

## Completion Report

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### **Subject of Research Project**

#### **Japanese Language Education during COVID-19 Pandemic-Current Situation, Problems and Solutions in Japan and Mongolia-**

In this research, we aimed to analyze the current state of online teaching and learning in Japanese language education in Mongolia and Japan. We compared how Japanese classes are designed, and attempted to provide recommendations on positive takeaways that could be adapted from Japan to Mongolia. We reflected on experiences from 5 Japanese and 10 Mongolian institutions. As a result of the study, the following conclusions were drawn. Japanese institutions have implemented various forms of blended learning for Japanese language classes. In contrast, Mongolian educational institutions have adopted full online teaching methods as the primary mode of language instruction. Teachers at Mongolian and Japanese institutions face challenges related to internet connectivity, technical issues, noise pollution, and disruptions caused by online teaching. In addition to spending a significant amount of time on preparing for online teaching, teachers must deal with difficulties such as engaging students, providing feedback, evaluating assignments, and maintaining communication with students. Teachers in Japanese institutions encountered difficulties in preparing lesson materials due to strict copyright laws. Both Mongolian and Japanese teachers strived to make online education more effective by paying attention to the quality of educational materials, engaging students in the learning process, and utilizing various interactive elements such as games, quizzes, and discussions. Mongolian institution teachers recognize the importance of designing online education to be consistent with the design of classroom education. Japanese institution teachers have found solutions to this issue by designing certain aspects of their curriculum for online education in a different format than the traditional classroom format. The design of courses in Japanese institutions includes various sections such as preliminary work, introduction, main content, conclusion, and subsequent work. In comparison, the structure of online courses offered by Mongolian universities is limited to a series of lessons that consist of an introduction, main content, conclusion, and subsequent activities. Japanese educational institutions emphasize offline tasks and activities before classes. A very student-centered class design is implemented. However, in Mongolia, online class designs tend to replicate offline class designs, with most of the class time being used for lectures from the teacher's side and for individual tasks. In Japan, tasks that can be done individually are made available offline, which helps to improve time efficiency in online classes and contributes to students' ability to study effectively on their own. However, online courses in Mongolia are lacking in the sense that there is little to no preliminary work, which makes it hard to provide on-demand tasks and encourage individual learning. The structure and organization of education in Japan are diverse, but there are various ways for teachers and students to interact and collaborate. Such practices have contributed significantly to the success of online education in Japan. Teachers at Mongolian educational institutions have also been working in a similar manner, providing individual support and guidance to students, as well as ensuring the quality of online education through careful monitoring.

The following recommendations are given based on the research results. Upon reflecting on the belief that online education is inefficient, it is necessary to conduct a study on the results of the courses offered online by the educational institutions. It is important to seek expertise and knowledge from international experts in the field and to innovate the design of online education by taking into account the best practices worldwide. Even after the COVID-19 pandemic, educational institutions in Japan have been using online, offline, and blended learning methods to deliver their courses. Thus, it is important to develop and enhance the design, delivery, and assessment of blended learning courses in Japanese. It is important to shift certain parts of lesson content to online and utilize blended learning to improve class time management. It is necessary to acknowledge that using the same course materials and teaching

methods for online and offline learning is inappropriate. Thus, it is important to develop adapted learning materials, effective teaching methods, ways to engage students and managing classroom discussions and feedback to achieve the best results in online education.

It is important to provide opportunities for learners to develop their self-assessment skills and reflect on their own learning progress in online learning. Successful online learning requires collaboration among teachers, students, and facilitators, with each playing an active and responsible role in the design, implementation, and evaluation of the learning process. Improving the design, quality and results of online education depends on a lot of factors, so it is crucial to consider all aspects of the curriculum development process. As online education has advantages of time and space to organize curriculum in a way that allows students to work on their own schedules and create a personalized learning experience, educational institutions should aspire to leverage this potential to the fullest and develop curriculum that can provide more opportunities for effective and efficient learning experience for learners.

