

# Japanese Language Education at the Secondary Level in Five Southeast Asian Countries

- Developing Students' Competencies for the 21st Century -



## Message

The Japan Foundation has continually supported Japanese language education in Southeast Asia from when it was first established in 1972. Over the years, we have opened offices throughout the region, dispatched Japanese-language specialists, developed curriculum and teaching materials in close concert with governments and administrative organs, and conducted teacher training programs. Given these efforts, the 2012 Survey report on Japanese-Language Education Abroad showed that the number of Japanese language learners in Southeast Asia has increased, indicating the remarkable development of Japanese language education in each country.

As if in step with this growth, in 2013 the Government of Japan announced new cultural exchange policies for Asia in order to foster greater interaction with ASEAN and other countries in the region. Following this, the Japan Foundation established a new department called the Asia Center in April 2014. The Asia Center launched the “NIHONGO Partners” Program, in which Japanese people are dispatched as partners for students and teachers of Japanese language at educational institutions in ASEAN. The ‘Partners’ are dispatched mainly to secondary education institutions, the equivalent of high schools in Japan, which occupy the largest percentage of Japanese language learners in those countries. There they work as assistants to local teachers, introduce Japanese culture, and also take part in other exchange activities outside the classroom. The goal is to dispatch more than 3,000 people over the seven-year period from 2014 to 2020.

Since it was established in July 1989, the Japan Foundation Japanese-Language Institute has carried out programs with the main goals of expanding and enriching training for Japanese language teachers outside of Japan, developing Japanese language teaching materials, sharing information on Japanese language education and learning, and promoting mutually collaborative networks. During this time, we have supported the development of Japanese language education in Southeast Asia mainly through teacher training programs. To commemorate our 25th anniversary in 2014, we invited educational administration officials from Indonesia, Thailand, the Philippines, Vietnam, and Malaysia to take part in a symposium called “Preparing Students for the 21st Century: The Front Line of Education in ASEAN Member States – The role of foreign language education in secondary education.”

This report represents the results of a study carried out on official government documents, such as the curriculum serving as a base for the secondary education in these five countries. I sincerely hope that this report will be utilized to not only discover the current situation of secondary education in Southeast Asia, but also to understand the situation of secondary education in the world today.

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## **Preface**

The Japan Foundation Japanese-Language Institute, Urawa (hereinafter “the Institute”) marked its 25th anniversary in 2014, and has embarked on a new quarter century of its history. One of the recent trends in Japanese language education has been its remarkable growth in the Southeast Asia region. According to the 2012 Survey report on Japanese-Language Education Abroad, Indonesia, Thailand, the Philippines, Vietnam, and Malaysia each are among the top 10 in the world in terms of the number of learners, indicating that interest in the Japanese language in Southeast Asia continues to increase. One remarkable aspect is that a high ratio of these learners is studying Japanese as part of secondary education. One of the particularly unique features of change taking place in Japanese language education over the past 25 years has been the remarkable growth of Japanese language education at the secondary level. Secondary education is provided based on the education policy of each individual country. Therefore, trends in local education need to be examined in order to understand the role of Japanese language education in each of the countries.

For this study, focus was placed on secondary education in the five Southeast Asian countries garnering attention from the world of Japanese language education. This was to understand education policy trends in these countries within the broader trends of education around the world, which have changed a great deal since the start of the 21st century. The final goal of the study is to once again confirm the expected approaches that will be taken in Japanese language education in the region.

This study uses official government documents from each country to examine their unique aspects of education, as well as to identify similarities, among the five countries. Furthermore, it analyzes the position of foreign language, including Japanese language education, within the education policy of each country, and compiles the results into a report. Cooperation from the offices of the Japan Foundation in each country was received with regard to gathering documents, checking translations, and coordinating with educational authorities. The results of the study showed that, as noted above, Japanese language learners at the secondary level in these countries continue to increase, while Japanese language programs are being deployed individually based on the local education policy.

We sincerely hope that this report can help broaden understanding about the current situation of foreign language education and Japanese language education at the secondary level in Southeast Asia.

This report will also be published online. The online version will contain the Japanese language translations of the government documents from each country that do not appear in this written report.

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# 1. Background of the Study

## 1.1 Japanese Language Education in Southeast Asian Secondary Education

Southeast Asia was among the first regions in the world to recover following the Global Financial Crisis that struck in 2008, following the bankruptcy of Lehman Brothers. Today, the region is considered to have the energy to drive the world economy. The regional framework of the Association of Southeast Asian Nations (ASEAN) has increased the region’s international presence both politically and economically. ASEAN announced that it would seek to build an overall ASEAN Community, comprising the three Community Blueprints of Economic (AEC), Political-Security (APSC) and Socio-Cultural (ASCC) in 2015<sup>1</sup>. In the future, ASEAN is expected to become an even more important partner to Japan.

Southeast Asia, which is in the international spotlight, is also one of the regions with the largest number of Japanese language learners. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), out of the 3,985,669 people learning Japanese abroad, 1,114,284 were from five countries in Southeast Asia, accounting for 28% of the total. As “Table 1. Number of Japanese Language Learners FY2012:

**Table 1.**  
**Number of Japanese Language Learners FY2012:**  
**Top 10 Countries and Areas**

|                  |           |
|------------------|-----------|
| 1. China         | 1,046,490 |
| 2. Indonesia     | 872,411   |
| 3. South Korea   | 840,187   |
| 4. Australia     | 296,672   |
| 5. <Taiwan>      | 233,417   |
| 6. United States | 155,939   |
| 7. Thailand      | 129,616   |
| 8. Vietnam       | 46,762    |
| 9. Malaysia      | 33,077    |
| 10. Philippines  | 32,418    |

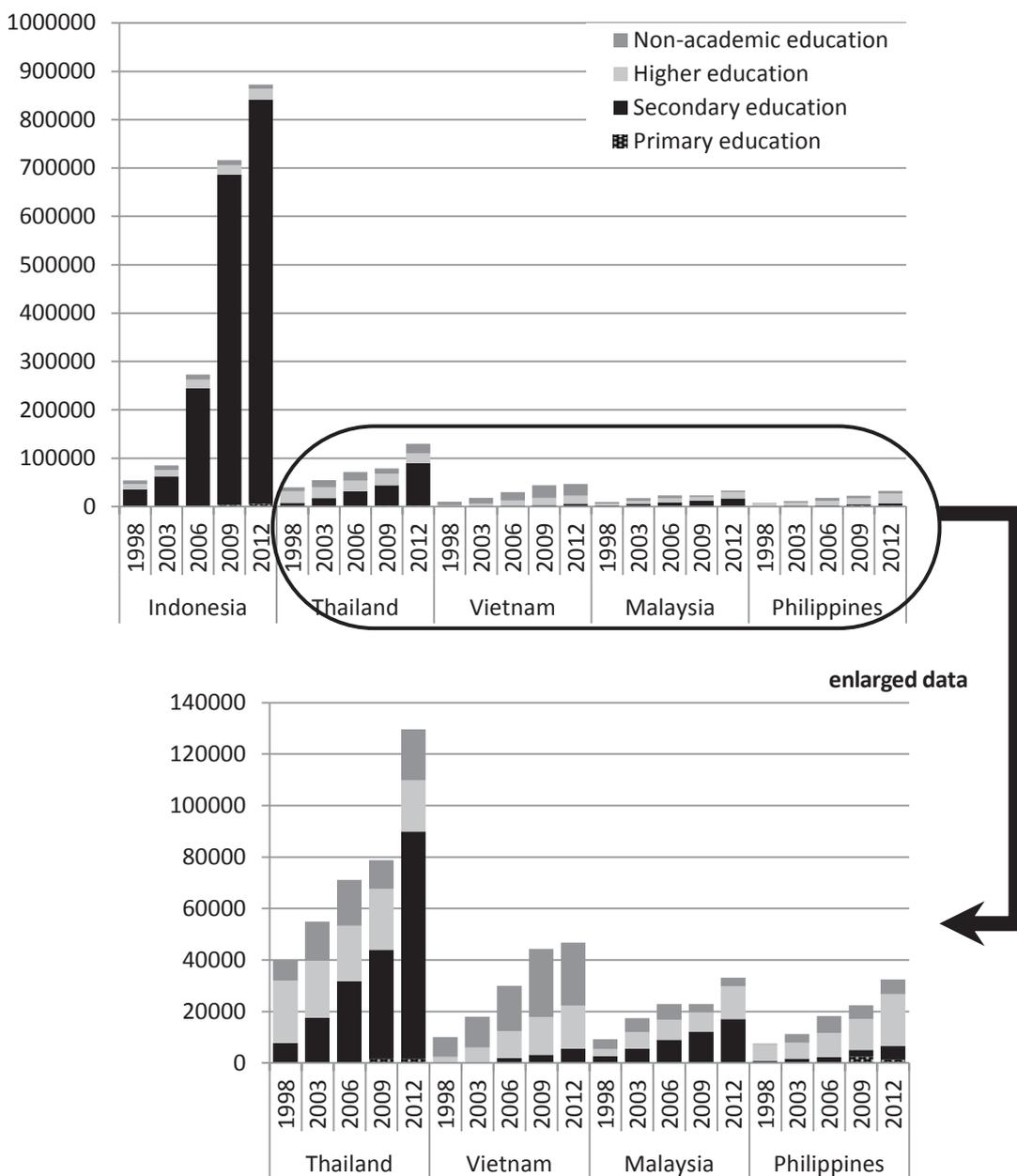
Top 10 Countries and Areas” indicates, the top 10 countries for Japanese language learners includes Indonesia, Thailand, Vietnam, Malaysia, and the Philippines. Figure 1 on the following page shows that the number of learners in each of these countries has steadily increased over the previous 10 years<sup>2</sup>. In particular, in Indonesia, Thailand, and Malaysia, the increase in learners at the secondary education level is propelling the overall increase. In Vietnam and the Philippines, the secondary education level has the highest percentage of increase of Japanese language learners. The world’s total number of learners at the secondary education level is 2,075,748, accounting for 52.1% of total learners worldwide. The above five countries from Southeast Asia have 952,175 learners at the secondary education level, which makes up 85% of the total number of learners of these countries. This shows the importance of positioning secondary education in Japanese language education in this region.

Secondary education is positioned within the public education system of each of these countries. It falls under the policy of educational administration, as it educates the young people responsible for the future of the nation. Foreign language education is carried out as one part of the educational curriculum under each country’s education policy and education goals. Japanese language education, which falls

<sup>1</sup> Understanding World Affairs Vol. 64 ASEAN and Japan – For Peace and Prosperity in Asia  
<http://www.mofa.go.jp/mofaj/press/pr/wakaru/topics/vol64/index.html> (referred to on June 18, 2015)

<sup>2</sup> For more details about Japanese language education in other countries and Japan Foundation projects, refer to the Nihongo Kyoiku Kuni-Chiikibetsu Joho (in Japanese):  
<https://www.jpff.go.jp/j/project/japanese/survey/area/country/index.html> (referred to on June 18, 2015)

under foreign language education curriculum, is also affected by this structure. Here, the Japanese language is being taught to learners who are still in the process of human development, which requires the perspective of “Japanese language for education,” not just teaching Japanese language as a tool. Education policy changes with both domestic and international conditions, so in order to understand local needs or goals for Japanese language education, a closer look must be had at policy changes.



**Figure 1. Number of Japanese Language Learners in Five Southeast Asian Countries (1998 to 2012)**  
 Created based on Japan Foundation (2013)

After the start of the 21st century, many countries, including Japan, have undergone educational reform that incorporates new conception of competencies in human development, which will be discussed in the next section. With the presumption that similar impacts from these competencies will be seen in these five countries, the educational trends of these five countries will need to be studied again. This study was launched based on this awareness of the issues.

## **1.2 New Conception of Competencies**

One feature of society in the 21st century is that new knowledge, information, and technology have become a foundation for human activities in various sectors. This phenomenon is known as the knowledge-based society. Never-ending advancements in information communication technology (ICT) have enabled individual people to obtain knowledge and information across borders simultaneously. In particular, economic society in the 21st century demands the ability to be the first to obtain latest knowledge and information, and to apply this to create meaningful outcomes, by commanding flexible thinking abilities.

Additionally, modern society has witnessed the unprecedented international movement of people and goods in both numbers and breadth. This has created closer relationships of mutual dependence in a host of different sectors, including politics, economics, trade, tourism, culture, healthcare, and science and technology, among others, causing globalization to accelerate. Shared worldwide issues have also emerged, including the environment, natural disasters, food, and population. While international cooperation and collaboration is needed more than ever to solve these shared issues, there are still a mountain of other issues about how humankind can build a society of co-existence and mutualism amidst political, economic, cultural, and religious oppositions and friction.

To survive this constantly changing and complex society of the 21st century, we need more than just broad knowledge, flexible and higher-order thinking, and decision-making abilities for withstanding this situation. People are expected to solve problems while working with others, based on obtainable information through asking the appropriate questions in the face of problems without right answers (Matsuo 2015: 11). This kind of awareness has spurred on education reform in countries around the world.

The two new terms of “Key Competencies” and “21st Century Skills” are having a major impact on curriculum in countries around the world (National Institute for Educational Policy Research 2014: 63). Key Competencies was first advocated by the Organisation for Economic Co-operation and Development (OECD) in 2003. The term is recognized as the conceptual framework of a PISA<sup>3</sup> survey, commenced in the year 2000 (Rychen and Salganik 2006). This concept seeks to develop holistic human qualities and abilities required for all people living in the 21st century. Instead of focusing on acquiring knowledge and skills that formed the center of conventional abilities, it includes motivation and attitude towards learning, which forms the basis of acquisition of skills and knowledge; and ability to act and create outcomes through utilizing acquired skills and knowledge.

On the other hand, 21st Century Skills were first advocated by a project of the Partnership for 21st Century Skills (P21) that was established in the United States in 2002. Later, under the Assessment and Teaching of 21st Century Skills Project (ATC21S), researchers from around the world jointly defined the term using knowledge from diverse research domains. 21st Century Skills are linked to both Key

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<sup>3</sup> PISA is an acronym for Programme for International Student Assessment.

Competencies and PISA, but 21st Century Skills are unique in that the concept contains more specific skills that need to be acquired, as well as deep consideration given to the assessment methods of these skills (Griffin et al. 2014).

According to the National Institute for Educational Policy Research (2014), in recent years, developing the qualities and abilities defined in Key Competencies and 21st Century Skills has become a shared educational goal of primary and secondary education around the world. Reviews of conventional teacher-led passive learning have been carried out with the advent of ICT, creating clear educational reform based on a new vision for human development. Countries around the world are shifting their approach to education (goals, curriculum, methods, etc.) in order to develop the competencies required for young people for the next generation, which has ushered in a paradigm shift in education resulting in a reorganization of curriculum.

### **1.2.1 Key Competencies**

Key Competencies are a set of competencies that form the key for helping to build a well-functioning society and successful individual lives for the 21st century, which were selected and defined within the international and interdisciplinary projects implemented by the OECD, called Definition & Selection of Competencies: Theoretical & Conceptual Foundations (DeSeCo). The OECD is an international organization with a purpose to contribute to world economic growth, but it also carries out policy promotion activities aimed not only at the economy, but also at improving social well-being of people around the world. The DeSeCo project began research in 1997 with the central question of what set of competencies would be required for people in the 21st century, in which globalization is advancing at a fast pace and society is complex and unpredictable, besides conventional approaches to reading, writing, and mathematic. The final report on this project was issued in 2003, and the definition of Key Competencies was revealed. The unique aspect of Key Competencies is that it seeks to define universal competencies required of all people that transcend differences in region, country, culture, and occupation, as well as competencies for addressing both individual issues, such as success in life, and global issues, including building a society which enables sustainable development. PISA and the Adult Literacy and Life Skills Survey (ALL) were developed as methods for assessing part of the Key Competencies.

The Key Competencies are classified into the following three broad categories. Each competency is more than just an independent concept. Depending on the situation, multiple categories of competencies can be used together interactively to solve problems and take action to achieve goals. The Key Competencies are interrelated qualities and skills that escape the conventional focus on attaining knowledge and skills, and include the competency to take action to generate specific results by utilizing acquired knowledge and skills, based on motivation, interest, appetite, and attitude for learning. At the heart of the Key Competencies is the need to think and act reflectively. Problem-solving and reaching goals do not require prompt single answers and either-or solution. It also demands the ability to think from the perspective of others and understand things with a critical stance, as well as the ability to determine how to act as an individual or as society, and assume responsibility for this action despite what may be viewed as the conflicting stances of autonomy, solidarity, diversity, universality, innovation, and continuation.

