Adult Learners at Japanese Universities: Profiling a New Age

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The social costs of the graying of Japanese society and the problems of the declining university-age population are well documented in a range of literature. In spite of often being seen as 'problems', these two social phenomena have created an opportunity for Japanese tertiary institutes; the opening up of language education to adults as auditors (*choukousei*) on extension programmes at Japanese universities.

With both political will through policy instruments and a societal belief in the virtues of education as a means to a healthy life, universities are in a unique position to benefit from the less conservative outlook Japanese adults currently exhibit. Moreover, they can provide a more diversified role as places of learning. Using an empirical questionnaire survey, this paper examines the profiles of adult learner students at a Kanto University. It is shown that lifelong learning experiences are positive and create new opportunities for universities and society.

日本人社会の高齢化に伴う社会的コストと、大学に入学する世代人口の減少という問題は、文献の領域においてはかなり立証されている。これら2つの社会現象はしばしば問題であると捉えられるが、にもかかわらずそれらは、日本の大学で公開講座プログラムなどに参加する成人学習者に対し、言語教育への門戸を開くという高等教育の場を提供する機会をも創り出してきた。

政府の行政機関における必要を満たすという意図と、健全な生活を送るための手段として、教育は基本徳目であるという一般大衆の信条という双方の事情を考えるに、大学は、進歩的な様相を呈する現代の日本人を満足させるのにユニークな立場にあり、さらに学習の場として、多角な役割を提供していると言える。

尚この論文は、実際に行われたアンケート調査を元に、関東大学で学ぶ成人学習者の側面像を考察したものである。調査の結果は、生涯学習を経験することが建設的なものであり、大学さらに社会にとっても新たな機会を作りだしていることを示している。

In 1949, the Japanese government passed the Social Education Law to enable adults in post-war Japan to study a range of personal, academic and other pursuits in community based centers (*kominkan*). Despite its early introduction to post-war Japan and subsequent development, most adult education has, until recently, tended to focus on Culture Centers and *kominkan*. With a burgeoning interest in lifelong learning and a belief in the benefits that it can bring to the community, we might expect to have seen a more rapid growth in the provision of university-based courses for adult learners in Japan. Through use of an empirical study it is the intention of this paper to explore the profiles of adult learners at a Japanese university and describe some of the reasons why attracting adult learners to universities is both desirable for society and advantageous to Japanese tertiary education in the early 21st Century.

Universities, society and lifelong learning in Japan

During the 'bubble economy' years of the late 1980s and early 1990s, as many new universities were established, there was significant optimism that Japan was developing modern education infrastructure that would enable a broader student body consisting of overseas students and adult learners (Umakoshi, 1997). This optimism was, however, short lived as the economy collapsed in the mid-1990s squeezing university budgets, and the falling birth rate became a significant social issue (as a ratio of total population, university age students are currently expected to fall from 12% today to 10% by 2010). Though these socioeconomic circumstances are not unique to Japan the effect of a declining birth rate in Japan has seen university student numbers diminish. Despite attempts to ameliorate this effect by increasing efforts to enroll overseas students, universities continue to seek new ways to maximize the use of facilities and balance budgets. The empty classrooms, laboratories and offices are facilities adult learners could be using.

A second important prong linking universities to adult learners is what Wright (1998) refers to as a need for tertiary institutes to acquire local 'name recognition' (i.e. to gain a reputation or publicize themselves in their immediate localities). This is a call for universities to be better linked to, and serve, their communities. By promoting 'name recognition' universities can serve all learners in their hinterlands rather than primarily limiting access to learners in the 'traditional' 18-23 age bracket. The declining student populations, underused facilities together with the call for a changing role of tertiary institutes in the community appear to be a signal for universities to build more adult learner programmes.

