

## **Abstract**

Through administering questionnaires and interviews to the university students who major in Chinese in Japan, this study focuses on the analysis of the relationship between individual learning needs and performances of Japanese university students. The fundamental hypothesis of this study is that clear learning needs and strong motivation are conducive for a better learning outcome. It is the purpose of this study to apply four criteria, which are learning gap, learners' individual wishes, needs along the learning process and needs of learning environment, for investigating the relationship between learning needs and performances. The results of this study showed that (1) the biggest difficulty most Japanese learners encounter is pronunciation. However, the difficulty shifts to grammar as time goes by, which makes most Japanese students think that the acquisition of Chinese language can get only more and more difficult, not the other way round. Therefore, it is the researcher's belief that basic Chinese teaching is the key stage to successful Chinese acquisition; (2) learning needs link directly to learning outcomes, as well as students' performances; (3) learning needs are changeable and diverse. They can change as learning time goes by. In terms of the changes of Japanese students' learning motivation, it tends to be propelled exteriorly, and then slowly shifts to be driven interiorly. Nevertheless, this shift does not really affect learning performances; (4) learning environment and national character are closely related to learning performances. With regard to performances, Japanese national character is distinctive compare with other nations; (5) in respect of learning needs and outcomes, there are some differences and characteristics in genders and at different learning stages.

Based on the results of this study, the researcher trusts that in order to enhance students' learning efficacy, it is necessary to better teaching methodology of pronunciation, as well as to ameliorate the learning environment of basic Chinese learners. By doing so, students will be able to have a clear learning objective at an early stage, which, to some extent, makes it easier to encourage students to participate in extra-curricular activities and to study abroad. Students' learning motivation can, therefore, be improved. It is to the hope of this research that teachers of Chinese

language in Japan can have more understanding of the learning situation and characteristics of Chinese language learners in Japan, and in the meantime, to regenerate the awareness of the necessity to incorporate learners' needs into the design of lesson plans.

Keywords: Chinese language teaching, Japanese university students, individual learning needs, learning motivation and learning performances.