#### ➤ **Category 1: Competency to use tools interactively**

The term tool here refers not only to physical tools such as computers, but also includes intellectual and sociocultural tools such as language, numbers, information, knowledge, and technology. This category includes the competency to interactively utilize knowledge and information gained from

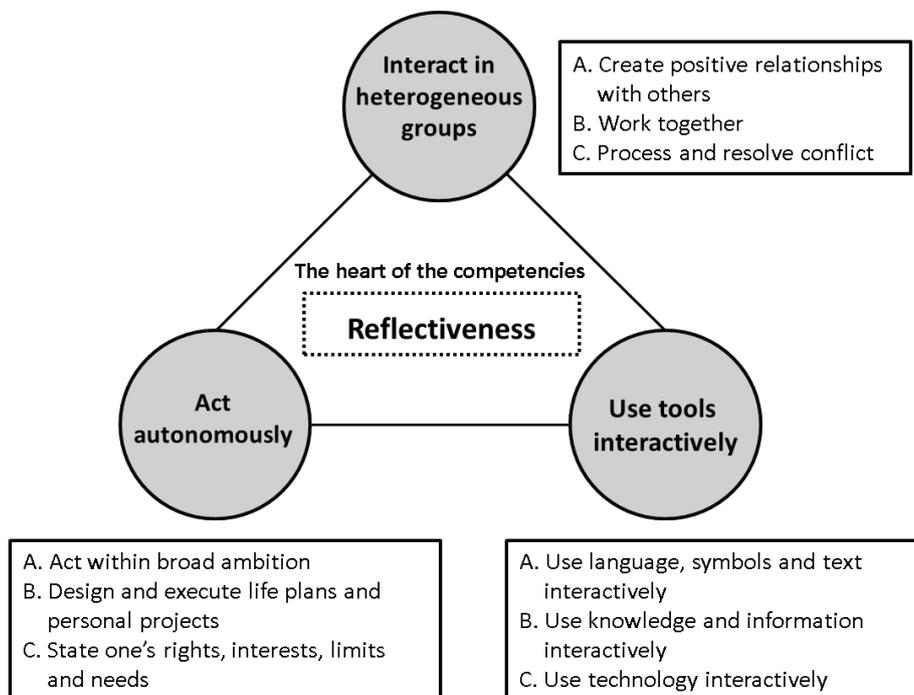
these tools for dialogue, and to help attain one's individual goals or the goals of the group they belong to.

➤ **Category 2: Competency to interact in heterogeneous groups**

The Key Competency in this category is related to terms, such as social skills; intercultural skills, societal skills and flexible thinking, or soft skills; and includes a competency to create positive interpersonal relationships, a competency to cooperate and work together, and a competency to cope with and resolve conflict.

➤ **Category 3: Competency to act autonomously**

With society becoming more complex and diverse, it is important for people to establish their own identity and be able to take action, fully aware of their own role in society. This category includes a competency to situate one's own life and their actions in a broader context, and make decisions based on the relationship between various others and norms, a competency to establish goals, plan, and achieve them; and a competency to state one's rights and needs based on an understanding of social and political rules and norms.



**Figure 2. The Three Key Competencies** (created based on Rychen and Salganik 2006)

### 1.2.2 21st Century Skills

In order to successfully live in modern society, which is transforming from an industrial society to a knowledge-based society, acquiring new skills is required. In 2002, an organization called the Partnership for 21st Century Skills (P21) was formed in the United States by IT firms, educational institutions, foundations, and the Department of Education. This organization advocated for incorporating knowledge,

qualities, and skills in four essential fields into educational goals as part of education reform in the United States in order for people to live successfully in the 21st century.

- (1) Content knowledge (3Rs: Rights, Responsibility, Respect) and 21st century themes
- (2) Learning and innovation skills (4Cs: Communication, Collaboration, Critical thinking, Creativity)
- (3) Information, media, and technology skills
- (4) Life and career skills

In 2003, prominent IT companies Microsoft, Sysco Systems, and Intel, along with educational science researchers around the world, established Assessment and Teaching of 21st Century Skills Project (ATC21S) in an effort to develop the 21st Century Skills. According to Miyake (2014), these 21st Century Skills are being advocated as advanced intellectual skills for understanding and driving the cutting edge of modern economic and technological development. On the other hand, the definition of 21st Century Skills is not fixed, and should be created by each individual person.

Currently, the 21st Century Skills are summarized in the following four categories and 10 items.

➤ **Category 1: Ways of thinking**

Creativity, innovation, critical thinking, problem solving, decision making, acquisition of learning methods, and metacognition

➤ **Category 2: Ways of working**

Communication, collaboration, and teamwork

➤ **Category 3: Tools for working**

Information literacy and ICT literacy

➤ **Category 4: Living in the world**

Be a good citizen in the community and global society (citizenship), life and career development, and personal responsibility and social responsibility (including intercultural understanding and the ability to adapt to different cultures)

ATC21S is seeking to change the format of educational assessments to suit its target skills. It demands the development of an assessment method that aligns with the targets, is performance-based, serves as a scaffolding for learning, and can provide feedback. Specifically, ATC21S recommends project-based learning as a means to making such assessments possible. In this regard, ICT is considered very important for use in learning activities and as an assessment tool.

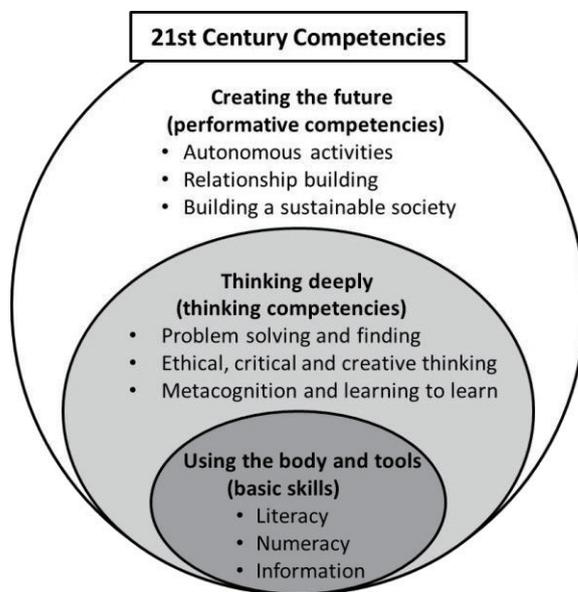
### **1.2.3. Trends in Educational Curriculum in Each Country**

The progress of education reform around the world was released in a report from the National Institute for Educational Policy Research project, called “Basic Research on the Curriculum Organization,” published in 2013. The report contains case studies from United Kingdom, Germany, France, Finland, the United States, Canada, Australia, New Zealand, South Korea, China, Hong Kong, and Singapore, in sections titled “Report 4: Curriculum Standards of Countries around the World”(2013a), “Report 5: Basic Principles of Curriculum Organization for Developing Competencies to Respond to Changing Society”(2013b), and “Report 6: Curriculum and Competencies of Countries around the World”(2013c). Based on these case studies, the report found that currently, all of these countries have placed qualities and abilities suitable for Key Competencies or 21st Century Skills as educational goals, and they are working on reorganizing their educational curriculum.

Specifically, the report concluded that each of these countries shared the three elements of: 1) basic literacy for participating effectively in society using language, numbers, and ICT; 2) advanced cognitive skills including problem solving, creativity, and higher-order thinking; and 3) social skills including interacting with groups, citizenship, and self-management. As for social skills, the report found that each country worked on these skills from a different point of view, whether it was adapting to an existing organization or society, or changing and creating a society through each individual taking action to participate in society. Each country also incorporates goals for qualities and abilities in tune with the 21st century while utilizing their unique history, traits, strengths and accumulated know-how, and reflecting this in curriculum in the classroom. They are seeking ways to realize this through gathering and sharing information on education practices, and stepping forward in teacher education and assessment.

Table 2 contains the names and details of unique abilities and skills that are being developed, with emphasis in the educational curriculum of various countries around the world. The names have been sorted into those influenced by the Key Competencies and those influenced by the 21st Century Skills, and it is clear that these are deeply influenced by the Key Competencies and 21st Century Skills.

Japan’s curriculum guidelines are no exception either, as they are currently in the process of revision. As figure 3 shows, the “Concept Diagram of 21st Century Competencies” (Matsuo 2015:259) found in the revised curriculum guidelines document identified competencies required for interdisciplinary development comprising three elements of knowledge, morals, and body, which form the power to live as the educational philosophy. These are further organized into three levels of basic skills, thinking competencies, and performative competencies. Thinking competencies forms the core, which is supported by basic skills, while performative competencies can direct the use of thinking competencies. This performative competencies connects to the 21st Century Skills, and as an extension, the power to live.



**Figure 3. Concept Diagram of 21st Century Competencies** (Nishino 2015:3 cited in Matsuo 2015:259)

\*Original text in Japanese. Translation is done by the author of this publication.

**Table 2. Specific Skills and Abilities to Develop with Emphasis within the Curriculum of Each Country and Area**

| Country          | Versatile ability                                 | Characteristics of skills and abilities (A) and specific examples (B)  |
|------------------|---|--|
| U.K.             | Key Skills  | A: Knowledge of English, mathematics, science and related skills and abilities<br>B: Emphasis placed on conversation skills and computer science. Key Skills include communication skills, use of math, information technology, ability to cooperate with others, improvements in learning and grades, problem solving and thinking skills   |
| Germany          | Competencies                                      | A: Each competency is included within standard curriculum used by each state (German, arithmetic and mathematics, first foreign language [English/French], and biology/chemistry/physics)<br>B: Representative competencies include taking action, phenomena, methods, self, and social competency   |
| France           | Common Core                                       | A: Common core: comprises knowledge, comprehensive competencies and culture<br>B: Knowledge and seven competencies: Command of the French language; proficiency in a modern foreign language; the key elements of mathematics, scientific culture and technology; mastery of ordinary information and communication skills; humanist culture; social and civic skills; autonomy and initiative |
| Finland          | Competencies                                      | A: Acquisition of the necessary knowledge and skills for holistic development and to live as a responsible citizen, and the fostering of as an intention to pursue lifelong learning<br>B: Grow as an individual in society, promote equal opportunities in education, and build a foundation for lifelong learning [the above are goals of basic education]                                   |
| United States    | College and Career Readiness/ 21st Century Skills | A: Acquire skills based on the acquisition of knowledge<br>B: College and Career Readiness (CCR) , the 4Cs (communication, collaboration, critical thinking and creativity) + the 3Rs (rights, responsibility, and respect)  |
| Canada (Ontario) | 21st Century Skills                               | A: Acquisition of learning skills and learning habits<br>B: Responsibility, self control, initiative to solve problems independently, cooperation, proactive toward learning, autonomy   |
| Australia        | General Capabilities                              | A: General capabilities<br>B: Literacy, numeracy, ICT skills, critical and creative thinking, ethics, intercultural understanding, individual and social competencies  |
| New Zealand      | Key Competencies                                  | A: Key Competencies<br>B: Thinking ability, ability to use language/symbols/text, self-control, ability to interact with others, and the ability to participate in and contribute to society   |
| South Korea      | Core Competencies                                 | A: Core competencies necessary for globally-minded and imaginative human resources<br>B: Self-awareness, communication skills, theoretic skills, imagination and creativity skills, cultural tolerance, problem solving, civic spirit, leadership  |
| China            | Practical Skills                                  | A: Emphasis on enhancing abilities and practical skills to make social practices more enriching<br>B: Participation in learning, inquisitiveness, information gathering and processing, the ability to think and act independently, the ability to adapt to society, problem solving skills, innovation  |

\* Excerpt from the Comparative Table 1-3 in National Institute for Educational Policy Research (2013c:7-11)

\*Original text in Japanese. Translation is done by the author of this publication.

## 2. Overview of the Study

This study was carried over a two-year period from 2013 to 2015. During the preliminary phase, research surveys carried out in Japanese on the secondary education policy of countries around the world were examined. As a result, we realized that while there were many works written about Europe, North America, and East Asia, very little research has taken place previously on Southeast Asia. During this process, the latest official documents on the curriculum of five Southeast Asian countries were translated into Japanese to see the overall educational philosophy and goals of secondary education in each country. As part of this, analysis was carried out on the position and the expectations of Japanese language and foreign language subjects within secondary education.

### 2.1 Objectives

The objectives of this project are as follows.

- (1) To understand the goals and objectives of foreign language subjects within the education system of Southeast Asian countries, while examining the overall education policy and educational philosophy of secondary education in these countries. To study the role and goals and objectives of foreign languages other than English, including Japanese; and in particular to understand the position and expectations of the Japanese language.
- (2) To finalize and issue the report on the Japanese language education at the secondary education level in Southeast Asian countries, which will help further understanding of the latest circumstances.

### 2.2 Target Countries

The five Southeast Asian countries where the Japanese language has been officially introduced at the secondary education level: Indonesia, Thailand, Philippines, Vietnam and Malaysia.

### 2.3 Time and Timing

July 2013 to September 2015

|  |                                 |
|--|---------------------------------|
| Phase I (Document Gathering and Translation)     | July 2013 to March 2014         |
| Phase II (Document Reading and Analysis)         | April 2014 to December 2014     |
| Phase II (Compilation of Report and Publication) | December 2014 to September 2015 |

### 2.4 Content and Methods

#### 2.4.1 Phase I: Document Gathering and Translation

In 2013, the latest documents on secondary education curriculum, guidelines, teaching guides/standards established by education related government institutions, as well as documents and related papers on the position of foreign language and Japanese language subjects, including policies and proposals published by the government about foreign language education, were obtained through the offices of the Japan Foundation in each of the five target countries. These offices, and two researchers at the Institute, selected 59 items from these documents as subject to this study based on deliberations; and 17 of these that cover the six viewpoints discussed in the next section were then translated by a third party. Afterwards, the translations were reviewed referencing the other documents on education systems in each country, and terminology was revised as necessary based on this review.

#### **2.4.2 Phase II: Document Reading and Analysis**

In 2014, two researchers and 10 lecturers at the Institute conducted study meetings on the Key Competencies and 21st Century Skills. The task of analyzing those documents was shared amongst them, each responsible for one country. When comparing and contrasting education policies in each country, the following six perspectives referred to the study by the National Institute for Educational Policy Research (2013c) were employed as frameworks. Key issues of each country for each perspective were identified, and organized into the “Comparative Table of Educational Policy in Five Southeast Asian Countries.” (See 6.1)

- (1) Features of general education and foreign language education policy
- (2) Social and cultural background
- (3) Education philosophy and education goals (ideal graduate)
- (4) Learning objectives (specific competencies to developed with emphasis)
- (5) Goals of foreign language (Japanese language) subjects
- (6) Approach to education and features of curriculum and assessments

Education administration officials from these five Southeast Asian nations that were invited to the international symposium “Preparing Students for the 21st Century: The Front Line of Education in ASEAN Member States – The role of foreign language education in secondary education” held in September 2014 in Tokyo, as part of the events marking the 25th anniversary of the Institute, were asked to check the contents of this comparative table. Furthermore, additions and revisions were made to the comparative table, referencing the presentation materials given by representative from each country at the symposium.

#### **2.4.3 Phase III: Compilation of Report and Publication**

In the second half of FY2014, based on the above results, the researchers and lecturers in charge of each country examined each one’s education and sociocultural background, and carried out a comparative analysis of the commonalities and individualities (features) of the educational policy of each of the five countries. Results and findings of the study through discussions were marshaled among the researchers, and they drew up a report.

### 3. Results of the Study

#### – Overview of Education Policy in Five Southeast Asian Countries –

In this chapter, the features and characteristics of education in five Southeast Asian countries (Indonesia, Thailand, Philippines, Vietnam, and Malaysia) obtained from education policy documents will be reviewed in Japanese alphabetical order.

Indonesia has established a fundamental policy for education to develop the human resources needed for the country to prosper in the international community during the 21st century, which closely follows its national philosophical principles of the Indonesian state called *Pancasila*, a cornerstone of nation-building. The 2013 curriculum presents competencies as objectives of learning in order to foster problem-solving skills in the classroom by encouraging student autonomy. Specific teaching approaches based on the Scientific Approach are also presented so that instructors can put these into practice. Additionally, specific measures of realizing the curriculum are being undertaken so that schools and teachers can properly educate students.

In Thailand, education focuses on royal philosophy grounded in “Thainess” and “passing on Thai culture.” At the same time, its education goal is to develop youth on par with global standards, while also focusing on international economic competitiveness and communication in international society. In particular, Thailand has established World Class Standard Schools where foreign languages are focused as main subjects, with an emphasis given to English.

Philippines is in the process of reforming its compulsory education into a 12-year system. It is seeking to educate all people and raise educational curriculum to be in line with international standards. The goal has been revised to helping students acquire various skills referring to 21st Century Skills, and connecting this with academic advancement, employment and entrepreneurship. Through this education reform, the aim is to link the holistic growth of all people with the development of the entire country’s economy and society, to eliminate poverty, to increase the Philippines’ GDP, and to enhance its competitiveness in the fields of education and research.

Vietnam is a socialist country, and it achieved significant economic growth after opening its markets following the roll out of the *Doi Moi* policy calling for reforms and opening the country to the world. It has established a goal to build an infrastructure by 2020 that makes it a modern industrial country and raises its status in international society. To accomplish this, there is growing awareness that the country must develop human resources through school education, and it will be essential to increase the quality and enhance the curriculum of foreign language education in particular.