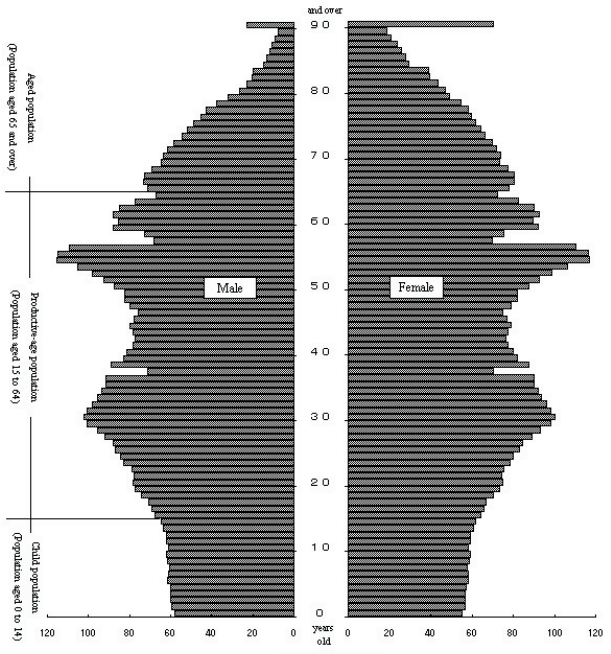
In addition to this 'signal', the demography of Japan in the late 20th and early 21st Century is playing an equally important part in creating the circumstances for more diverse lifelong learning opportunities. As a mirror image of the falling numbers of 'traditional' university age students, the greying of Japanese society (see Figure 1) is significant to lifelong learning.

As Figure 1 shows Japanese society is gradually ageing; as the post war baby boomers 'grey', Japan is set for significant changes in the age make up of its population (according to the Japan National Institute of Population (2002) the number of people in the 60-79 age range is slated to increase from 21% of the population today to 25% by 2015 – i.e. an increase of approximately 4 million persons). Societal commentators correctly see this as a 'problem' for health services and other supporting infrastructure; however for lifelong education this 'greying' of Japan can be seen as an 'opportunity'. Why should this be? There are several possible explanations.

Firstly, it is important to consider the participation rates by seniors in lifelong learning. Research has shown that in Japan these are highest in the 65-69 year old group (Ohsako, 1999). Secondly, the changing role senior citizens are playing in society. In 1999, the Dentsu Research Institute reported that those over 65 years old are becoming more active in later life and as a consequence a new culture of older citizens, who actively pursue education and personal interests, is being created in Japan (Dentsu, 1999). Thirdly, the 'opportunity' is being driven by a countrywide 'social belief' in education. According to Yamaguchi (1999), Japanese people hold a belief that education is good for

Figure 1. Japanese Population Pyramid (2002)

Source: Japan National Institute of Population (2002)



Note) The population aged 90 and over is total, due to the lack of each age data.

health, indeed Takayangi (2003) backs this up by claiming lifelong learning 'enhances health and well-being' - and is especially true among females. The evidence from society seems to be strong: lifelong learning brings personal benefits and can maintain the health of an ageing society. Tertiary education institutes are well placed to provide opportunities to help realize these. Indeed this may already be taking place as the enrollment figures for the University of the Air (a university established in 1983 which aims to provide education to all through a network of study centers and radio and TV broadcasting) indicate. At this nationwide, multi-center university, enrollment increased from 76,000 to 89,000 students between 1999 and 2002.

Against this societal backdrop the Japanese government has also provided the necessary legal instruments that encourage the development of lifelong learning opportunities. After the ground breaking Social Education Law in 1949, subsequent reviews through the Ad Hoc Council for Education Reform (1984-87) and the 1990 Law for Promotion of Lifelong Learning have attempted to establish a lifelong learning ethic to break the poor access 'non-traditional' (i.e. over 23 years old) learners have to tertiary education. In addition to this, a change in emphasis highlighted by the Central Council for Education (1997) promoting 'diversification', 'integration' and 'activity' (Ohsako, 1999) rather than 'leisure' as the focus of lifelong learning is now prevalent in Japan. Moreover in an effort to promote the use of tertiary education infrastructure, Japanese government policy recently called for 'diverse lifelong opportunities that meet the needs of a wide demographic including adults and the elderly, while maintaining close contacts with the community' (MEXT, 2004). Most recently the 2001 revision of Social Education Law laid the foundation for encouraging partnerships between social education and school education to ensure better developed lifelong learning infrastructure.