In recent years, due to the COVID-19 pandemic, remote learning through online mediums has become mainstream and this unprecedented development has made substantial contribution to the evolution of language education. Although the pandemic is nearing end, in today's era of technological development, online learning can still be practiced and even has potential to substitute in person learning, thus gathering attention from many researchers alike. As the COVID-19 pandemic has had significant adverse impacts on the education sector, educational institutions have tried various methods of online teaching to adapt into the situation.

In this research, we aimed to analyze and highlight the current state of online teaching and learning in foreign language education in Mongolia and Japan, its advantages, and disadvantages as well as domestic and foreign professionals' take on the matter. As online teaching in foreign language education has multiple facades and its pros and cons, researchers all around the world are emphasizing the importance of class design. Specifically, developing a hybrid classroom medium where online and in-person classes are both conducted, flipped classroom, interactive communication between the lecturer and students and overall developing an efficient class design have been the center of attention for many.

Currently, there are very few studies conducted on online learning, yet alone in the context of language education in Mongolia, so we aimed to contribute to development in this area with our study. In this research we have compared how Japanese language classes are designed in both Mongolia and Japan, and tried to raise recommendations on positive takeaways that can be adapted from Japan to Mongolia, which can improve the quality of language education in Mongolia. We have reflected lessons and experiences from 5 Japanese and 10 Mongolian institutions in this study. As a result of the study, the following research paper and oral presentations published.

1. Ts. Delgerekhtsetseg, Online Teaching and Learning in Foreign Language Education- focusing on the Covid-19 pandemic period-, Journal of Foreign Languages and Cultures, №585(27), ISSN 2306-3904, Ulaanbaatar, Udam Soyol, 2023.

2. Ts. Delgerekhtsetseg, P. Enkhjargal, D. Maisuld, Comparative Study on Online Japanese Language Lesson Design in Mongolian and Japanese Educational Institutions, The 9<sup>th</sup> International Conference on Asian Studies, Ulaanbaatar, Udam Soyol, 2023.

3. Ts. Delgerekhtsetseg, P. Enkhjargal, D. Maisuld, 『モンゴルにおける日本語遠隔授業の課題及び日本の事例から学ぶ可能性』2023年度 第27回東アジア日本語教育・日本文化研究学会 国際学術大会、2023年8月26日。

## Publication of the Results of Research Project:

### Verbal Presentation

1. Ц.Дэлгэрэхцэцэг, П.Энхжаргал, Д.Майсүлд, Монгол улс, Япон улсын сургалтын байгууллагуудын япон хэлний цахим хичээлийн дизайныг харьцуулах нь, ICAS 2023 Ази судлал 2023 олон улсын эрдэм шинжилгээний хурал, Улаанбаатар, Удам Соёл.

Ts.Delgerekhtsetseg, P.Enkhjargal, D.Maisuld, Comparative Study on Online Japanese Language Lesson Design in Mongolian and Japanese Educational Institutions, The 9<sup>th</sup> International Conference on Asian Studies, Ulaanbaatar, Udam Soyol, 2023.

2. Ts.Delgerekhtsetseg, P.Enkhjargal, D.Maisuld, 『モンゴルにおける日本語遠隔授業の課題及び日本の事例から学ぶ可能性』2023年度 第27回東アジア日本語教育・日本文化研究学会 国際学術大会、2023年8月26日（予定）

### Thesis

1. Ц.Дэлгэрэхцэцэг “Гадаад хэлний боловсрол дахь цахим сургалт- Ковид-19 цар тахлын үеийг авч үзэх нь -” , Гадаад хэл соёл судлал, №585(27), ISSN 2306-3904, Улаанбаатар, Удам соёл, 2023.

Ts.Delgerekhtsetseg, Online Teaching and Learning in Foreign Language Education-focusing on the Covid-19 pandemic period-, Journal of Foreign Languages and Cultures, №585(27), ISSN 2306-3904, Ulaanbaatar, Udam Soyol, 2023.