Malaysia is seeking to enhance its international competitiveness based on its national education philosophy announced in the 1990s, while also establishing a national identity among the people as Malaysians. Education is viewed as an ongoing initiative to comprehensively and holistically draw out the latent potential of each individual. Using this national education philosophy as a basis, the goals indicated in 2012 are six attributes summarized by the acronym KTLBEN: 1) Knowledge (K); 2) Thinking skills (T); 3) Leadership (L); 4) Bilingual proficiency (B); 5) Ethics and spiritualism (E), and 6) National identity (N). As for foreign language education, Malaysia provides students with opportunities to acquire a second foreign language in

addition to English, which by itself is important for developing human resources that can thrive in a globalizing society.

For more information, see Appendix 1 “Comparative Table of Educational Policies for Secondary Education in 5 ASEAN Countries.”

## 3.1 Indonesia

[Key Words] Core competencies, basic competencies, religious attitude, social attitude, knowledge, skills, the Scientific Approach

### 3.1.1 Sociocultural Background and Features of General Education and Foreign Language Education Policy

Indonesia is a country spread out over a vast distance and has many cultures. *Pancasila*, established in 1945, is the official philosophical foundation of the Indonesian state. It comprises the five principles of: 1) Belief in the one and only God; 2) Just and civilized humanity; 3) The unity of Indonesia; 4) Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives, and 5) Social justice for all the people of Indonesia (Mase et al, 2013). *Pancasila* forms the basis for all forms of government in Indonesia, including education (Document 1). The values advocated in *Pancasila*, including national unity of a diverse country, religion, and civic education, and education policies established based on the constitution (1945), remain the same even after the many changes that have taken place in the social structure of the country (Document 1).

In recent years, Indonesia's education policy, from primary to higher education, has been defined based on the new curriculum announced in 2013. As background to the creation of the 2013 curriculum, first, Indonesia's industrial structure is changing with globalization in a similar fashion as members of the international organizations that the country belongs to, including the World Trade Organization (WTO), ASEAN, Asia-Pacific Economic Cooperation (APEC), and the ASEAN Free Trade Area (AFTA). Another factor is that since the start of the 21st century, Indonesia has been growing from a developing country to an emerging country, and its productive population will peak between 2020 and 2035. This has resulted in the national challenge of how to educate the growing productive population and how to make them knowledgeable and skillful (Document 3). In terms of education, less-than-stellar student test scores found during the Trends in International Mathematics and Science Study (TIMSS)<sup>4</sup> (administered by the IEA) and PISA became an issue, with the cause being the fact that the contents on these international tests do not exist in Indonesia's curriculum (Document 3).

The 2013 curriculum emphasizes the development of young people as a national initiative for ensuring the country's overall growth as an emerging country amidst globalization, and it actively attempts to revise learning activities and assessments by incorporating 21st Century Skills. Additionally, moral values based on religion and the formation of a national identity, long emphasized in Indonesia, continue to form an important part of the curriculum. Furthermore, as a fundamental philosophy, learners themselves, as members of society, have a responsibility to education, including participating in learning, increasing their own abilities and interests independently, creatively and autonomously, and developing their physical and mental abilities.

Additionally, specific teaching and assessment methods are stipulated and provided to ensure education follows the curriculum at the countless schools located in communities with diverse cultures across the country's vast area. Measures have also been put in place to strengthen the administrative

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<sup>4</sup> TIMSS is an acronym for Third International Mathematics and Science Study. IEA stands for The International Association for the Evaluation of Educational Achievement.

capabilities of schools, principals, and teachers as a means to reinforcing the administration of curriculum at each school.

Teaching of the subjects from the 2013 curriculum has already begun. In 2014, the Joko Widodo Administration was inaugurated, and although the new government recognizes the value of the curriculum, a movement is underway to make changes to the hastily educational reform (Anies 2014).

### 3.1.2 Education Philosophy

The purpose of the 2013 curriculum is to “prepare student to become a person who can contribute to society, their people, their nation and international society, that are innovative and highly productive, creative and efficient, and that have a deep belief as individuals and people of the nation,” following the five principles of *Pancasila* outlined above (Document 3). Education is defined as “an intentional endeavor to create learning environment and learning process for students where they can autonomously develop their latent competencies, such as religious mentality, autonomy, personality, knowledge and skills for the sake of themselves, society, their people, their nation and international society” (Document 5). This indicates that Indonesia emphasizes development of their people who will be able to bear a responsibility to nation-building on their own initiatives, so that they can reach a growth of the country and improvement of individual lives.

### 3.1.3 Educational and Learning Goals

In the 2013 curriculum claims that the following competencies and skills related to 21st Century Skills must be achieved in the learning process, for the country to participate in exchanges with the international community and for their people to build and maintain better lives (Document 2).

- |                |              |                 |                 |
|----------------|--------------|-----------------|-----------------|
| (1) Creativity | (2) Autonomy | (3) Cooperation | (4) Unity       |
| (5) Leadership | (6) Empathy  | (7) Tolerance   | (8) Life skills |

Additionally, special features of the 2013 curriculum are as follows (Document 5).

- (1) Balancing students' development in such aspects as religious and social attitude, curiosity, creativity, cooperativeness by utilizing intelligence and psychomotor.
- (2) School is a part of the society where students are provided learning experience, and they are to apply the experience to the real society, while they use the society itself as learning materials.
- (3) Allow enough time for enhancing students' development of courtesy, knowledge and skills, so that they can apply to various situations in schools and social life.

Indonesia has established core competencies (*kompetensi inti*) and basic competencies (*kompetensi dasar*) as learning goals in order to develop these competencies in school education.

Core competencies are skill level sets for each school year and program. They comprise religious attitude, social attitude, knowledge, and skills.

- ① Core competence of religious attitude
- ② Core competence of social attitude
- ③ Core competence of knowledge
- ④ Core competence of skills

Basic competencies are cited as specific skills for satisfying the core competencies acquired through learning. This directly correlates to what is learned, and shows that learning involves religious attitude, social attitude, knowledge and skills plus learning experience (Document 2). According to Matsumoto

(2014), basic competencies are skills viewed as the learning goals of each subject. These competencies, as will be discussed in 3.1.5 below, are acquired through the Scientific Approaches.

#### **3.1.4 Goals of Foreign Language / Japanese Language Education**

As a reflection of Indonesia's place in international society, the 2013 curriculum believes in the importance of "exposure students to world languages and cultures from an early age for responding to the globalization of the 21st century" (Japan Foundation 2014) as a goal of foreign language education. In particular, English (compulsory subject) as a lingua franca, plays an important role in mutual international activities, because it is used widely in international society.

Students at Indonesian high schools choose from one of three curriculums: Math and Science, Social Sciences, or Languages and Cultures. Within the Languages and Cultures curriculum, in addition to English, six other foreign languages are offered as electives as part of the Foreign Language and Foreign Literature component. The six elective foreign languages include Arabic, Chinese, Japanese, Korean, German, and French. As for the curriculum, in the case of Japanese, the subject is called "Japanese Language and Literature."

According to the 2012 Survey report on Japanese-Language Education Abroad, there were 835,938 students learning Japanese language at the secondary education level in Indonesia (Japan Foundation 2013). According to the Japan Foundation (2014), the status of Japanese language education in Indonesia as of September 2014 is as follows. There are 271 high schools where Japanese language is offered as an elective for each grade level, and 10th grade students (first year of high school) take three 45-minute classes weekly, while 11th and 12th grade students take four 45-minute classes weekly. The competencies for Japanese language include: 1) communication skills (interpersonal, interactive, functional); 2) communication strategy; 3) sociocultural interaction; 4) correct use of language; and 5) understanding of Japanese literature. Based on these competencies, target abilities are established for each grade level. Teaching under the 2013 curriculum has already begun for Japanese language. Through workshops held by the Ministry of Education and Culture and other sectors, teachers are trained about classroom instruction following this curriculum and assessment models. Work is also moving forward on the development of textbooks that follow the 2013 curriculum.

#### **3.1.5 Approach to Education and Features of Curriculum and Assessments**

The Presidential Order states "the foundation for the basic framework of curriculum comprises philosophy, sociology, psychology and law based on national education standards" (Document 1).

The learning process is ideally interactive, enlightening, and worthwhile in order to increase students' motivation to participate actively in learning and expand their independence, creativity, and autonomy based on the students' abilities and interests as well as physical and mental abilities. Teachers conduct a variety of activities so that students develop their learning potential and acquire competencies. To this end, teachers provide the necessary learning experience to students (Document 2).

The 2013 curriculum advocates the Scientific Approach as a way to realistically develop the core competencies and basic competencies outlining the skills and qualities discussed in 3.1.3 in the classroom environment, and training is provided to ensure this approach is used by teachers. The Scientific Approach is incorporated into classrooms according to the following five stages, with the goal of enhancing students' competence to hypothesize and verify (Matsumoto 2014: 104) (Figure 4).

| Learning procedure                      | Learning activities  | Competencies to develop  |
|---|--|--|
| Observing                               | Reading, listening, understanding, viewing   | Attitude (serious/careful), information gathering-ability  |
| Questioning                             | Questioning things not understood during observing, and questioning to gain additional information   | Creativity, inquisitiveness, critical thinking, questioning ability  |
| Information gathering/<br>Experimenting | Conduct experiments, read materials other than textbooks, interview people who are a source of information for targets, phenomena and activities                     | Attitude (careful, honest, polite), respect of other people's opinions, communication skills, information-gathering ability, learning habit and ability enabling lifelong learning |
| Associating/<br>Information processing  | Processing information gathered (gather information more widely and deeply, and look for solutions from various information, including differing and opposing views) | Attitude (honest, careful, serious), discipline, effort, ability to follow procedures, ability to draw conclusions from inductive/deductive reasoning                              |
| Presentation/<br>Networking             | Conveying the results and conclusions of observations gained from analysis verbally, in writing and using other media  | Attitude (honest, careful, tolerant), systematic thinking, ability to state an opinion succinctly and use appropriate and correct words  |

**Figure 4. Learning Process of the Scientific Approach**  
(summarized and prepared based on Document 2)

It is emphasized in the curriculum to stimulate students' creativity and curiosity as well as adopting Discovery Learning, Task-Based Learning, and Problem-Based Learning. The curriculum emphasizes that students themselves discover knowledge through learning activities based on the Scientific Approach (Document 2 and 5). A teacher recognized as the "facilitator" of the student's learning process (Document 5). The following specific classroom activities (sample activities in Japanese classes) are recommended (Document 2).

- (1) Observing: Encourage students to show or observe facts or phenomena using direct approaches or reproductive methods
- (2) Questioning: Encourage students discussion and question and answer sessions in order to identify concepts, principles, rules, and theories
- (3) Information Gathering/Experimenting: Encourage students to answer questions, collect data, and study data and other information sources
- (4) Associating/Information Processing: Raise awareness about data processing, dissertating, and inferencing
- (5) Presentation/Networking: Assign students free and creative problems to think about ways to apply learning to unforeseen situations

As for assessments, the Presidential Order states "assessments are activities that control, assure, and determine the quality of education and are a responsibility for implementing education" (Document 1). Assessments under the 2013 curriculum must be based on the following principles.

- |               |                            |                |                 |
|---------------|----------------------------|----------------|-----------------|
| (1) Effective | (2) Objective              | (3) Fair       | (4) Integrated  |
| (5) Public    | (6) Holistic and continual | (7) Systematic | (8) Benchmarked |
| (9) Reliable  | (10) Educational           |                |                 |

Assessments must be based on targets in accordance with learning outcome indicators and various assessment methods must be used (Document 2).

Teachers must carry out authentic assessments (*Penilaian Autentik*). These assessments involve the process of gathering information on learning outcomes and the learning situation of students. It is an assessment that uses methods for clarifying and explaining that learning abilities has been developed after attaining the learning targets, and for correctly demonstrating this.

Furthermore, it is recommended that the assessment adopt various methods based on the following assessment standards.

- (1) Assessment of the attitude for learning: observation, self-assessment, assessment with learner, daily journals, etc.
- (2) Assessment of knowledge: writing tests (multiple choice exams, essay-type exams), oral test (question list), tasks (individual/groups, homework/projects)
- (3) Assessment of skills: performance tests, projects, products

### 3.1.6 Documents Analyzed

Document 1: Republic of Indonesia Presidential Order No. 32 of 2013: Legislative Decree on National Standards (Revision of 2005 No. 19) and Commentary, 2013, (in Indonesian)

Document 2: Republic of Indonesia Ministry of Education and Culture Order No. 81A of 2013: Implementation of Curriculum, 2013, (in Indonesian)

Document 3: Republic of Indonesia Ministry of Education and Culture Order No. 69 of 2013: Basic Framework and Structure of Curriculum for General High Schools and Religious High Schools, 2013, (in Indonesian)

Document 5: Learning Japanese using a Scientific Approach (high schools), Republic of Indonesia Ministry of Education and Culture General High School Supervision Bureau, 2014, (in Indonesian)

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- Matsumoto, Koji (2014). Competency and Competency Development Aims of Japanese Language Education in Indonesian Secondary Schools. *NIHONGO KYOIKU Journal of Japanese Language Teaching* No. 158, pp.97-111, Tokyo: The Society for Teaching Japanese as a Foreign Language, (in Japanese)
- Anies Baswedan (2014). Education should be a pleasant experience, not a misery. *TEMPO*, December 21, 2014, pp.78-81, (in English)

## **3.2 Thailand**

[**Keywords**] Thainess, Sufficiency Economy, passing on Thai culture, living in international society in the 21st century, World Class Standard School (WCSS)

### **3.2.1 Sociocultural Background and Features of General Education and Foreign Language Education Policy**

Thailand's educational philosophy and goals are explored based on the questions of how to respond to societal changes brought about by globalization and what type of guidelines for education reform should be created to answer the question. As an antithesis to a globalized consumer society that focuses on material wealth, and in response to the economic crisis caused by the Asian Financial Crisis, Thailand's King Bhumibol advocated a "middle-of-the-road approach" (under the teachings of Buddhism) known as "Sufficiency Economy," which serves as the guideline for Thailand's national economic and social development plan. Thailand is a constitutional monarchy, and while the King is the head of state, the people deeply respect and revere him, so this statement holds immeasurable importance. Thailand's educational philosophy and goals are found in guidelines built atop the foundation of this philosophy.

Education is considered to be something that provides youth with a balance of the necessary knowledge, ideas, actions and values for becoming prominent members of the nation who can support the country's growth and development. In other words, a unique aspect of Thailand's social background is that the fundamental principle of education is to strengthen the unity of the nation (Document 38). Educational goals are indicated by the keywords of "Thainess," "passing on Thai culture," and building a foundation for universal value. Educational goals of foreign language education policy are fostering communication skills in the international community and improving competitiveness in international business because of the high interest in these issues. For example, in international standardized tests such as PISA and TIMSS, Thailand's goal is not to have scores fall below the worldwide average (Document 45).

To summarize, the unique features of Thailand's education can be found in the goals of acquiring qualities and abilities on par with global standards, while maintaining Thainess (identify as Thai) and the positives of Thai culture, educating youth to have values with a global perspective, and creating a country that can thrive in the international community in the 21st century.

### **3.2.2 Education Philosophy**

Thailand is aiming to achieve a balanced growth of students' physical fitness, knowledge, and morals through education, in order to enhance the skills of all students who will play a central role in supporting the prosperity of the country. The belief of "Sufficiency Economy" advocated by the King in 1981, that education is not a charity, is a cornerstone of the country's basic education.

The guiding philosophy behind education in Thailand can be summarized as: "Education is a major factor to create and develop a person's knowledge, ideas, behavior, and merit. Any society and country should provide good, complete, and well-balanced education, covering all aspects for the youths so that the society and country will have qualified citizens. They will be able to sustain the country's prosperity and develop the country progressively" (Document 46).

### 3.2.3 Education and Learning Goals

Both the goal of maintaining Thainess and the goal of achieving global standards are cited as the goals of education in Thailand, as stated in the 2008 core curriculum for basic education (Document 38). First, the ultimate goal is to further unify the nation. The following is considered essential for students to obtain the knowledge, skills, attitude, and morals needed for forming a foundation of Thainess and universal values, by developing personal skills and qualities through education focused on academics and morals.

- (1) Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying principles of Sufficiency Economy Philosophy
- (2) Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills
- (3) Good physical and mental health, hygiene, and preference for physical exercise
- (4) Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy
- (5) Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

Other important capacities to foster in students include:

- (1) Communication capacity
- (2) Thinking capacity
- (3) Problem-solving capacity
- (4) Capacity for applying life skills
- (5) Capacity for technological application

These capacities, as discussed below, have some overlap with the ultimate goals noted above. They are strongly influenced by the philosophy of the Key Competencies and can be viewed as goals to attain the global standard in education.

- (1) Communication capacity

Capacity to receive and transmit information; linguistic ability and skills in expressing one's thoughts, knowledge and understanding, feelings and opinions for exchanging information and experience, which will be beneficial to oneself and society; negotiation for solving or reducing problems and conflicts; ability to distinguish and choose whether to receive or avoid information through proper reasoning and sound judgement; and ability to choose efficient methods of communication, bearing in mind possible negative effects on oneself and society.