Placing together the contemporary circumstances of Japanese universities and the Japanese social environment, it is clear that an opportunity to change the focus of lifelong learning is presenting itself to universities; and with reference to Figure 1, this is particularly true for age groups over 60 during the next 5-10 years. While the demographic effects work to reduce the numbers of more 'traditional' age students, a contrary effect is being seen in older age groups. Moreover there is an underlying economic imperative, societal belief in lifelong learning and strong social policy which direct universities towards provision of a unique lifelong learning environment for adult learners.

The Study

Previous research into adult education in Japan has taken a number of different approaches. Gordon (1998) for example analyzed the political initiatives that laid the framework for adult learning in Japan. By contrast, Wright (1998) examined university administration illustrating the need for change in the means of delivery of adult learning opportunities. Internationally, changes in adult learning are also well documented. Kim's extensive research in the USA (2004) provides us with valuable insights, and at the same time enables us to consider how best practice abroad may be fitted to suit Japanese circumstances. Finally, both Yamaguchi and Ohsako (1999) have meshed changes in the social and political environments to show how adult learning provision is linked to changes beyond the tertiary institutes themselves. Using these studies as a solid foundation for the understanding of adult learning provision in Japan, the current study aims to update and highlight the individual detail that a smaller scale empirical study can provide.

In order to enable this, the author undertook a study of 34 adult learners on non-credit courses at Kanda University of International Studies, Chiba with the purpose of charting learner profiles. These adult learners included both *choukousei* (auditor), and *shiminjukosha* (extension programme student). A convenience sampling approach was adopted and the research instrument - a Japanese language questionnaire (see Appendix) – was distributed to 34 adult learners attending classes given by the author. A total of 15 items, including both closed and open-ended questions, were asked relating to social background, the reasons for attending lifelong learning education classes, subjects studied (both language and non-language), the type of instruction preferred and 5 Likert-type questions concerning learner opinions of lifelong learning in Japan. Closed data questions were entered into an Excel spread sheet for analysis. Coding and open-ended analysis were made using the principles of grounded theory (Glaser and Strauss 1967).

Who are the participants?

Responses were received from 32 adult learners (7 males and 25 females - 22% and 78% respectively) between the ages of 40 and 70. The largest segment of respondents was in the 51-60 age range (44%); a further 26% were aged 41-50, and 30% were between 61 and 70 years old. There was no respondent in the current study under the age of 40. This age profile is somewhat 'age heavy' compared to figures available from the University of the Air which show the largest segment of adult learners is the 30-49 age range; the participants in the current study may be said to represent an older than 'average' profile. As Japan continues to age

further, the profiles in the current study may thus represent a view of the future of adult learning in Japan.

Concerning occupation, in the current study 47% of respondents (15 persons) identified themselves as 'not working', 16% (5 persons) as 'retired' and 37% (12 persons) as 'working' (including part time work). Comparative figures for University of the Air (2003) indicate only 22% as 'not working'. With respect to gender, of all female respondents in the current study 57% indicated that they were 'not working', nor had they 'retired', suggesting that they considered themselves as 'housewives'. Of those previously or currently employed full time, occupations tended to be in technical fields (all male respondents). Current and previous part time employment was more diverse ranging from office work, banking and service industries to teaching and working from home.

In addition to the varied employment characteristics of the respondents in the current study, strong academic backgrounds were also reported. Regarding the highest level of educational achievement, completion of a university undergraduate course was the most frequent response (48%); 19% had completed *Tandai* (Junior College) education and 30% had finished formal education in High School.

We can thus see that the profile of adult students was predominantly female and late middle age but also with significant employment and academic experience. The large number of females is consistent with Ohsako's contention that women participate in public lectures more than men (University of the Air (2003) figures further support this with a female: male enrollment ratio of 55:45). Furthermore, the high ratio of learners *in their 60s* in the current study also supports previous studies (Yamaguchi, 1999). The high average educational achievements of participants in the current study (67% were tertiary education graduates; only one participant over 60 was *not* a college graduate) are also consistent with findings of American adult learners (Kim, 2004). However, since just 10% of Japanese over 60 years old have attended tertiary education (Yamaguchi, 1999) we can assert that, relative to their peer group, the respondents in the current research were significantly above average in their previous educational achievements.

