUFSS has ties is now positioned as International Collaborative Education. Accordingly, a system to provide financial support as an internal project has been built. Plans are already underway for international collaborative education to be implemented in FY 2021 with partner institutions in Hungary, Brazil, Cambodia, the US, and Russia.
- To promote International Collaborative Education, TUFSS launches from FY 2021 a system that enables teachers and researchers at overseas partner universities to conduct interactive online classes while residing in the country. This system allows full on-demand courses by teachers living both in Japan and abroad. It is hoped that these new systems will lead to further innovative teaching approaches and student exchanges not limited to the traditional face-to-face method.