- (2) Thinking capacity

Capacity for analytical, synthetic, constructive, critical and systematic thinking, leading to bodies of knowledge creation or information for judicious decision-making regarding oneself and society.

- (3) Problem-solving capacity

Capacity to properly eliminate problems and obstacles, based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations; ability to seek and apply knowledge to prevent and solve problems; and ability for judicious decision-making, bearing in mind possible negative effects on oneself, society and the environment.

(4) Capacity for applying life skills

Capacity for applying various processes in daily life; self-learning; continuous learning; working; and social harmony through strengthening of happy interpersonal relationships; elimination of problems and conflicts through proper means; ability for self-adjustment to keep pace with social and environmental changes; and capacity for avoiding undesirable behaviour with adverse effects on oneself and others.

(5) Capacity for technological application

Ability to choose and apply different technologies; skills in application of technological processes for development of oneself and society in regard to learning, communication, working, and problem-solving through constructive, proper, appropriate and ethical means.

Additionally, Thailand's Ministry of Education established 45 World Class Standard Schools (WCSS) in 2010 in order to implement learning curriculum that satisfies the following seven learning goals for which progress has not been made according to schedule in the implementation of the Basic Core Education Curriculum of 2008 (Document 45).

- (1) Proficiency in Thai for communication and learning in four skills
- (2) Proficiency in English for communication and learning in four skills
- (3) Skills and ability to learn from self-study and experiments
- (4) Skills and ability for analytical thinking, scientific thinking, creative thinking and reflectiveness
- (5) Skills for working with, and competing with foreign nationals
- (6) Opportunities to utilize ICT for learning and living
- (7) Spirit of community service and the spirit to be unyielding in the face of obstacles

### **3.2.4 Goals of Foreign Language / Japanese Language Education**

Given intensifying economic competition, dramatic advancements in technology, changes in sociocultural structure, cross-border migration, changes in the environment and natural resources, and international as well as regional cooperation, in recent years Thailand has been implementing a national economic and social development program that focuses squarely on human development, in order to increase the country's competitiveness internationally. Among this, foreign language is an essential tool for engaging in international issues, gaining exposure to international knowledge, and for deepening communication and human relationships in international society. This is why foreign language is being taught at the basic education level. "Language for Communication", "Language and Culture", "Language and Relationship with Other Learning Areas" and "Language and Relationship with Community and the World" are listed as learning areas of foreign language subject (Document 38).

Foreign language subjects are considered as one aspect of classroom learning within the broader curriculum. Curriculum revisions made in 2001 now have English as a required course from first grade to twelfth grade, while other foreign languages, including Japanese, Chinese, French, German, Arabic, Pali and other languages spoken in neighboring countries are offered as elective courses at the discretion of each school. As of 2014, the first foreign language is English, while the second foreign language offered is Germany, French, Japanese, Chinese, Arabic, Pali, Spanish and Italian<sup>5</sup>.

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<sup>5</sup> 2014 Japan Foundation Japanese Language Education Country Information :Thailand (in Japanese): <https://www.jpf.go.jp/j/project/japanese/survey/area/country/2014/thailand.html> (referred to on June 1, 2015)

Overviewing about Japanese language, with the establishment of the above mentioned WCSS, the number of schools offering a second foreign language as an elective course has increased, while the number of students studying languages other than English has also increased. As a result, there is rising demand for Japanese language at the secondary level as well. Additionally as the conclusion of the Japan-Thailand Economic Partnership Agreement (JTEPA) in 2007 increased opportunities for more people to engage in economic activities with Japan, demand for human resources who have high Japanese proficiency has increased. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), a total of 325 secondary schools are teaching Japanese to some 88,000 students. From 2013 to 2016, Office of the Basic Education Commission (OBEC) will be providing training for the development of 50 Japanese language teachers at the secondary education level every year (Thailand Secondary Education Public Servant Japanese Language Instructor Training) and OBEC is working together with the Japan Foundation, Bangkok for this program.

### **3.2.5 Approach to Education and Features of Curriculum and Assessments**

The ultimate aim of the basic education curriculum for 2008 is to achieve national unity, as well as to foster a sense of Thainess and universal values. Under the conviction that all people have the ability to learn and improve themselves, the curriculum strongly urges an approach focused on learners. Additionally, the curriculum presents a framework that affords individual regions the freedom to manage educational content and educational time with an emphasis on their independence, as it allows for tailoring to the actual conditions of regional education. Furthermore, the curriculum accommodates various formats of education and is applied to all learners, and measures are in place to ensure learning outcomes and experiences are achieved. These features were created in consideration of the problem-solving aspects of the 2001 curriculum. As for the assessment criteria, it identifies what the students should know and what they should achieve at every education level, based on indicators of performance (Document 38).

### **3.2.6 Documents Analyzed**

Document 38: Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Ministry of Education, Kingdom of Thailand, 2008, (in English)

Document 45: Approaches to Learning and Education; Revision of School Standards, Office of the Basic Education Commission, Ministry of Education, Kingdom of Thailand, 2012, (in Thai)

Document 46: Basic Education in Thailand: Universal Right – Not Charity, Ministry of Education, Kingdom of Thailand, 2012, (in English)

### **Reference**

Japan Foundation (2014). Preparing Students for the 21st Century: The Front Line of Education in ASEAN Member States – The role of foreign language education in secondary education. handouts, (in English)

### 3.3. Philippines

[Key Words] K to 12, employment, multilingual society, 21st Century Skills, holistic growth

#### 3.3.1. Sociocultural Background and Features of General Education and Foreign Language Education Policy

Today, the Philippines is currently in the process of reforming its compulsory education system under the K to 12 Basic Education Curriculum 2012 (BEC2012) (hereinafter, “K to 12 curriculum”) being implemented under Republic Act No. 10533 (Document 24). The main focus of this reform is to increase the previous 10-year compulsory education system to 12 years<sup>6</sup> and to improve the quality of education. In other words, the K to 12 curriculum aims to provide seamless education based on the growth of pupils and students through one year of kindergarten, six years of primary education, and six years of secondary education. At the same time, it will abolish the conventional approach of knowledge cramming education, and transition to education cited in holistic education that emphasizes the attainment of various life skills, referring to the 21st Century Skills. Additionally, the Philippines has carried out bilingual education involving the official languages of Filipino and English from the first grade of elementary school, regardless of pupil and student mother tongue; but now it has announced a policy to use the mother tongue of pupils and students until the third grade of elementary school at all schools nationwide.

This education reform is considered to be deeply related to the following two issues facing Filipino society.

First is the issue of poverty in Filipino society and its elimination (Document 26). The K to 12 Toolkit (Document 26) that provides specific commentary on the new K to 12 education system states that by adding two years to compulsory education, students graduating from high schools will be able to select a more appropriate future path. This ability will increase wages and increase employment opportunities, including entrepreneurship. Ultimately, it is believed that this reform will have a positive impact on boosting the Philippines’ average GDP growth rate. In other words, the extension of compulsory education and education quality improvements will directly expand employment opportunities, and as a result, help to eliminate the issue of poverty.

Second are the adverse effects of the Philippines’ multilingual society and bilingual education involving Filipino and English (Kim 2004). Filipino is a language based on Tagalog used in and around Manila, and was made the national and official language under the constitution in 1987. Since the bilingual education policy took effect in 1974, bilingual education involving the national language of Filipino and official language of English was compulsory from the primary level. Education where the arts were taught in Filipino and the sciences in English began at the same time as a student began elementary school. This bilingual education made the Philippines one of the few countries in Asia to use English, and it has had a highly positive impact economically; but on the other hand, children whose

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<sup>6</sup> According to Document 26, only three countries in the entire world have a basic education system that lasts 10 years, and as of 2012 the Philippines was the only country in Asia to have this system. It is said that the 10-year basic education influenced opportunities for Filipino students to study abroad. The education system after the change will include the same six years of elementary school education, four years of junior high school, and two years of high school. Secondary education had until now lasted four years, but now it will be changed to six years. This is expected to raise the visibility of Filipino education internationally and raise the status of the country’s research.

mother tongue was not Tagalog<sup>7</sup> were unable to understand classes taught in English and Filipino, which they had little daily exposure to. This is a major factor behind poor academic performance and dropouts of those children. As a result, this reform is seeking to make a breakthrough in this situation by instituting education provided in the language of each region and community.

The Philippines' K to 12 education reform, as has been discussed above, was instituted to enable pupils and students to acquire skills for the 21st century through education and as a result achieve holistic growth with access to broader employment opportunities, given the situation of strongly engrained poverty and the multilingual society of the Philippines. Reform and approaches based on these beliefs are also taking place in educational goals, foreign language education goals, educational approaches, curriculum, and assessments, which will be discussed below.

In association with this reform, the Philippines plans on realizing Education for All (EFA) and raising the standard of its education to international levels (Document 26).

### **3.3.2 Education Philosophy**

The goal of this education reform is stated as “an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self” (Document 24).

The specific vision laid out from the above education goal is “Holistically developed Filipinos with 21st Century Skills” and the vision for secondary education graduates is shown below (Document 26).

- (1) Possess sufficient mastery of basic competencies (e.g., literacy, numeracy, problem solving, etc.) to develop themselves to the fullest
- (2) Be emotionally developed and competent to live a meaningful life
- (3) Be socially aware, pro-active, and involved in public and civic affairs and contribute to the development of a progressive, just and humane society
- (4) Be adequately prepared for the world of work or entrepreneurship or higher education
- (5) Be legally employable
- (6) Be globally competitive
- (7) Possess healthy mind and body
- (8) Have a solid moral and spiritual grounding
- (9) Appreciate and care for humanity, the world, and environment
- (10) Be proud to be a Filipino

### **3.3.3 Education and Learning Goals**

It is acknowledged that acquiring the following 21st Century Skills to cope with the 21st century will be essential for developing the learners with the elements outlined in 3.3.2 above. The following are specific skills and qualities that must be developed through this education reform (Document 26).

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<sup>7</sup> Only about one-fourth of Filipinos use Tagalog, the foundation for Filipino, as their mother tongue, which is not much different than the Cebuano language, considered the second language of the Philippines (Kim 2004).

- (1) Learning and innovation skills
  - ① Creativity and curiosity
  - ② Critical thinking, problem solving and risk management
  - ③ Adaptability, managing complexity and self-direction
  - ④ Higher-order thinking and sound reasoning
- (2) Information, media and technology skills
  - ① Visual and information literacies
  - ② Media literacy
  - ③ Basic, scientific, economic, and technological literacies
  - ④ Multicultural literacy and global awareness
- (3) Effective communication skills
  - ① Teaming, collaboration, and interpersonal skills
  - ② Personal, social, and civic responsibility
  - ③ Interactive communication
- (4) Life and career skills
  - ① Flexibility and adaptability
  - ② Initiative and self-direction
  - ③ Social and cross-cultural skills
  - ④ Productivity and accountability
  - ⑤ Leadership and responsibility

### **3.3.4 Goals of Foreign Language / Japanese Language Education**

In 2008, the Department of Education announced it would offer Spanish, French, and Japanese to select public high schools as elective subjects, starting from the 2009-2010 school year under the Special Program in Foreign Language (Document 28, 29). Later, German and Chinese were added for a total of five foreign languages. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), the number of Japanese language learners at the secondary education level in the Philippines was 5,382, which is double the number from the same survey carried out in 2009. However, in examining the transition of the basic education system to K to 12 curriculum, in 2012 Department of Education Order No. 46 s.2012 (Document 30), foreign language subjects were incorporated into the special curricular programs, under which they are considered as an elective course on par with science and technology, arts, physical education, journalism, and vocational training. The special curricular programs, including the SPFL, came to be offered through the time slot of “Technology and Livelihood Education” (TLE) offered by regular high schools.

The only foreign language within the Philippines’ basic education system, prior to the adoption of the SPFL was Spanish (Ofune et. al. 2012). As far as the statement in document 29 is concerned, the background for introducing foreign language education is consideration for the globalization of workplaces where secondary education graduates found employment. In addition, in Document 30, it is clearly stated that special curricular programs play a role in guiding a learner to employment. This shows that foreign language education in the Philippines is strongly associated with greater employment opportunities.

Document 30 is the paper on the special curricular programs, however, it does not show the goals of respective special programs including SPFL clearly. Consequently, it is natural to think that the following three objectives in Document 29 have inherited.

- (1) develop students' skills in listening, reading, writing, speaking and viewing as fundamental to acquiring communicative competence in a second foreign language
- (2) prepare students for meaningful interaction in a linguistically diverse global workplace; and
- (3) develop understanding and appreciation of other people's culture

Special curricular programs can be implemented according to the following three options: 1) a six-year course (seventh grade to twelfth grade; starting in the 2012-2013 school year); 2) a four-year course (ninth grade to twelve grade; starting in the 2014-2015 school year); and 3) a two-year course (eleventh grade to twelve grade; starting in the 2016-2017 school year) (Document 30). The 2016-2017 school year will be the first in the Philippines with an eleventh grade due to the adoption of the K to 12 curriculum.

### 3.3.5 Approach to Education and Features of Curriculum and Assessments

The spiral approach is used for the educational approach in K to 12 curriculum adopted in the Philippines (Document 24). This theory is advanced by Jerome Seymour Bruner, an American psychologist. As for assessments, according to Document 26, "The outcome of K to 12 curriculum will be assessed based on content standards established for each and performance standards." Content standards<sup>8</sup> are what students should know and measure what understanding they construct as they process this information. Performance standards<sup>9</sup> are used to assess how they use their learning and understanding, based on the understanding measured in the content standards. The initiative to assess learning outcomes, using the two angles of content standards and performance standards, aligns with the reform policy of K to 12 curriculum (Document 26) to switch to education that moves away from knowledge cramming education for absorbing huge amounts of knowledge, skills, and values in a limited space of time. Details of assessments are not found in Document 26, which provides specific commentary on K to 12 curriculum, so the following summary can be made in referencing Document 27, which indicates expected outcomes in programs for first to tenth grades.

According to Document 27, assessments are carried out following four categories. The weighting of these categories is found in the table 3.

**Table 3. Weighting of Assessments**

|                       |      |
|-----------------------|------|
| Knowledge             | 15%  |
| Process or skills     | 25%  |
| Understanding(s)      | 30%  |
| Products/Performances | 30%  |
| Total                 | 100% |

This weighting keeps allocation towards knowledge at 15%, while process or skills, which indicate a student's stance and attitude towards learning, is 25%. Understanding, which refers to enduring big ideas,

<sup>8</sup> According to Document 27, the content standard is viewed as a benchmark of knowledge and technology, and explained what students want to know, what they can do and what they understand.

<sup>9</sup> According to Document 27, the performance standard is viewed as the determining criteria for learning transfer and what teachers want students to do by utilizing their learning and understanding.

principles and generalizations inherent to the discipline, is 30%; and performance for matters learned is allocated at 30%. Through this allocation, the Philippines is attempting to comprehensively evaluate not only the learning of knowledge, but also a student's stance and attitude towards learning and their performance.

The level of proficiency for each item is presented using a five-stage grade chart that includes beginning (74% and below), developing (75 to 79%), approaching proficiency (80 to 84%), proficient (85 to 89%), and advanced (90% and above). However, with regard to these levels of proficiency, only "based on numerical tabulation and analysis of grades of students from various levels" is mentioned (Document 27), and the details of this are not made clear in the document.

In Document 27 the following evaluation items of personality attitude are mentioned as assessment of student personality development: physical strength, arts, tolerance, honesty/integrity, autonomy, religious tolerance, understanding of human rights, peaceful cooperation, consideration for others, correct use of natural resources, cherishing cultural prosperity, leadership and national identity.

It is clearly stated that these assessments should be conducted comprehensively under the philosophy that the assessments are intended to assure the quality of students' learning and the students' development and personality formation.