Results and Discussion

Adult learner study profiles

Previous research by Yamaguchi (1999) has shown that in the present Japanese cultural environment, adult learners seek learning which enables 'balance' and 'independence' and this is reflected in the range and diversity of studies that adult learners take up. In an attempt to explore these ideas, the current study investigated the depth and breadth of lifelong learning experiences among adult learners by gathering data on current and previous language and non-language lifelong learning experiences.

Current language courses pursued by respondents

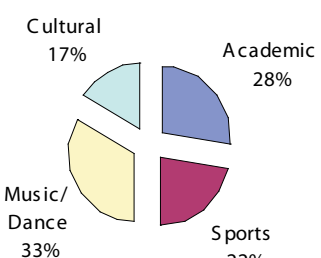
Since the current study was undertaken at a university specializing in foreign languages, a prominent component of participant profiles was language study. A total of 57 language courses were currently pursued (i.e.1.8 language courses per learner). These courses were predominantly English (83%) but also included other Asian languages

(11%) and Spanish (6%). Courses were mostly pursued twice a week, but a significant number of respondents (25%) were studying language more than twice a week (18% were studying on a *daily* basis). Concerning the length of time current language courses had been pursued, the majority (73%) indicated 'two years' – possibly a consequence of courses having been established by the university two years previously. Finally, the location of current language study was, in most cases, a university (73%). The role of other education providers such as private language schools (6%) and Culture Centers (4%) was less important than self study at home (17%).

Current non-language courses pursued by respondents

In the current study 52% of the respondents indicated that they were studying a non-language subject concurrently with a language one. As Figure 2 shows these included 'Cultural', 'Sports', 'Musical' and 'Academic' pursuits.

Figure 2. Non-language courses currently pursued



A total of 21 courses were pursued indicating an average of 0.7 non-language courses per learner. 'Cultural' pursuits included ikebana, and tea ceremony, 'Musical' pursuits, piano and choir, and 'Academic' pursuits comprised a wide range of subjects including education, history and comparative communication. The frequency of contact for non-language pursuits was similar to language ones, however the percentage of high frequency contact – 'more than twice a week' - was lower (e.g. unlike language studies, *no* student pursued a non-language subject on a daily basis). The number of years spent on non-language pursuits however tended to be greater than for language ones (44% had continued non-language pursuits for more than 2 years). This suggests that non-language pursuits were better established and cognized by adult learners than language ones and supports Gordon's idea (1998) that non-language pursuits are of high importance to adult learners. In contrast to language courses the locations for non-language courses were diverse: 55% of courses were pursued at Culture Centers and *kominkan;* 28% at university and 17% at home.

Overall we can see that adult learners in this study pursue a wide range of language and non-language courses and that for the latter the role of providers other than universities is significant. We can also see that the frequency of contact with lifelong learning, and in particular for language study, is significant. Finally we can see learners have a desire to pursue non-language courses for long periods of time. Universities are unlikely to be able to offer the same range of cultural lifelong learning pursuits as *kominkan* or Culture Centers however they do have the capability to offer the academic courses that many respondents in the current study had sought

at a place other than a university. Moreover they can offer such courses over a long period of time. Such an opportunity to attract these learners to university is one that should not be missed. Adult learners are aware of the current learning opportunities available to them and are eager to exploit them (participants in the current study were attending an average of 2.3 courses per person - Yamaguchi, 1999, found the national average to be 1.8). If universities provide lifelong opportunities it seems likely adult learners will pursue them.

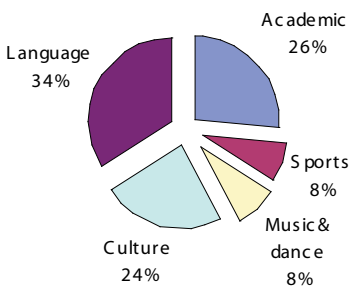
Previous courses pursued by respondents

To further gauge the longitudinal nature of lifelong learning, respondents detailed language and non-language learning pursued in the three years prior to the current study (excluding those 'currently' pursued). The categorized results are shown in Figure 3 below.

In the current study 74% of respondents had previously pursued at least one lifelong learning opportunity. A total of 46 subjects were reported (i.e. 1.4 courses per respondent). As Figure 4 shows 'Language', 'Academic' and 'Culture' studies were the most popular (34%, 26% and 24% respectively). Since universities are largely in the position to provide language and academic content courses for adult learners, it is instructive to examine the figures for 'Language' and 'Academic' in more detail.

