

## *Abstract*

# FROM STUDY ABROAD TO EDUCATIONAL TOURISM DIVERSIFICATIONS OF ENGLISH-BASED PROGRAMS ON THE HIGHER EDUCATION IN JAPAN

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## **P**URPOSE

*THE* intent of this paper is to examine an important international issue in education in Japan. Though students from overseas studying in Japan have customarily been determined by quality, the actual quantity of international students is more recently also becoming important.

## **Design, Methodology and Approach**

To study the history and current status of foreign exchange students in Japan, a chronological review of the literature is essential. Japan was not a major international student receiver originally. However, using Official Development Assistance (ODA), Japan has been accepting international trainees since 1954.

## **Findings**

The Japanese government launched “The Plan to Accept 100,000 International Students” in 1983, and the Japanese Language Proficiency Test (JLPT) for international students began in 1984. Since the 1980s, student visas and Japanese language examinations have been major hurdles for inbound international students in Japan.

## **Research Limitations and Implications**

The limited number of Japanese language speakers became a research limitation. To counter this, recent educational globalization initiatives have accelerated the establishment of English language based programs for international students in Japan. In 2008, the Japanese government initiated a plan to accept 300,000 international students, and educational institutions, especially those at the graduate level, are offering courses taught in the English language.

## **Practical Implications**

Compared to graduate schools, undergraduate courses in Japan have large student capacities. Even ordinary universities in Japan are preparing non-degree programs, referred to as educational tourism, offered in English. These short programs also have the potential to accept degree-seeking students in the future.

## **Originality and Value**

In Japan, inbound educational tourism is still being developed. The most valuable results gleaned from this research are the varieties of possible approaches and the unique case studies of short educational programs in Japan.

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