### **3.3.6 Documents Analyzed**

Document 24: Republic of the Philippines Fifteenth Congress: Republic Act No. 10533. Enhancing Basic Education Act of 2013, 2013, (in English)

Document 26: K to 12 Toolkit –Reference Guide for Teacher Educators, School Administrators and Teachers, SEMEO/INNOTECH, 2012, (in English)

Document 27: Department of Education Order No.31 s.2012: Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum Effective School Year 2012-2013, 2012, (in English)

Document 28: Department of Education Order No.55 s.2009: Guidelines On Offering Foreign Languages Like Spanish, French, And Nihongo (Japanese) As Elective Subjects in the Third and Fourth Year Levels of High School, 2009, (in English)

Document 29: Department of Education Memorandum No. 560 s.2008: Special Program in Foreign Language, 2008, (in English)

Document 30: Department of Education Order No. 46: Policy Guidelines on the Implementation of Special Curricular Programs at the Secondary Level, 2012, (in English)

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## 3.4. Vietnam

[Keywords] Socialism, Project 2020, soft skills, international competitiveness

### 3.4.1 Sociocultural Background and Features of General Education and Foreign Language Education Policy

Vietnam is a socialist country, and in 1986 it launched the *Doi Moi* economic reforms in order to move forward with a reform agenda and open the country. As a result, markets were opened and the country has achieved a great deal of economic growth and success. At the ninth National Congress of the Communist Party of Vietnam held in 2001, a socioeconomic development strategy was adopted for 2001 to 2010. Within this strategy, it stated it would establish a foundation to become a modern industrial country by 2020, and take steps to raise the status of the country in international society. At the eleventh National Congress of the Communist Party of Vietnam held ten years later in 2011, Vietnam stated that it would focus on structural reforms, environmental sustainability, social equity, and issues of macroeconomic stability as its socioeconomic development strategy. To realize these strategies, Vietnam has announced three breakthrough areas that it will prioritize: namely, human resource development, and within this human resource development for the skills of innovation and modern industry, improved marked institutions, and infrastructure development (The World Bank). Given these economic trends, Vietnam has seen growing awareness of the need for human resource development to create new value in the fields of the humanities and sciences. Vietnam is also attempting to own one of Asia's most advanced education systems by the year 2030 (The Japan Foundation 2014). Among this, improved foreign language education and learning is needed for the country to enter international markets and achieve further development. As a result, in 2008, the National Foreign Language 2020 Project (hereinafter, "Project 2020") was approved. It was decided that foreign language education would be rolled out from the elementary school level. Incidentally, Vietnam has adopted a 5-4-3 system where there is five years of elementary school, four years of basic secondary school, and three years of high school. Foreign language education is expected to begin from the third grade of elementary school (Document 54).

However, due to the shortage of teachers and classrooms in Vietnam at the primary and secondary levels, there are schools with one shift of classes, two shifts of classes, and three shifts of classes, meaning educational conditions vary depends on schools and/or areas (Document 50). This is why it is attempting to gradually roll out foreign language education reform in curriculum in regions with suitable conditions and fields with a high priority. The priority fields up to 2015 include information technology (IT), finance, tourism, and corporate planning (Document 54).

### 3.4.2 Education Philosophy

Vietnam gained its independence in 1945, and later underwent three different educational reform programs. The current education system was established in 1993, and the Education Law was instituted based on the law enacted in 1998 (Le 2009). The most recent Education Law was partially revised in 2009.

Vietnam's Education Law has affirmed the goals of education are to comprehensively develop Vietnam's human resources, with morality, knowledge, good health, and loyal to the idea of national independence and socialism; to develop individual personality and capacity for the building and protection of the country (Document 50).

In addition to improving individual abilities and skills, Vietnam is attempting to develop human resources highly sought after for their professionalism in the fields of information communication, finance, tourism and corporate management. It has plans to reinforce majors in these prioritized fields and improve education of related subjects at university. By the year 2020, the government has made it mandatory for a majority of students graduating from vocational school, college or university to command at least one foreign language (Document 54).

### **3.4.3 Education and Learning Goals**

The basic principles of education in the Education Law are “incorporate theory and practices,” “to link education with production,” and “school education to be cooperated with family and society education.” In particular, the secondary education level must develop students’ creativeness, proactiveness, to build up and enhance their self-study, to instruct them to use their knowledge for practical purposes and need to initiate the students’ aspirations and interests in studying (Document 50).

Vietnam’s secondary education is split into two stages: basic secondary education that lasts from sixth grade to ninth grade and general secondary education that spans from tenth grade to twelfth grade. During basic secondary education, students build up their learning outcomes from primary education, fostering their basic knowledge and developing their technical and vocational skills, so that students can either learn at a general secondary school or vocational school, or start to work after the graduation of basic secondary education. During general secondary education, students further deepen their knowledge gained from the basic education level, while also undergoing vocational orientation, which aims to prepare students for university curriculum, entering a vocational school, or entering the workforce after graduation (Document 50).

As discussed above, Vietnam focuses nationally on developing the fields of information technology, finance, tourism, and corporate management; but according to an official from the Ministry of Education and Training, in the future Vietnam plans on aiming to further develop and grow the “soft skills” of students as individual qualities<sup>10</sup>. These “soft skills” can be viewed as the skills related to the 21st Century Skills. They are categorized into three groups. First relates to interpersonal relationships, including problem-solving skills, self-management, and leadership, among other qualities. Second is social skills and communication skills. This relates to teamwork, collaboration and cooperation. Third is known as competency, which includes ability to utilize ICT, proficiency in a foreign language, and mathematic skills. For the future, the challenge will be how to incorporate these “soft skills” within school curriculum.

### **3.4.4 Goals of Foreign Language /Japanese Language Education**

Foreign language education and learning plays an important role in Vietnam’s national education system. Document 54 outlines the need and effectiveness of foreign language according to the following bullet points.

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<sup>10</sup> Mention that this was noted in Vietnam’s Education Strategy 2013 Version, a recommendation submitted in 2013, which is not available publicly, was made during the panel discussion at the Japan Foundation hosted symposium called “The Role and Mission of Foreign Language Education in Secondary Education in the 21st Century – the Frontlines of Education in Southeast Asia -Developing People for the 21st Century” by an official from Vietnam’s Ministry of Education and Training in attendance.

- (1) Referencing the experiences of developed countries and newly-emerging industrial countries around the world. Particularly in Asia, foreign language is an effective means and tool for entering and developing international markets.
- (2) The foreign language proficiency of youth in Vietnam should be improved to realize immediate implementation of national modernization and industrialization.
- (3) The importance of foreign language will continue to grow in the international community for international business dealings and communication. The importance of mutual respect and communication and information exchange for mutual understanding involving diverse societies, economies, and cultures can become a foundation for development of a common beneficial strategy for the entire world. People who command foreign language proficiency and can communicate in other cultural environments will be able to effectively build necessary information channels given this situation.

Given this problem awareness, as the name Project 2020 indicates, the goal is for many youth in Vietnam who graduate from vocational school, community college, and university to have proficiency in at least one foreign language by 2020. Achieving this goal will (Japan Foundation 2014):

- (1) Enable students to communicate in a foreign language with confidence and without relying on others in multilingual and multicultural environments;
- (2) Gain opportunities to learn and work using various languages in multilingual and multicultural environments; and
- (3) Realize the industrialization and modernization of the country and improve international competitiveness of the Vietnamese people.

The project calls for foreign language education to begin from the third grade at every elementary school in school year 2018, and the goal is for 90% of sixth grade students (first year of basic secondary education) to be receiving foreign language education in school year 2020.

To accomplish this goal, Vietnam is attempting to carry out the project by ensuring the quality and quantity of foreign language instructors; building/diversifying employable human resources depending on the situation; improving awareness of foreign language education and learning; implementing appropriate policies and rules; developing the infrastructure and facilities essential to foreign language education and learning; strengthening international cooperation in the field of foreign language education and learning; and developing a support environment for youth to use foreign language and motivate for foreign language learning.

Foreign languages introduced at basic secondary education and general secondary education include French, Chinese, Russian, German, and Japanese, in addition to English. Of these, Japanese was introduced from 2003 as a joint project based on an agreement between the Ministry of Education and Training and the Embassy of Japan in Vietnam. As of 2014, Japanese has been introduced and is offered as a first and second foreign language in Hanoi, Hue, Da Nang, Quy Nhon, and Ho Chi Minh City. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), the number of Japanese language learners at the secondary education level in Vietnam was 5,496, which is more than 1.5 times the number from the same survey carried out in 2009.

One of the main reasons why the Japanese language was selected as one of the foreign language subjects offered is because there are opportunities for students to attain a advanced level of Japanese language proficiency at higher education after coming into contact with the language at an early stage or because after graduation from high school and searching for a job, students need to be able to use

Japanese as a tool for knowing Japanese culture and occupational knowledge (Japan Foundation 2014).

Following the policy of Project 2020 described above, preparations are moving forward for introducing Japanese language education from the third grade of elementary school, and for creating curriculum aimed at achieving goals at the secondary and higher education levels.

### **3.4.5 Approach to Education and Features of Curriculum and Assessments**

The following matters are proposed as policies for promoting foreign language education under Project 2020 (Document 54).

- (1) Acquiring communication skills is cited as an essential goal of foreign language education, and communicative approaches will be used as a means to attaining this goal.
- (2) Teachers, through classroom learning, will instruct students on how to express their thoughts in a foreign language more naturally and on a daily basis; and the use of students' mother tongue will be kept to a minimum during classes.
- (3) The syllabus should also note that students will be provided with an opportunity to learn about the cultural heritage of the countries where the language is used as an official language, as well as about international society.
- (4) The following opportunities should be provided for students: to live overseas through exchange programs; improve their foreign language proficiency; and have opportunities to deepen their understanding and familiarity with the culture, customs and lifestyle of that country.

Vietnam has created the framework of foreign language proficiency level (hereinafter KNLNN) that will serve as a basis for assuring the consistency of foreign language education and learning at each level of education. This level description corresponds to the framework of foreign language proficiency used by the Association of Language Testers in Europe (ALTE)<sup>11</sup>, comprising six levels, with Level 1 the lowest and Level 6 the highest. If a student begins learning a foreign language from the third grade of elementary school, it is envisioned that they will attain Level 2 during basic secondary education (at the time of graduating from junior high school), and Level 3 during general secondary schools (at the time of graduating from high school). According to KNLNN, Level 2 is defined as “not the level where the learner has confidence in foreign language proficiency in daily situations or can communicate in a foreign language without relying on another person;” and Level 3 is defined as “able to use the language at a higher level, such as communicating in the language and the learner can pursue further learning for attaining more advanced level or employment” (Document 54).

### **3.4.6 Documents Analyzed**

Document 50: Nguyen Van Trang, Secondary Education in Vietnam, Website of Ministry of Education and Training (updated on October 12, 2006), (in English)

Document 54: National Foreign Language 2020 Project, Vietnam, 2008, (in Vietnamese)

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<sup>11</sup> ALTE is the international organization that makes recommendations to the Council of Europe regarding language proficiency certification and assessment of academic achievement based on the six levels shown in Common European Framework of Reference for Languages (CEFR).

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- Le Cong Luyen Viet (2009). Vietnam's Curriculum Reform. *Curriculum Research No. 18*, pp.107- 120, (in Japanese)
- The National Assembly No. 44/2009/QH12 Law: Amending and Supplementing a Number of Articles of the Education Law, Passed on November 25, 2009, (in English)  
<[http://www.moj.gov.vn/vbpq/en/Lists/Vn%20bn%20php%20lut/View\\_Detail.aspx?ItemID=10475](http://www.moj.gov.vn/vbpq/en/Lists/Vn%20bn%20php%20lut/View_Detail.aspx?ItemID=10475)> referred to on January 6, 2015
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<<http://www.worldbank.org/en/country/vietnam/overview> <viewed on January 6, 2015> referred to on January 6, 2015

## 3.5 Malaysia

[Keywords] National identity, Vision 2020, international competitiveness, education system reform, fairness in education

### 3.5.1 Sociocultural Background and Features of General Education and Foreign Language Education Policy

Malaysia's current national structure was established in 1965. Two years later in 1967, it became one of the founding members of the Association of Southeast Asian Nations (ASEAN). In 1971, it implemented Bumiputera policies<sup>12</sup> and in 1981 the Look East Policy<sup>13</sup>, and in 1991 Vision 2020 (WAWASAN 2020)<sup>14</sup>. Malaysia has launched a number of domestic policies aimed at strengthening its national power both domestically and internationally. In terms of GDP, over the last three years it has tripled (2002 to 2012).

Vision 2020 represents a basic policy that aims to develop the country in various sectors by the year 2020. Among these, this policy touches upon the concept of a national identity as Malaysians (a national identity that is inclusive of multiple religions and ethnicities). A variety of differences are easily born in a society where Malay, Chinese, Indian, and other ethnic minorities coexist together while using their own language daily and having a unique culture, religion and customs. The gender, regional, and economic disparities resulting from this social structure are issues that need to be resolved. Building this national identity and eliminating these disparities is the job of education.

The approach to education in Malaysia is based on the five national principles (*Rakun Negara*) announced in 1970, which includes 1) belief in God, 2) loyalty to king and country, 3) supremacy of the constitution, 4) rules of law, and 5) courtesy and morality, and the national education philosophy established in 1988 and revised in 1996 (Yanashima 2014).

Academically speaking, the ability of Malaysian students has improved over the past several decades, but the fact is that a gap has been widening with other countries. The results of TIMSS indicate that while students beat the international average in 1999, in 2007 their scores fell below this average, and even in PISA, Malaysian students were in the lower one third of the 74 countries that participated.

Given this background, Malaysia's Ministry of Education has established the national education philosophy as the basis for education goals. In October 2011, it embarked on a comprehensive reform of its education system in order to roll out a new national education plan. It carried out comprehensive reviews on building an education system for educating Malaysians for the 21st century.

The Executive Summary of the Malaysia Education Blueprint 2013-2015, authored by the Malaysian Ministry of Education (Document 15), states: "Education is also fundamental to nation building and unity. It provides individuals with the opportunity to improve their lives, become successful members of the community and active contributors to national development. Through interacting with individuals from a range of socioeconomic, religious and ethnic backgrounds – and learning to understand, accept and

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<sup>12</sup> A policy to rectify inequality between ethnicities through improving the economic and social standing of Malay, establish a basic guideline assuring social stability, and also provide various incentives to Malay.

<sup>13</sup> Advocated immediately after the then-Prime Minister Mahathir bin Mohamad was appointed in 1981. Industrial engineer trainees and students from university and high school were sent to Japan and South Korea to learn not only technologies from both countries, but also labor ethics and management philosophy in order to transform Malaysian's work ethic and benefit the development of Malaysia's economy.

<sup>14</sup> In 1991, the then-Prime Minister Mahathir bin Mohamad announced Vision 2020, with the goal of making Malaysia a developed country by 2020.

embrace differences – a shared set of experiences and aspirations for Malaysia’s future can be built. It is through these shared experiences and aspirations that a common national identity and unity is fostered.” This statement touches upon the role that education play in contributing to the development of the nation as individual Malaysians living in a multiethnic and multicultural country. There are five aspirations for the education system to make this possible, based on Malaysia’s current situation.

- (1) Access (equal opportunity for education): 100% enrolment across all levels from preschool to upper secondary (K-F5) by 2020
- (2) Quality (benefit from uniquely Malaysian sound education): Top third of countries in international assessments such as PISA and TIMSS in 15 years
- (3) Equity (provision of education not affected by community, gender, societal, or economic background): reduction in gaps (urban-rural, socioeconomic, gender) by 2020
- (4) Unity (build a national identity inclusive of varying religions and ethnicities): Students between 7-17 years spend more than a quarter of their lifetime in school
- (5) Efficiency (outcomes in line with investments): A system which maximizes student outcomes within current budget

Aspirations (1) and (3) have the deadline of 2020 same as Vision 2020. To attain these goals, 11 measures, called shifts, have been set for education system reform (Document 15).

Shift 1: Provide equal access to quality education of an international standard

Shift 2: Ensure every child is proficient in *Bahasa Malaysia* and English language

Shift 3: Develop values-driven Malaysians

Shift 4: Transform teaching into the profession of choice

Shift 5: Ensure high-performing school leaders in every school

Shift 6: Empower JPNs (*Jabatan Pelajaran Negeri*: State Education Department), PPDs (*Pejabat Pelajaran Daerah*: District Education Office), and schools to customise solutions based on need

Shift 7: Leverage ICT to scale up quality learning across Malaysia

Shift 8: Transform Ministry delivery capabilities and capacity

Shift 9: Partner with parents, community, and private sector at scale

Shift 10: Maximize student outcomes for every *ringgit*

Shift 11: Increase transparency for direct public accountability

### **3.5.2 Education Philosophy**

The national education philosophy introduced in 3.5.1 is a fundamental of current education in Malaysia. It states “Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal quality as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large.”

### 3.5.3 Education and Learning Goals

The national education philosophy introduced above in 3.5.1 is the foundation for Malaysia's current education goals. An education system is required to steadily and effectively achieve these goals. Malaysia has confirmed that the education system is where students will learn the necessary knowledge and skills to be successful in life; and in addition to education where conventional knowledge is considered important, Malaysia is aware that education is needed that aims for the developing of thinking skills on higher plane. The following six attributes needed for students to be competitive internationally (KTLBEN) have been identified (Document 15) as:

- (1) Knowledge: literacy, full mastery of numeration (core subjects such as math and science), general knowledge of Malaysia, Asia and the world (history and geography), arts, music, and sports
- (2) Thinking skills: lifelong learning, creation of new knowledge, mastery of a wide range of important cognitive skills (problem solving, reasoning, creative thinking, and innovation), action based on critical thinking
- (3) Leadership skills: leadership comprises four dimensions—entrepreneurship, resilience, emotional intelligence, and strong communication skills
- (4) Bilingual proficiency: every child will be operationally proficient in Bahasa Malaysia (language of unity) and English (international language for communication). In 2025, the Ministry of Education will encourage all students to learn an additional language by improving other language education at the primary and secondary levels
- (5) Ethics and spirituality: employ sound judgement and principles, instill the courage to do what is right, nurture caring individuals
- (6) National identity: an unshakeable sense of national identity, learning to understand and accept diversity, and having balance as a global citizen.