For 'Language', all but one respondent who had previously pursued a language indicated English as the language they had previously pursued. Thus we can see English dominates adult learners' language learning. As for 'current non-language courses', a wide range of academic subjects had been pursued in the three years prior to the study, these included Law, Finance, Science, History and Real Estate. Significantly only 30% of these subjects were pursued at university, thus it is clear that a large number of adult learners had studied academic courses at places other than universities (c/f '*Current non-language courses'* above).

Figure 3. Courses pursued in the previous three years



In the current research, for all courses the place where adult learners had previously studied were found to be evenly split between 'University', 'Culture Centre', and 'Home' (each 23%) – see Figure 4. This shows that the respondents had been aware of adult learner opportunities in their communities for some period of time and also that there are 'rival' adult learning course providers (such as English conversation schools or *senmon gakko*). This adds to the concern noted above that as universities attempt to widen the provision of lifelong learning, they will be in direct competition with established, and often commercially powerful, providers of educational opportunities.

Figure 4: Place where previous studies were pursued

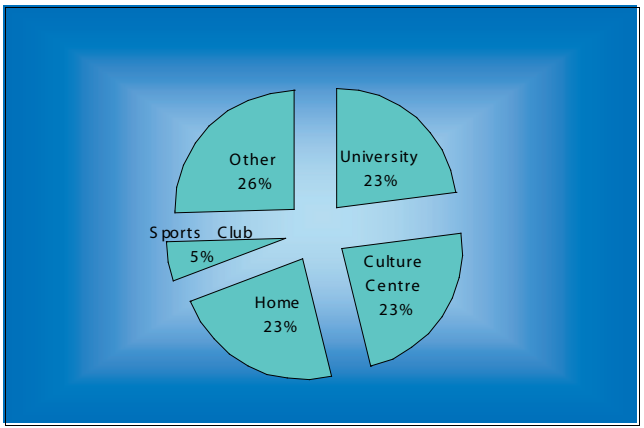
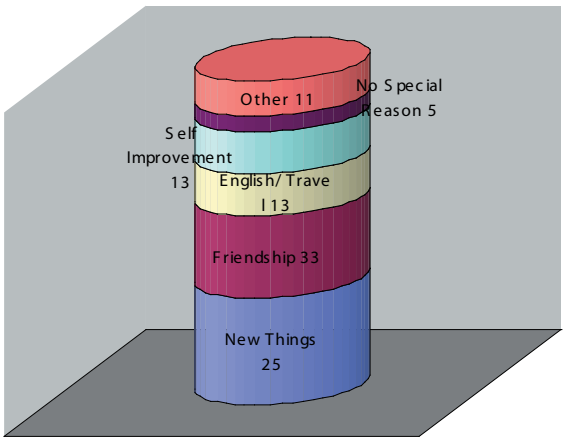


Figure 5. Reasons Adult Learners Join University Classes (%)



Why do adult learners take lifelong learning classes?

In Yamaguchi's 1999 report to UNESCO, 'intellectual reasons', 'friendship', 'cultural improvement' and 'life refreshment' were cited as the principal reasons for adult learners to attend lifelong learning courses. In the current study, from a list of 5 possible responses, respondents were asked to indicate their reasons for pursuing lifelong learning.

Figure 5 shows that, in the current study, adult learners selected: a desire to study 'New Things' (25%); a wish to build 'Friendships' (33%) and; 'Self Improvement' or 'Travel' (both 13%) as the principal reasons for taking lifelong learning courses (language *and* non-language). The current research thus supports Yamaguchi's findings and shows that adult learner motivations are multifaceted. To explore this finding in more detail an open-ended questionnaire item (see Appendix question A7) concerning respondents' motivation (*kikkake)* for *language* study was asked. Respondents' comments were coded into five categories: 'Travel'; 'Affinity for language and foreign culture'; 'International exchange'; 'Internationalization' and 'Personal interests'.

In reference to 'Travel' as her motivation to study language, one female respondent in her 60s stated, 'After coming back from an overseas trip I felt I would like to be able to speak even just a few words. I liked English when I was younger and I thought I would like to study it again'. This indicates how travel stimulates adult learners to take up lifelong learning opportunities. Specific content-based courses with language, travel and international etiquette components may thus be a means for universities to 'reach out' to their respective communities.

A second area cited by adult learners was an 'Affinity for language and foreign culture'. In his study of lifelong learning in Japan, Gordon (1998) stated, 'Japanese people have a strong personal interest in learning about people and places outside [Japan]'; similar affinity was found in the current study. Exemplifying this, a female respondent in her 50s stated, 'I wanted to continue from where I left off in High School, I had a closeness (*shitashimi*) to English and international communication, I want to go to USA, UK etc in the future'. This shows that many students feel they have a close and long association with English and other languages and that it is not just 'something to do'. A number of adult learners in the current study were also attracted to language study through a desire to experience 'international exchange'. Typical of such a desire, a male respondent in his 60s indicated, 'I want to acquire English communicative ability, I want to experience *ibunkakouryuu* (cultural exchange)'. Several other respondents similarly noted that *keihatsu* (improvement) was a key motivation to study language. It thus seems that universities should consider the provision of adult learner language courses that build on latent or passive skills yet at the same time allow learners to experience cross cultural study that develops the mind.

Previous research (Ohsako, 1999) has also found that, more than other nationalities, Koreans and Japanese frequently cite the pursuit of 'personal interests' or hobbies as a reason for taking up lifelong learning opportunities; with respect to language the current research backed up these claims. A female respondent in her 50s reported, 'I have a dream to be able to watch foreign movies without reading the subtitles'. This demonstrates that universities need to consider providing less vocationally focused courses alongside those that are more content-based in order to appeal to the diverse needs of adult learners in their communities.

Finally, in the current research 15% of respondents indicated a family relative living abroad as their *kikkake* for taking up language courses. Referring to this, one respondent in her 50s stated, 'I was interested in English when I was younger and I hoped I would be able to speak it. When I went to visit my daughter, who lives in America, I thought it would be a good idea to study English'. This suggests that the 'internationalization' of Japanese society can have implications for the provision of lifelong learning opportunities within Japan itself. As Japan continues to 'internationalize' we can expect the numbers of such adult learners to increase.

Thus we can see that adult learners have a range of reasons for pursuing university-based lifelong learning and more specifically *language* learning. Adult learners make vocational, non-vocational, academic and leisure demands in their search for achieving their own personalized

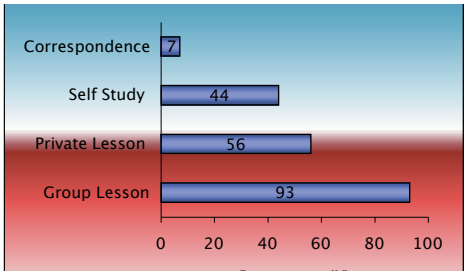
'self actualization' (Moody, 1988). As educators these reasons present us with a broad and challenging agenda for developing both language, and non-language lifelong learning.

How do adult learners want to study?

In a 1999 study, Ohsako emphasized the importance Japanese adult learners place on a 'group circle' of peers as a vital component of an effective learning environment. In the current study, to explore this notion, respondents were asked to rank their preferred way to study language from 'group lesson', 'private lesson', self-study' and 'correspondence course', and to explain the reason for their choice (questionnaire item A10) .

As Figure 6 shows the results confirm Ohsako's 'group circle' but also stress the significance of self-study. The majority of respondents (93%) indicated that 'group lesson' was the best or second best means to study language; corresponding figures for 'private lesson' were 56%, 'self study' (44%) and 'correspondence course' (7%).

Figure 6. Preferred way to study (% citing as first or second choice)



Since the evidence overwhelmingly supports the notion of the 'group circle' the written responses of participants favouring a group lesson were considered further. Common themes that emerged related to the 'stimulation', 'support', 'encouragement' and 'incentive' that could be derived from taking a class with their peers. One female adult learner in her 50s summed up these ideas by stating, 'We can get stimulation, a common purpose and encouragement, these things give us enthusiasm to study. We can also measure our own progress [against others] in a group class'.