### 3.5.4 Goals of Foreign Language / Japanese Language Education

As a multicultural society, in Malaysia one can experience many different cultures in the same location, and in addition to Malaysian and English, there is Chinese (Beijing and other dialects) and the languages of various ethnic minorities, making it a multilingual society as well. This is believed to offer an environment ideally suited for preparing individuals to have proficiency in two or more languages. Given this linguistic environment, language education policy in Malaysia has the following three goals (Document 15).

- (1) Develop an identity and pride as Malaysians through the use of *Bahasa Malaysia*
- (2) Acquire English, the international language of communication, in order to develop human resources that can thrive in a globalizing society
- (3) Provide opportunities for students to master additional languages
  - ① Languages for domestic communication: Chinese, Tamil, Iban, Kadazan
  - ② Language for religion: Arabic
  - ③ Languages for international communication:  
French (started in 1976), Japanese (started in 1984) and German (started in 1993)

The Ministry of Education recommends the abovementioned languages would be offered at schools as additional languages so that all students will be able to learn those languages by 2025.

The goals of foreign language (international language) education including Japanese are the following (Japan Foundation 2014).

- (1) To equip students with communicative competence in the language for their personal development, knowledge acquisition as well as developing social interaction
- (2) To prepare students with all the skills needed to be a global player in the 21st century

As of 2015, Japanese language subjects are carried out according to the goals, syllabus, and assessment criteria found in KBSM (Document 14). The new secondary school standard curriculum (KSSM) following the Malaysia Education Blueprint for 2013 to 2025 is scheduled to take effect in 2017. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), the number of Japanese language learners at the secondary education level in Malaysia was 17,034, which is more than half of all learners in the country.

### **3.5.5 Approach to Education and Features of Curriculum and Assessments**

The new education curriculum (KSSM) set to be released in 2017 and the revised elementary school standard curriculum (KSSR) feature a balance of knowledge and skill learning, which includes creative thinking, innovation, problem-solving, and leadership (Document 15). Learner-centered approaches and individualized education is emphasized, and problem-solving and project implementation approaches are valued. Mutually related subjects and issues, and formative evaluations, are adopted. Advanced placement becomes possible, and it is demanded that annual learner standards (learning outcome goals) be made clear to students and teachers.

Malaysia is also proactively considering education that leverages ICT. In the near future, it will establish virtual learning environments, through which teachers, students, and parent/guardians share education resources, and conduct integrated two-way classes. Malaysia will make it possible for students to review subjects through the video library of best teachers (*Guru Cemerlang*) that streams classes on science, math, *Bahasa Malaysian*, and English. By expanding remote education and individualized education, the people of Malaysia will be able to study at their own pace and have access to subjects not found at their own school. Malaysia is attempting to fulfill a role that will make it possible to assist learning well beyond merely providing textbooks (Document 15).

Assessments involve comprehensive assessments through national testing and school-based assessments (*Pentaksiran Berasaskan Sekolah*). Since students must solve problems by applying knowledge in various situations through critical thinking, academic surveys carried out by schools, too, must also similarly translate the contents of the test to a higher-order thinking skills (Document 15). The Ministry of Education also recommends proactive participation in international academic tests such as PISA and TIMSS.

### **3.5.6 Documents Analyzed**

- Document 14: Secondary School Curriculum: Commentary Book on Middle School Curriculum (KBSM) Malaysian Ministry of Education Curriculum Development Center, 1992, (in Malay)
- Document 15: Malaysian Ministry of Education: Malaysia Education Blueprint 2013 – 2025, Preliminary Report, September 2012, (in English)

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## **4. Human Development and Foreign Language Education for the 21st Century**

### **4.1 Nation Building and Education Goals in Five Southeast Asian Countries**

#### **4.1.1 The Influence of Key Competencies and 21st Century Skills Common to Each Country**

In Chapter 3, the traits of education policy and curriculum in each of the five countries, and sociocultural factors behind these, were examined based on an analysis of official education documents of each country. Having reviewed education documents from all five countries, the common traits of each country can be found in the desire to discuss the national image of attempting to improve the people's standard of living, and to thrive in the global society of the 21st century. Here, the importance of education for youth, who will be the key to realizing this image, was advocated. Although clarity differed to a certain extent between the countries, as illustrated in Table 4, the 21st Century Skills can be clearly found within the curriculum targets of three of the countries. Even in the other two countries, qualities and abilities relating to the Key Competencies and 21st Century Skills can be observed. Many of the countries also established an education policy goal of exceeding the world standard in PISA rankings. The same common traits shared by all five countries were communication skills and higher-order thinking.

#### **4.1.2 Unique Socio-Cultural Conditions of Each Country and Reorganization of Education**

The summary briefing of the laws and educational documents analyzed shows that each of the five countries is incorporating competencies that lead to the Key Competencies or 21st Century Skills; but at the same time, mention is also seen of each country's history, religion, culture, society, and economic environment. In Indonesia, they have the philosophical foundation of the Indonesian State, created and revered throughout history, called the *Pancasila*; while in Thailand they have the philosophy of the King, which even greatly influences politics. In Malaysia, the national education philosophy is found at the heart of education. These three countries shared the common goal of fostering an identity for national unity. The Philippines is undergoing a total education system reform, so that the growth of individual people will lead to employment, which in turn will lead to the growth of the country's society and economy. As for Vietnam, not much information was found on the target of this report from the documents gathered, but the trend of nation-building has been seen since the *Doi Moi* policy. Also, pursuing education reform for nation-building was indicated in the presentation and talk given by the official for the Ministry of Education and Training at a symposium held in September 2014 in Tokyo (Japan Foundation 2014). The learning goals of each country can be considered as an indication of the proactive stance to reorganize conventional education practices from a new vantage point.

**Table 4. Learning Objectives of the Five Countries as Seen through Official Documents**

(Specific competencies to develop with emphasis)

|             |   |
|-------------|---|
| Indonesia   | <p><b>Fostering of competencies and skills related to 21st Century Skills</b> (Document 2)</p> <p>(1) Creativity      (2) Autonomy      (3) Cooperation      (4) Unity<br/> (5) Leadership      (6) Empathy      (7) Tolerance      (8) Life skills</p> <p><b>Phased target setting using the core competencies and basic competencies</b> (Document 2)</p> <p>◇Core competencies: cited as comprehensive skill levels set for each school year and program comprising religious attitude, social attitude, knowledge and skills to ensure students have attained a predetermined standard at the time of graduation</p> <p>◇Basic competencies: cited as specific skills set based on the core competencies that are taught in the classroom for each subject</p>  |
| Thailand    | <p><b>The five qualities</b> (Document 38)</p> <ol style="list-style-type: none"> <li>1. Communication Capacity: The ability to accept and express information, the ability to express oneself, the ability to negotiate, the ability to process information, etc.</li> <li>2. Thinking Capacity: Analytical, integrated, constructive, critical and organized thinking abilities for decision making, etc.</li> <li>3. Problem-solving Capacity: Problem processing skills, relationship-building skills, decision making skills, etc.</li> <li>4. Capacity for Applying Life Skills: Lifestyle adaptability, the ability for independent learning, hard work, social harmony, environmental adaptability, etc.</li> <li>5. Capacity for Technical Application: The ability to use various information technologies</li> </ol>   |
| Philippines | <p><b>Holistically developed Filipino with 21st Century Skills</b> (Document 26)</p> <ol style="list-style-type: none"> <li>1. Learning and innovation skills: Creativity and curiosity; critical thinking, problem solving and risk management; adaptability, managing complexity and self-direction; higher-order thinking and sound reasoning</li> <li>2. Information, media and technology skills: Visual and information literacies; media literacy; basic scientific, economic, and technological literacies; multicultural literacy and global awareness</li> <li>3. Effective communication skills: Teaming, collaboration and interpersonal skills; personal, social, and civic responsibility; interactive communication</li> <li>4. Life and career skills: Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility</li> </ol> |
| Vietnam     | <p><b>Student capacity building, improvement and motivation</b> (Document 50)</p> <ol style="list-style-type: none"> <li>1. Creativeness and proactiveness</li> <li>2. Self-study</li> <li>3. The ability to utilize one’s knowledge for practical purposes</li> <li>4. Needs to initiate the students’ desires and interest in studying</li> </ol> <p><b>Soft Skills</b> &lt;skills related to the 21st Century Skills&gt; (Japan Foundation 2014)</p> <ol style="list-style-type: none"> <li>1. Interpersonal skills (problem-solving skills, self-management, and leadership, etc.)</li> <li>2. Social skills and communication skills (teamwork, collaboration and cooperation, etc.)</li> <li>3. Competencies (ability to utilize ICT, proficiency in foreign languages, and mathematical skills, etc.)</li> </ol>   |
| Malaysia    | <p><b>Six qualities and skills (KTBLBEN)</b> (Document 15)</p> <ol style="list-style-type: none"> <li>1. <u>K</u>nowledge: Literacy, fully mastery of numeration, history and geography of Malaysia, Asia and the world, arts, music and sports</li> <li>2. <u>T</u>hinking skills: Lifelong learning, problem solving, reasoning, creative thinking, innovation</li> <li>3. <u>L</u>eadership skills: Leadership comprises four dimensions—entrepreneurship, resilience, emotional intelligence and strong communication skills</li> <li>4. <u>B</u>ilingual: Bilingual proficiency</li> <li>5. <u>E</u>thics and spirituality: Employ sound judgement and principles, instill the courage to do what is right, nurture caring individuals</li> <li>6. <u>N</u>ational identity: An unshakeable sense of national identity, learning to understand and accept diversity, and having balance as a global citizen</li> </ol>                     |

## 4.2 Expectations of Foreign Language Education at the Secondary Level

Foreign language is considered to be an important skill within the curriculum of each of the five countries. This has been demonstrated in the discussions above. Within this, the foreign language given the most emphasis is English, because it is used as the main form of communication internationally. However, of particular note, multiple foreign languages deemed as international languages other than English are being offered as one of the subjects in secondary education, and Japanese language is among these.

There are believed to be many reasons for the emphasis placed on foreign language. First is the national strategy of attempting to make the country more competitive internationally, and respond to the globalization of politics and the economy. For example, in Malaysia, as Table 4 illustrates, bilingual proficiency is cited as a quality/skill necessary for developing students who are competitive internationally. Schools there are now teaching both Bahasa Malaysia as the language of unity, and English as the international language of communication. By 2025, Malaysia intends to make it possible for all students to select an additional language for study besides English. It advocates the importance of language learning (Document 15). Also in the Philippines, “prepare students for meaningful interaction in a linguistically diverse global workplace” is cited within the goals of foreign language education in an attempt to develop students that are internationally competitive (Document 28). In Vietnam, foreign language education is needed, because “improved foreign language education and learning will enable the country to enter international markets and achieve further development” (Document 54). These countries place emphasis on international competitiveness in global society and actual economic benefits when citing the importance and goals of foreign language education.

On the other hand, there is also another point, introduced above, of human development needed in the global society of the 21st Century. The similarity of the education policies of the five countries can be found in the acquisition of the competencies indicated in the Key Competencies and 21st Century Skills, discussed in 4.1 above. These competencies are considered goals across all academic subjects, and of course they are expected to be developed during the course of foreign language education as well. The goals, set especially for foreign language subjects, include the ability to interact with different groups, based on the acquisition of the ability to operate and utilize language and information; as well as a deep intercultural understanding gained from exposure to the culture behind the target language. For example, in Thailand, “foreign language is an essential tool for engaging in international issues, gaining exposure to international knowledge, and deepening communication and human relationships in international society” (Document 38). Also in Indonesia, “exposure to world languages and cultures from an early age for responding to the globalization of the 21st century” (Japan Foundation 2014) is considered important. Learners are expected to expand their world view and obtain a global outlook through foreign language learning. This is exactly the same goal as advocated by the project P21, about engaging in global issues within major curriculums, including foreign language subjects. This is a competency that can only be gained through exposure to unknown languages and cultures.

In the future, it is expected that in the learning of languages and cultures, students will experience learning activities where they use higher-order thinking and compare their own language and culture; and through self-reflection, students will gain critical thinking skills and a disciplined attitude toward learning. By making use of these abilities, when learners mature and become supporting members of society, they are required to develop the ability to thrive in international society, home to people of various cultures, customs, and values, and have the ability to live as a person with a global view. These abilities need to be continually fostered. Foreign language education helps to complete the maturation process for children

still developing at the secondary education level. Cultivating children through foreign language education is expected to become a powerful way of supporting the development of an entire country.

These are the reasons cited by the side establishing foreign language education, but foreign language education would not be possible without the students who learn it, and so the interests and needs of learners is another important factor in foreign language education. According to the 2012 Survey report on Japanese-Language Education Abroad (Japan Foundation 2013), the learners' own interest in Japan, Japanese, and Japanese culture is cited as motivation for learning the Japanese language. In particular, the allure of Japan's "cool" pop culture has been a powerful motivator. There is also the benefit to having learners themselves design the future. By studying a foreign language, including Japanese, considered to be useful in global society, the learner will have advantages after graduation in terms of studying abroad or finding employment. The learning of the language could also provide access to various other forms of knowledge, such as science and technology; and can encourage interaction and exchange among the people of the world. In addition, the values, thought processes, people's lifestyles, behavior, and cultures behind the language the learner studies are expected to broaden their viewpoint and open up a new world, which is expected to pave the way for the future.

#### **4.3 Expected New Approaches to Japanese Language Education at the Secondary Level**

Southeast Asia is an important region for Japan politically, as well as economically, and in terms of cultural exchange. In recent years, while countries have had their differences, the number of foreign visitors and international students from Southeast Asia to Japan has been increasing<sup>15</sup>, while locally interest in Japan is high. It can be said that Japanese language education at the secondary level in each country has been maintained and expanded, supported by this relationship. Conversely, Japanese language education for youth can be viewed as promoting relationship-building between that particular region and Japan. Given this, what kind of role can Japanese language play in local education? Each of the five countries consider Japanese to be an important language for international communication in global society, and it has established a solid presence, having been offered as a first or second foreign language subject within their curriculum.

As has been seen until now, as the five countries move forward today in reforming their approaches to education within secondary education and foreign language subjects, they are also nearing a time when they will need to reconsider approaches taken to support Japanese language education at the secondary level. The conventional education in foreign language, including Japanese language, placed emphasis on acquiring language knowledge and skills, so this must be transformed to education where students have the ability to utilize the language knowledge and skills to think independently, act and solve problems. In other words, an education shift is needed. That is to say, to live in the global society of the 21st century,

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<sup>15</sup> According to a survey by the Japan National Tourist Organization, the number of in-bound foreign visitors to Japan in 2014 increased more than 40% year on year for China, Thailand, Malaysia, the Philippines and Vietnam. In particular, the Philippines recorded a 70% increase in in-bound foreign visitors. Indonesia had a growth rate of 16% in 2014, but this was off the high water marks of about 64% in 2012 and 35% in 2013. According to a study by the Japan Student Services Organization, the number of study abroad students from Vietnam has increased sharply, recording a 90% increase year on year in 2014.

Source: Japan National Tourist Organization: 2014 Foreign Visitor Traffic  
<[http://www.jnto.go.jp/jpn/reference/tourism\\_data/visitor\\_trends/](http://www.jnto.go.jp/jpn/reference/tourism_data/visitor_trends/)> referred to on March 30, 2015  
Japan Student Services Organization: FY2014 Foreign Student Population Survey Results  
<[http://www.jasso.go.jp/statistics/intl\\_student/data14.html](http://www.jasso.go.jp/statistics/intl_student/data14.html)> referred to on March 30, 2015

education needs to have the perspective of the individual, and shift to a form of education that incorporates new conceptions on the development of competencies.

With regards to foreign language education, the basic stance of the CEFR, which focuses on developing communicative competence in accomplishing tasks through using language instead of targeting mastery of knowledge on grammar and vocabularies, will be a good reference. The Japan Foundation has developed the JF Standard for Japanese-Language Education (hereinafter JF Standard)<sup>16</sup> based on the concepts supporting CEFR. The level descriptions indicated in JF Standard are based on those of CEFR, so that it is easy to share proficiency levels with other languages and the goal of foreign language education when pursuing education reforms. Additionally, JF Standard provides can-do statements which indicate various communicative language activities, which can be used as a useful reference for planning a syllabus for a course, preparing lesson plans, and developing teaching materials.

However, in the future, not just communication skills, a classroom model, teaching materials, and assessment model based on other new qualities and abilities must be created urgently. In parallel to this, teacher training must also be provided based on these models, and it will be important to spread understanding locally. Nevertheless, while each country has the commitment to innovate education based on new academic views and skills, there are still not enough detailed education practices on the Japanese language. Therein lays the problem.

Each country is carrying out various attempts as specific measures to attain this goal.