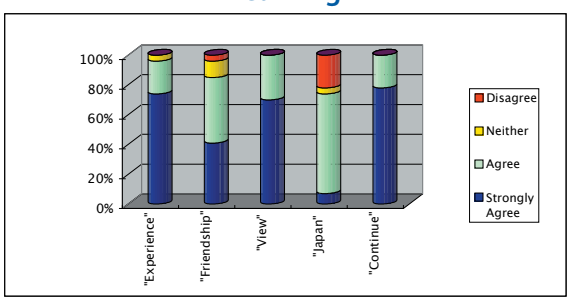
In addition to the preference for forming a group circle, 'private lesson' and 'self study' were found to be important to adult learners. Although it may be impractical for a university to offer one-on-one language lessons to adult learners, the preference towards 'self study' (20% placed this as their first choice study mode) can be addressed simply through homework activities or by providing adult learners with access to university language resource centers. In this way universities have an advantage over other providers who may lack such facilities (at the University where the research

was undertaken, a self access center provides such a service and is available to all adult learners taking credit and non-credit courses).

View of lifelong learning

In order to consider adult learners' opinions on lifelong learning, respondents were asked 5 Likert-type questions (these questions are shown below with the single word in parentheses corresponding to the terms used in Figure 7).

Figure 7. Adult Learner Opinions of Lifelong Learning



'Lifelong learning is a good experience'. ('Experience')

'Lifelong learning is a good way to get to know people and make friends' ('Friendship').

'Lifelong learning has helped to broaden my horizons'. ('View')

'The opportunities for lifelong learning are well developed in Japan'. ('Japan')

'I want to continue lifelong learning next year'. ('Continue')

As Figure 7 shows, the vast majority of adult learners view lifelong learning as a positive experience (96% agreed with 'Experience'). Most respondents also see lifelong learning as a good way to make friends and to get to know people (85% agreed with 'Friendship') and would like to continue it in the near future (100% agreed with 'Continue'). The only negative view of lifelong learning expressed in the current research pertained to the status of current lifelong learning opportunities in Japan; 22% indicating lifelong learning opportunities are not well developed ('Japan'). Despite this apparent 'deficiency', universities can turn it into their own advantage. If the current deficiencies are understood and rectified and the current good practice adopted (74% positively *agreed* with 'Japan'), then universities can improve Japan's provision of lifelong learning opportunities to the adult learning public through measures such as diversification of subjects and expanded access to classes and facilities. The view of respondents in the current research is that university lifelong learning programmes are valuable for both personal and knowledge reasons.

Conclusions

The changing demographic and sociopolitical circumstances of Japan are currently creating an opportunity for lifelong learning to expand itself significantly. Although omly exploratory in nature, this research has shown that adult

learners, and in particular those over the age of 50, are eager to be a part of this expansion. For these adult learners lifelong learning has many facets: the development of personal interests; the creation of social groups; the acquisition of academic skills or even a feeling of contributing to the internationalization of Japan. Their overwhelming view of lifelong learning is positive.

As has been shown the depth and breadth of subject interest by these adult learners is considerable. Adult learners are keen to develop both existing skills and to hone new ones on a regular and recurrent basis for periods of two, three or more years. Adult learners are discerning consumers and are well educated and as this reasearch has shown they are knowledgeable of the lifelong learning opportunities in their communities, but will always search for the best possible service. Universities in Japan now have extensive learning facilities, expertise and infrastructure available for use and are in a strong position to widen access to education beyond the 'traditional' age groups. This should however be managed carefully. Indeed, if we are to provide a more comprehensive education for all we should not underestimate the variety of demands adult learners will make. Moreover, we should attempt to avoid any of the known weaknesses in current Japanese lifelong learning provision.

By profiling adult learners and understanding their interests and motivations better, tertiary institutes should be able to further their reputations and be able to acquire a new status in their communities. In doing so they will not only provide adult learners with the opportunities and means to reach their self-actualization goals of personal interest pursuit, friendship or self improvement, but also help universities to nurture a broader social service to their communities and ensure that Japan becomes a knowledge based society where access to knowledge is available to all.