In Thailand, the World Class Standard School (WCSS) has been set up in a progressive attempt to foster analytical and science-based thinking, the use of ICT, and fostering of social contributions; and they are in the process of developing a detailed model (Document 45). This is an approach to assess, share, and spread this initiative.

In Indonesia, they are taking an approach that introduces a recommended lesson model to all teachers in all schools in the country simultaneously. The revised curriculum of 2013 that incorporates new qualities and abilities has set core competencies and basic competencies as learning targets, in order to develop the seven skills for participating in international society as part of school education. It advocates the scientific approach as a measure for developing these competencies in school education. Through this scientific approach, learners are expected to take the lead in learning, using the learning flow of observing → questioning → information gathering/ experimenting → associating/information processing → networking. Competencies are developed through these series of learning activities. As a result, teachers are expected to fulfill a role as facilitators, in which they motivate and support learners. As discussed in 3.1, these learning activities are applied to all school education subjects in Indonesia; and of course, they must be incorporated into classes teaching Japanese language, which is one of these subjects.

In this manner, the five countries are examining new approaches to Japanese language education at the secondary level, from the perspective of cultivating new qualities and abilities. This is a common issue not only for these five countries, but also many countries around the world. In the future, the development of specific education practices is needed.

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<sup>16</sup> <[https://jfstandard.jp/pdf/jfs2010\\_all\\_en.pdf](https://jfstandard.jp/pdf/jfs2010_all_en.pdf)> referred to on March 30, 2015

## 5. Prospects for the Future

Through this report, the importance has been seen of having educational aspects as an underlying assumption of “Japanese language for education,” or the curriculum and methods of Japanese language, when supporting Japanese language education at the secondary level in Southeast Asian countries. In addition to this, however, the results of this study indicated something else. That is, the importance of having regional aspects, such as found in Southeast Asia. In the past, most projects have been carried out on an individual basis while responding to requests from education administration institutions in each country, emphasizing the uniqueness of each country to date. However, it will be necessary to consider regional characteristics with the regional aspects of Southeast Asia, keeping in mind the common situations of Southeast Asia and future regional unity.

Currently, political and economic integration is progressing within the ASEAN Community. Southeast Asian countries have been attempting to strengthen regional collaboration and unity also in the field of education, through the establishment of the Southeast Asian Ministers of Education Organization (SEAMEO) in 1965. Under SEAMEO is the Regional Centre for Quality Improvement of Teachers and Education Personnel in Language (QITEP), and its headquarters in Jakarta carries out teacher training for language teachers from across ASEAN. Projects will likely need to be implemented through a partnership with this organization.

Until now, the Japan Foundation has worked on developing teaching materials and curriculums for Japanese language education together with local teachers, schools, and education administration institutions in these five countries. However, based on the results of this comparative study, although each country has a unique context, it has become clear that these countries share many similarities. Therefore, this indicates there is potential for developing a model for Japanese language education that crystallizes the targets through cross-border cooperation. By understanding the common trends and direction of education policies in the region, textbooks based on the common needs of these five countries can be produced and edited in the future, and teacher training and other measures can be applied to the entire region. Creating these new Japanese language education practices together with local education professionals will contribute to all forms of foreign language education, not just Japanese.

Furthermore, the Japan Foundation Japanese-Language Institute, Urawa, which carries out training for Japanese language teachers around the world, will need to grasp the trends taking place in the region, and fulfill a role as catalyst for connecting Japanese language education at the secondary level around the world.



# Appendix

Appendix 1: Comparative Table of Education Policies for Secondary Education in 5 ASEAN Countries

| 1. Sociocultural Background and Features of General Education and Foreign Language Education Policy |  |
|---|--|
| <b>Indonesia</b>  | <p>◆ <b>Foundation of Indonesia: <i>Pancasila</i> (5 Principles)</b> (Document 1)</p> <ul style="list-style-type: none"> <li>• <i>Pancasila</i>, established in 1945, is the official philosophical foundation of education policies in Indonesia.</li> <li>• Comprises the five principles of 1) belief in the one and only God, 2) just and civilized humanity, 3) the unity of Indonesia, 4) democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives, and 5) social justice for all the people of Indonesia. The values advocated in <i>Pancasila</i> include national unity of a diverse country, religion, and civic education.</li> </ul> <p>◆ <b>National Challenges</b> (Document 3)</p> <ul style="list-style-type: none"> <li>• Indonesia's change from a developing country to an emerging country amidst globalization</li> <li>• Educating the growing productive population, and how to make them knowledgeable and skillful</li> <li>• Responding changes in the industrial structure in countries belong to the international organizations that the country belongs to, including WTO, ASEAN, APEC, and AFTA</li> <li>• Raising test scores for TIMSS and PISA</li> </ul>  |
| <b>Thailand</b>   | <p>◆ <b>Teachings of the King of Thailand</b> (Document 46)</p> <ul style="list-style-type: none"> <li>• Thailand is a constitutional monarchy, and the King wields enormous influence due to the deep respect and reverence he holds among the Thai people. In 1981 King Bhumibol advocated a "middle-of-the-road approach" known as "Sufficiency Economy," which serves as the guideline for Thailand's national economic and social development plan. (see "2. Education Philosophy")</li> </ul> <p>◆ <b>National Challenges</b></p> <ul style="list-style-type: none"> <li>• To address global society for the 21st century, Thailand has been implementing a national economic and social development program that focuses squarely on human development, increase the country's competitiveness internationally and aim for national development, while maintaining Thai-ness. (Document 38, 45)</li> <li>• The final goal of education is to further unify the nation. (Document 38)</li> <li>• Trying into the sustainable development of Thailand, raise Thai citizens who can address the progress and changes of the world and are capable of competing on the global stage. (Document 45)</li> <li>• In international standardized tests such as PISA and TIMSS, Thailand's goal is not to have scores fall below the worldwide average. (Document 45)</li> </ul>  |
| <b>Philippines</b>  | <p>◆ <b>Reform of Compulsory Education: K to 12 Basic Education Curriculum 2012 (BEC2012)</b></p> <ul style="list-style-type: none"> <li>• Extend basic education (secondary education) by two years to 12 years, including 6-year elementary education, 4-year junior high school education, 2-year high school education. Add 1-year kindergarten to compulsory education. (Document 24)</li> <li>• Ensure the curriculum aiming to the transition to education cited in holistic education that emphasizes the attainment of the globalized 21st Century Skills and elevate Filipino education to international standards (Document 26)</li> <li>• Introducing "Mother-tongue Based Multi-lingual Education" (MTB-MLE) which use the mother tongue of students until the third grade of elementary school at all schools nationwide, gradually introducing the official languages of Filipino and English into classroom instruction. (Document 24)</li> </ul> <p>◆ <b>Background of the Revision and Expected Results</b> (Document 26)</p> <p>Secondary school is to be lengthened by two years, and the effect of introducing teaching instruction in the local language of a community in elementary schools is eagerly anticipated.</p> <ol style="list-style-type: none"> <li>1. Develop society and economy, eliminate poverty. <ul style="list-style-type: none"> <li>Graduates will be able to select a more appropriate future path, which will then increase wages and increase employment opportunities including entrepreneurship, ultimately leading to a positive impact on boosting the Philippines' average GDP growth rate.</li> </ul> </li> <li>2. Improve scholastic ability <ul style="list-style-type: none"> <li>Improve the scholastic ability of students whose mother tongue is not Tagalog, thus improving academic performance and dropout rate, and through 12-year compulsory education, bring grades up to international standards and improve research caliber to international standards.</li> </ul> </li> </ol> <p>◆ <b>Realization of Education for All (EFA)</b> (Document 26)</p> <ul style="list-style-type: none"> <li>• EFA aims not only for growth of Filipinos, but also for developments throughout society and economy.</li> </ul> |
|   | <p>◆ <b>New Education Policy: Features of the 2013 Curriculum</b> (Documents 1, 2)</p> <p>Features of the new curriculum stipulating education from primary through tertiary level:</p> <ol style="list-style-type: none"> <li>1. Emphasize the nurturing of youths in order to meet national challenges, aim to actively implement new education methods to address the globalized nature of the 21st century.</li> <li>2. Specific teaching and assessment approaches are stipulated and provided to ensure education follows the curriculum at the countless schools located in communities with diverse cultures across the country's vast area.</li> </ol>  |

|          |   |   |
|----------|---|---|
| Vietnam  | <p>◆ <b>National Goals</b></p> <ul style="list-style-type: none"> <li>• Establish a foundation to become a modern industrial country by 2020 and raises its status in international society. To accomplish this, develop human resources to create new value in the fields of the humanities and sciences. (Document 54)</li> <li>• Attempt to own an advanced education system in the region by 2030. (Japan Foundation 2014)</li> </ul>   |   |
| Malaysia | <p>◆ <b>National Strengthening Policies and Implementing National Education Plans</b> (Document 15)</p> <ul style="list-style-type: none"> <li>• In 1971, it implemented Bumiputera policies and in 1981 the Look East Policy, and in 1991 Vision 2020 (WAWASAN 2020) which represent a basic policy that aims to develop the country in various sectors by the year 2020, aiming to resolve gender disparity, regional disparity, and economic disparities resulting from the Malaysian social structure caused by a multiethnic, multi-religious society. Malaysia's Ministry of Education embarked on a comprehensive reform of its education system in order to roll out a new national education plan to bring the skills and abilities of Malaysian youth up to international standards.</li> </ul> <p>◆ <b>5 Goals of the New Education System</b> (Document 15)</p> <ol style="list-style-type: none"> <li>1. Access (equal opportunity for education): 100% enrolment across all levels from preschool to upper secondary (K-F5) by 2020</li> <li>2. Quality (benefit from uniquely Malaysian sound education): Top third of countries in international assessments such as PISA and TIMSS in 15 years</li> <li>3. Equity (provision of education not affected by community, gender, societal, or economic background): reduction in gaps (urban-rural, socioeconomic, gender) by 2020</li> <li>4. Unity (build a national identity inclusive of varying religions and ethnicities): Students between 7-17 years spend more than a quarter of their lifetime in school.</li> <li>5. Efficiency (outcomes in line with investments): A system which maximizes student outcomes within current budget</li> </ol> | <p>◆ <b>11 Measures Created for Education System Reform</b> (Document 15)</p> <p>Shift 1: Provide equal access to quality education of an international standard</p> <p>Shift 2: Ensure every child is proficient in Bahasa Malaysia and English language</p> <p>Shift 3: Develop values-driven Malaysians</p> <p>Shift 4: Transform teaching into the profession of choice</p> <p>Shift 5: Ensure high-performing school leaders in every school</p> <p>Shift 6: Empower JPNs (Jabatan Pelajaran Negeri: State Education Department), PPDs (Pejabat Pelajaran Daerah: District Education Office), and schools to customise solutions based on need</p> <p>Shift 7: Leverage ICT to scale up quality learning across Malaysia</p> <p>Shift 8: Transform Ministry delivery capabilities and capacity</p> <p>Shift 9: Partner with parents, community, and private sector at scale</p> <p>Shift 10: Maximize student outcomes for every ringgit</p> <p>Shift 11: Increase transparency for direct public accountability</p> |

See Appendix 2 for the titles of cited documents in this table.

**List of Acronyms**

- WTO (World Trade Organization)
- APEC (Asia-Pacific Economic Cooperation Conference)
- AFTA (ASEAN Free Trade Area)
- TIMSS (Trends in International Math and Science Study): run by IEA (International Economic Association)
- PISA (Programme for International Student Assessment): run by OECD (Organization for Economic Cooperation and Development)

|             | 2. Education Philosophy (Ideal Graduate)  | 3. Education Goals  |
|-------------|---|---|
| Indonesia   | <p>◆ <b>Education Philosophy of the 2013 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Emphasize the development of its people, so that they can bear a responsibility to society in order to improve livelihoods and achieve growth within the globalized 21st century. (Document 3)</li> <li>• Prepare each student to become a person who can contribute to society, their people, their nation and international society, that are devout in religion, innovative and highly productive, creative and efficient, as individuals and citizen of the nation. (Document 3)</li> <li>• Education is an intentional endeavor to create learning environment and learning process for students where they can autonomously develop their latent competencies, such as religious mentality, autonomy, personality, knowledge and skills for the sake of themselves, society, their people, their nation and international society. (Document 5)</li> </ul> | <p>◆ <b>Education Goals of the 2013 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Encourage students themselves, as members of society, to participate actively in learning, increase their own abilities and interests independently, creatively and autonomously, and develop their physical and mental abilities (Document 1)</li> <li>• Moral values based on religion and the formation of a national identity, long emphasized in Indonesia, continue to form an important part of the curriculum. (Document 1)</li> <li>• For improving the formation of students' personality, as well as the culture and sophistication of the people, the following are cited as qualities that must be achieved in the learning process. (Document 2) <ul style="list-style-type: none"> <li>① Creativity ② Autonomy ③ Cooperation ④ Unity</li> <li>⑤ Leadership ⑥ Empathy ⑦ Tolerance ⑧ Life skills</li> </ul> </li> </ul>  |
| Thailand    | <p>◆ <b>Education Philosophy</b></p> <ul style="list-style-type: none"> <li>• Education rooted in the philosophy of the Thai King: "Education is a major factor to create and develop a person's knowledge, ideas, behavior, and merit. Any society and country should provide good, complete, and well-balanced education, covering all aspects for the youths so that the society and country will have qualified citizens. They will be able to sustain the country's prosperity and develop the country progressively". (Document 46)</li> <li>• Thailand is aiming to achieve a balanced growth of students' physical fitness, knowledge, and morals through education, in order to enhance the skills of all students who will play a central role in supporting the prosperity of the country. (Document 45)</li> <li>• Forming a foundation of Thainess and universal values (Document 38)</li> </ul>   | <p>◆ <b>Education Goals</b> (Document 38)</p> <p>The following capacities, attitudes, and morality must be acquired to achieve inherent Thainess and establish the foundation of universal values.</p> <ol style="list-style-type: none"> <li>1. Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying principles of Sufficiency Economy Philosophy</li> <li>2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills</li> <li>3. Good physical and mental health, hygiene, and preference for physical exercise</li> <li>4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy</li> <li>5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence</li> </ol> |
| Philippines | <p>◆ <b>K to 12 Education Philosophy (K to 12 Graduates)</b> (Document 24)</p> <p>Developing capable individuals and fostering productive and responsible citizens who have capabilities, skills, and values required for lifelong learning and employment.</p> <ol style="list-style-type: none"> <li>1. The foundations for learning throughout life</li> <li>2. The competence to engage in work and be productive</li> <li>3. The ability to coexist in fruitful harmony with local and global communities</li> <li>4. The capability to engage in autonomous, creative, and critical thinking</li> <li>5. The capacity and willingness to transform others and one's self</li> </ol>   | <p>◆ <b>Vision for Graduates of Secondary Education (Goals upon Completion)</b>(Document 26)</p> <p>"Filipino graduates who are holistically developed with 21st century skills"</p> <ol style="list-style-type: none"> <li>1. Possess sufficient mastery of basic competencies (e.g., literacy, numeracy, problem solving, etc.) to develop themselves to the fullest</li> <li>2. Be emotionally developed and competent to live a meaningful life</li> <li>3. Be socially aware, pro-active, and involved in public and civic affairs and contribute to the development of a progressive, just and humane society</li> <li>4. Be adequately prepared for the world of work or entrepreneurship or higher education</li> <li>5. Be legally employable</li> <li>6. Be globally competitive</li> <li>7. Possess healthy mind and body</li> <li>8. Have a solid moral and spiritual grounding</li> <li>9. Appreciate and care for humanity, the world, and environment</li> <li>10. Be proud to be a Filipino</li> </ol>  |