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Appendix (Questionnaire)

セクション A (あなたの生涯教育に対してのバックグラウンド)

A1　性別
1 [　] 男
2 [　] 女

A2　年齢
1 [　] 30歳以下
2 [　] 31-40
3 [　] 41-50
4 [　] 51-60
5 [　] 61-70
6 [　] 71歳以上

A3　お仕事は？
1 [　] していない(設問 A4へ)
2 [　] 定年退職(設問A3aへ)
3 [　] している　(パート・アルバイトも含む)　(設問A3aへ)

A3a 以前、又は現在の職業について、具体的に書いてください

(設問A4へ)

A4　最終学歴をお書きください。
1 [　] 高等学校
2 [　] 短期大学
3 [　] 大学
4 [　] 大学院
5 [　] その他(具体的に)_____

A5　社会人としても学習(生涯教育)を続けている主な目的は何ですか?

1 [　] 新しい事を学ぶ事が好きだから
2 [　] 資格収得の為
3 [　] 人間関係を豊かにしたい
4 [　] 理由は特にない
5 [　] その他(具体的に)＿＿＿＿＿＿＿＿＿＿

A6　現在、語学の学習をしていますか?

1 [　] はい
2 [　] いいえ(設問A8へ)

A6a その言語と講座について教えて下さい

	言語・又は講座名	学習場所(大学、カルチャーセンター、自宅 など)	回数(月に)	初めてからの期間
1				
2				
3				

A7　A6aの表で答えたそれぞれの言語について、学習をし始めた理由(切っ掛け)を教えてください。

言語1(理由)

言語2(理由)

言語3 (理由)

A8　現在、語学以外にも習い事をしていますか?(スポーツ、お花、お料理　等)

1 [　] はい
2 [　] いいえ(設問A9へ)

A8aその学習と講座について教えて下さい

	講座名又は科目	学習場所(大学、カルチャーセンター、自宅　など)	回数(月に)	初めてからの期間
1				
2				
3				

A9　あなたにとって学び易い学習方法は何ですか?[　　]の中に学び

易いものから順に1~5の数字を入れて下さい。

1 [　] インストラクターによるグループレッスン
2 [　] インストラクターによる個人レッスン
3 [　] セルフスタディ(ラジオ、テレビ、市販の教材、インターネットなど)
4 [　] 通信教育
5 [　] その他(具体的に)＿＿＿＿＿＿＿＿＿＿

A10　A9でもっとも学び易いと答えた方法を選んだ理由は何ですか?

A11　社会人になってからこうして何かを学習することは今回が初めてですか?

1 [　] はい (設問A12へ)
2 [　] いいえ

A11a 過去3年に社会人として学習した事を教えて下さい。

	講座名	学習場所(大学、カルチャーセンター、自宅など)	回数(月に)
1			
2			
3			
4			

A12　現在、あなたが生涯教育に費やしている１ヶ月あたりの費用を教えて下さい。

1 [　] 5000円以下
2 [　] 5000-10000円
3 [　] 10,000-15,000円
4 [　] 15,000-20,000円
5 [　] 2万円以上

セクションB　（生涯教育についての意見）

各設問Ｂ１～Ｂ５へは質問文をお読みのうえ該当欄へ○印をしてください。

B1　社会人になっても、学習を続ける事(生涯教育)は、とても良い経験になる。

1 [　] 非常にそう思う
2 [　] そう思う
3 [　] それについて特別意見は無い
4 [　] そう思わない
5 [　] 全くそうは思わない

B2　人間関係を豊かにするという点で、生涯教育の場は欠かせない。

1 [　] 非常にそう思う
2 [　] そう思う
3 [　] それについて特別意見は無い
4 [　] そう思わない
5 [　] 全くそうは思わない

B3　生涯教育は視野を広げるのに役立つ。

1 [　] 非常にそう思う
2 [　] そう思う
3 [　] それについて特別意見は無い
4 [　] そう思わない
5 [　] 全くそうは思わない

B4　日本では生涯教育の場が豊富である。

1 [　] 非常にそう思う
2 [　] そう思う
3 [　] それについて特別意見は無い
4 [　] そう思わない
5 [　] 全くそうは思わない

B5　来年度も生涯教育を続けたい。

1 [　] 非常にそう思う
2 [　] そう思う
3 [　] それについて特別意見は無い
4 [　] そう思わない
5 [　] 全くそうは思わない