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| Vietnam  | <p>◆ <b>Education Philosophy</b> (Document 50)<br/>The goals of the Education Law (enacted in 1998 and revised in 2009) are proclaimed to be the comprehensive development of Vietnamese human resources who are ethically and physically sound, have knowledge, and follow the thoughts of socialism and national independence and the fostering of the personality and skills of individuals necessary for the development and protection of the state.</p>   | <p>◆ <b>Basic Principles of Education in the Education Law</b> (Document 50)</p> <ol style="list-style-type: none"> <li>1. Incorporate theory and practices</li> <li>2. Link education with production</li> <li>3. School education to be cooperated with family and society education</li> </ol> <p>◆ <b>Education Goals</b> (Document 50)</p> <ul style="list-style-type: none"> <li>• Develop students' creativeness and proactiveness, build up and enhance their self-study, and instruct them to use their knowledge for practical purposes.</li> <li>• Initiate students' aspirations and interests in studying.</li> </ul>  |
| Malaysia | <p>◆ <b>National Education Philosophy</b> (Document 15)<br/>The following national education philosophy (established in 1988 and revised in 1996) still retains its validity in Malaysia: "Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal quality as well as are able to contribute to the harmony and betterment of the family, the society, and the nation at large."</p> | <p>◆ <b>Needed Skills and Competencies for the 21st Century Reflecting in the National Education Philosophy</b> (Document 15)</p> <ul style="list-style-type: none"> <li>• Malaysia defines skills and competencies for obtaining an international competitive edge in the 21st century based on its national educational philosophy. (see "4. Learning Objectives").</li> <li>• The national educational policy focuses on the development of knowledge and intellectual capability, as well as enhancing education on religion, morality, and civics. It also requires students to pick up a sport activity, join a club, and engage in a group activity. This allows students to grow in a holistic manner.</li> </ul> |

| <b>4. Learning Objectives (Specific Competencies to Developed with Emphasis)</b> |   |
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| <b>Indonesia</b>   | <p>◆ <b>Features of the 2013 Curriculum</b> (Document 3)</p> <ol style="list-style-type: none"> <li>Balancing students' development in such aspects as religious and social attitude, curiosity, creativity, cooperativeness by utilizing intelligence and psychomotor.</li> <li>School is a part of the society where students are provided learning experience, and they are to apply the experience to the real society, while they use the society itself as learning materials.</li> <li>Allow enough time for enhancing students' development of courtesy, knowledge and skills, so that they can apply them to various situations in schools and social life.</li> </ol> <p>◆ <b>Core Competencies and Basic Competencies</b> (Document 1, 2)</p> <p>To facilitate students' development in competencies above mentioned, the standard competencies of learning target, which is required at the graduation, have been set.</p> <ol style="list-style-type: none"> <li>Core competencies</li> </ol> <p>Core competencies are sets of statements of competencies for each grade for attaining the standard competencies of learning target. They are described abstractly. They comprises following four areas:</p> <ol style="list-style-type: none"> <li>religious attitude</li> <li>social attitude</li> <li>knowledge</li> <li>skills</li> </ol> <ol style="list-style-type: none"> <li>Basic competencies</li> </ol> <p>Basic competencies are sets of statements of subdivided competencies out of core competencies. They are described concretely, and relate directly to contents of lessons in each subject.</p> <p>They comprises following four areas:</p> <ol style="list-style-type: none"> <li>religious attitude</li> <li>social attitude</li> <li>knowledge</li> <li>skills</li> </ol>   |
| <b>Thailand</b>  | <p>◆ <b>Key Competencies for Students: The Five Qualities</b> (Document 38)</p> <p>The five qualities necessary for students to master in order to fulfill global standards:</p> <ol style="list-style-type: none"> <li>Communication capacity: The ability to accept and express information, the ability to express oneself, the ability to negotiate, the ability to process information, etc.</li> <li>Thinking capacity: Analytical, integrated, constructive, critical and organized thinking abilities for decision making, etc.</li> <li>Problem-solving capacity: Problem processing skills, relationship-building skills, decision making skills, etc.</li> <li>Capacity for applying life skills: Lifestyle adaptability, the ability for independent learning, hard work, social harmony, environmental adaptability, etc.</li> <li>Capacity for applying technological application: The ability to use various information technologies</li> </ol> <p>◆ <b>Establishment of World Class Standard Schools(WCSS)</b> (Document 45)</p> <p>The Ministry of Education established 45 World Class Standard Schools (WCSS) in 2010 in order to enhance the following seven skills and abilities defined by the Basic Education Core Curriculum of 2008:</p> <ol style="list-style-type: none"> <li>Proficiency in Thai for communication and learning in four skills</li> <li>Proficiency in English for communication and learning in four skills</li> <li>Skills and ability to learn from self-study and experiments</li> <li>Skills and ability for analytical thinking, scientific thinking, creative thinking and reflectiveness</li> <li>Skills for working with, and competing with foreign nationals</li> <li>Opportunities to utilize ICT for learning and living</li> <li>Spirit of community service and the spirit to be unyielding in the face of obstacles</li> </ol> |
| <b>Philippines</b>   | <p>◆ <b>Holistically Developed Filipinos with 21st Century Skills</b> (Document 26)</p> <ol style="list-style-type: none"> <li>Learning and innovation skills <ol style="list-style-type: none"> <li>Creativity and curiosity</li> <li>Critical thinking, problem solving and risk management</li> <li>Adaptability, managing complexity and self-direction</li> <li>Higher-order thinking and sound reasoning</li> </ol> </li> <li>Information, media and technology skills <ol style="list-style-type: none"> <li>Visual and information literacies</li> <li>Media literacy</li> <li>Basic, scientific, economic, and technological literacies</li> <li>Multicultural literacy and global awareness</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>Effective communication skills <ol style="list-style-type: none"> <li>Teaming, collaboration, and interpersonal skills</li> <li>Personal, social, and civic responsibility</li> <li>Interactive communication</li> </ol> </li> <li>Life and career skills <ol style="list-style-type: none"> <li>Flexibility and adaptability</li> <li>Initiative and self-direction</li> <li>Social and cross-cultural skills</li> <li>Productivity and accountability</li> <li>Leadership and responsibility</li> </ol> </li> </ol>   |

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| Vietnam  | <p>◆ <b>Goals of Basic Secondary Education (Grades 6-9)</b> (Document 50)<br/>Build up their learning outcomes from primary education, fostering their basic knowledge and developing their technical and vocational skills, so that students can either learn at a general secondary school or vocational school, or start to work after graduation.</p> <p>◆ <b>Goals of General Secondary Education (Grades 10-12)</b> (Document 50)<br/>Deepen their knowledge gained from the basic secondary education level, while also undergoing vocational orientation, which aims to prepare students for university curriculum, entering a vocational school, or entering the workforce after graduation.</p>                                       | <p>◆ <b>Vietnam's New Education Strategy</b> (Japan Foundation 2014)<br/>Vietnam aims for education that develops students' individual propensities called "soft skills." These skills are related to the 21st century skills, and categorized into the following three groups.</p> <ol style="list-style-type: none"> <li>1. Interpersonal relationships (problem solving skills, self-management, and leadership, etc.)</li> <li>2. Social skills and communication skills (teamwork, collaboration, and cooperation, etc.)</li> <li>3. Competencies (ability to utilize ICT, proficiency in a foreign language, and mathematic skills, etc.)</li> </ol>   |
| Malaysia | <p>◆ <b>Six Attributes Needed for Students to be Competitive Internationally (KTLBEN)</b> (Document 15)</p> <ol style="list-style-type: none"> <li>1. <u>K</u>nowledge: literacy, full mastery of numeration (core subjects such as math and science), general knowledge of Malaysia, Asia and the world (history and geography), arts, music, and sports</li> <li>2. <u>T</u>hinking skills: lifelong learning, creation of new knowledge, mastery of a wide range of important cognitive skills (problem solving, reasoning, creative thinking, and innovation), and action based on critical thinking</li> <li>3. <u>L</u>eadership skills: entrepreneurship, resilience, emotional intelligence, and strong communication skills</li> </ol> | <ol style="list-style-type: none"> <li>4. <u>B</u>ilingual proficiency: every child will be operationally proficient in Bahasa Malaysia (language of unity) and English (international language for communication). In 2025, the Ministry of Education will encourage all students to learn an additional language by improving other language education at the primary and secondary levels.</li> <li>5. <u>E</u>thics and spirituality: employ sound judgement and principles, instill the courage to do what is right, and nurture caring individuals</li> <li>6. <u>N</u>ational identity: an unshakeable sense of national identity, learning to understand and accept diversity, and having balance as a global citizen</li> </ol> |

| <b>5. Goals of Foreign Language Education/Reasons to Introduce Foreign Language Education/Positioning of Foreign Language Education</b> |   |
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| <b>Indonesia</b>  | <p>◆ <b>Importance of Foreign Languages</b></p> <ul style="list-style-type: none"> <li>Exposure students to world languages and cultures from an early age for responding to the globalization of the 21st century (Japan Foundation 2014)</li> <li>English (compulsory subject) as a lingua franca plays an important role in mutual international activities, because it is used widely in international society. (Document 1)</li> </ul> <p>◆ <b>Position of Foreign Languages in Education</b> (Document 3, Japan Foundation 2014)</p> <ul style="list-style-type: none"> <li>Students choose from one of three curriculums: Math and Science, Social Science, or Languages and Cultures. Within the Languages and Cultures curriculum, in addition to English, six other foreign languages are offered as electives as part of the Foreign Language and Foreign Literature component. In the case of Japanese, the subject is called Japanese Language and Literature.</li> </ul> <p>◆ <b>Reasons to Advance Foreign Language Education</b> (Document 38)</p> <ul style="list-style-type: none"> <li>Foreign language skills are required for an increased competitive edge for the country.</li> <li>These skills are included in critical skills that enable Thai citizens to enhance communication and human relations in international society, to get exposed to global knowledge, and to work on international challenges.</li> </ul> <p>◆ <b>Objectives of Foreign Language Courses</b> (Document 38)</p> <ul style="list-style-type: none"> <li>Gaining skills and knowledge for communication, attitude formation, and understanding culture</li> <li>Learning areas of Foreign Language: <ol style="list-style-type: none"> <li>Language for communication</li> <li>Language and culture</li> <li>Language and relationship with other learning areas</li> <li>Language and relationship with community and the world</li> </ol> </li> </ul> |
| <b>Thailand</b>   | <p>◆ <b>Languages Offered other than English</b> (Japan Foundation 2014)</p> <p>The six elective foreign languages: Arabic, Chinese, Japanese, Korean, German, and French</p> <p>◆ <b>Objectives of Japanese Language Education</b> (Japan Foundation 2014)</p> <p>Standard competencies. Based on these competencies, objectives for each grade level are stated.</p> <ol style="list-style-type: none"> <li>Communication skills (interpersonal, interactive, functional)</li> <li>Communication strategy</li> <li>Sociocultural interaction</li> <li>Correct use of language</li> <li>Understanding of Japanese literature</li> </ol> <p>◆ <b>Position of Foreign Languages in Education</b> (Document 38)</p> <ul style="list-style-type: none"> <li>A foreign language subject is positioned as one of eight subjects taught.</li> <li>Curriculum revisions made in 2001 specified English as a required course from first grade to twelfth grade, while other foreign languages were offered as elective courses at the discretion of each school.</li> </ul> <p>◆ <b>Languages Offered other than English as of 2014</b> (Japan Foundation 2014)</p> <p>Second foreign languages: German, French, Japanese, Chinese, Arabic, Pali, Spanish, Italian</p>  |
| <b>Philippines</b>  | <p>◆ <b>Objectives</b> (Document 28)</p> <ol style="list-style-type: none"> <li>Develop students' skills in listening, reading, writing, speaking and viewing as fundamental to acquiring communicative competence in a second foreign language</li> <li>Prepare students for meaningful interaction in a linguistically diverse global workplace</li> <li>Develop understanding and appreciation of other people's culture</li> </ol> <p>◆ <b>Recombination into Special Curricular Programs</b> (Document 30, Japan Foundation 2014)</p> <p>In 2012, the Special Program in Foreign Language (SPFL) was incorporated into the special curricular programs. The special curricular programs, including the SPFL, came to be offered through the time slot of "Technology and Livelthood Education" (TLE) offered by regular high schools.</p>  |

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| Vietnam  | <p>◆ <b>Role of Foreign Language Education and National Goals</b> (Document 54)</p> <ul style="list-style-type: none"> <li>Foreign language is an effective means and tool for entering and developing international markets.</li> <li>To realize immediate implementation of national modernization and industrialization, the foreign language proficiency of youth in Vietnam should be improved.</li> <li>Mutual respect and communication and information exchange for mutual understanding involving diverse societies, economies, and cultures can become a foundation for development of a common beneficial strategy for the entire world. People who command foreign language proficiency and can communicate in other cultural environments will be able to effectively build necessary information channels given this situation.</li> <li>Foreign language education and learning plays a major role in Vietnam's national education system.</li> </ul> <p>◆ <b>Measures to Strengthen Foreign Language Education</b> (Document 54)</p> <ul style="list-style-type: none"> <li>In 2008, the National Foreign Language 2020 Project (Project 2020) was approved. Foreign language education reform has been gradually rolled out from fields with a high priority (ICT, finance, tourism, economics).</li> <li>In 2018, all primary schools will introduce foreign language education from third grade onward, and by 2020 aim to have 90% of sixth graders receiving foreign language education.</li> <li>By the year 2020, it will be mandatory for a majority of students graduating from vocational school, college or university to command at least one foreign language.</li> </ul> | <p>◆ <b>Goals of Policies to Strengthen Foreign Language Education</b> (Japan Foundation 2014)</p> <ol style="list-style-type: none"> <li>Enable students to communicate in a foreign language with confidence and without relying on others in multilingual and multicultural environments</li> <li>Gain opportunities to utilize, learn, and work using various languages in multilingual and multicultural environments</li> <li>Realize the industrialization and modernization of the country and improve international competitiveness of the Vietnamese people</li> </ol> <p>◆ <b>Foreign Languages Approved for Study in Basic and Secondary Education</b> (Japan Foundation 2014)</p> <p>English, French, Chinese, Russian, Japanese, German</p> |
| Malaysia | <p>◆ <b>Background of Introducing Foreign Language Education</b> (Japan Foundation 2014)</p> <ol style="list-style-type: none"> <li>Look East Policy</li> <li>Teaching methods</li> <li>Vision 2020 (Economic Development Vision)</li> <li>Bridging knowledge</li> <li>International politics, economics</li> </ol> <p>◆ <b>3 Goals of Malaysian Language Education</b> (Document 15)</p> <p>As a multicultural and multilingual society, the country has a language environment that accommodates Bahasa Malaysia and English, as well as other languages.</p> <ol style="list-style-type: none"> <li>Develop an identity and pride as Malaysians through the use of Bahasa Malaysia.</li> <li>Acquire English, the international language of communication, in order to develop human resources that can thrive in a globalizing society.</li> <li>Provide opportunities for students to master additional languages.</li> </ol> <p>The Ministry of Education recommends the following languages as additional languages for all students to be able to study by 2025.</p> <ul style="list-style-type: none"> <li>Language for domestic communication: Chinese, Tamil, Iban, Kadazan</li> <li>Language for religion: Arabic</li> <li>Language for international communication: French (started in 1976), Japanese (started in 1984) and German (started in 1993)</li> </ul>  | <p>◆ <b>Goals of Japanese Language Education</b> (Japan Foundation 2014)</p> <ol style="list-style-type: none"> <li>To equip students with communicative competence in the language for their personal development, knowledge acquisition as well as developing social interaction.</li> <li>To prepare students with all the skills needed to be a global player in the 21st century.</li> </ol>   |

|             | 6. Approach to Education and Features of Curriculum   | 7. Features of Assessments  |
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| Indonesia   | <p>◆ <b>Approaches to Fulfilling Goals (Education Methods)</b><br/> <b>Mutual Interactive Learning Process</b> (Document 2)<br/> The learning process is ideally interactive, enlightening, and worthwhile in order to students' motivation to participate actively in learning and expand their independence, creativity, and autonomy based on the students' abilities and interests as well as physical and mental abilities.</p> <p><b>Proposal to use the Scientific Approach for learning</b></p> <ul style="list-style-type: none"> <li>• In order to constantly stimulate students' creativity and curiosity, the following learning models are recommended (Document 5):</li> <li>• Discovery Learning</li> <li>• Task-Based Learning</li> <li>• Problem-Based Learning</li> <li>• Emphasize that students themselves discover knowledge through learning activities based on the Scientific Approach. (Document 2, 5)</li> <li>• Guiding students to be able to gain knowledge through the following recommended learning activities. (Document 2) <ol style="list-style-type: none"> <li>1. Observing: Show or observe facts or phenomena using direct approaches or reproductive methods</li> <li>2. Questioning: Participate in discussion and Q&amp;A sessions in order to identify concepts, principles, rules, and theories</li> <li>3. Information gathering/Experimenting: Answer questions, collect data, and study data and other information sources</li> <li>4. Associating/Information processing: Raise awareness about data processing, dissertating, and inferecing</li> <li>5. Presentation/Networking: Address free and creative problems to think about ways to apply learning to unforeseen situations</li> </ol> </li> </ul> | <p>◆ <b>Assessment Criteria for 2013 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Assessments are activities that control, assure, and determine the quality of education and are a responsibility for implementing education. (Document 1)</li> <li>• Assessments under the 2013 curriculum must be based on the following principles. (Document 2) <ol style="list-style-type: none"> <li>1. Effective</li> <li>2. Objective</li> <li>3. Fair</li> <li>4. Integrated</li> <li>5. Public</li> <li>6. Holistic and continual</li> <li>7. Systematic</li> <li>8. Benchmarked</li> <li>9. Reliable</li> <li>10. Educational</li> </ol> </li> <li>◆ <b>Implementation of authentic assessment (<i>Penilaian Autentik</i>)</b> (Document 5) <ul style="list-style-type: none"> <li>• The authentic assessments is a comprehensive assessment.</li> </ul> </li> </ul> <p><b>Adopting Other Various Assessment Standards</b> (Document 2)</p> <ol style="list-style-type: none"> <li>1. Assessment of the attitude for learning: observation, self-assessment, peer-assessment, daily journals, etc.</li> <li>2. Assessment of knowledge: written examinations (multiple choice exams, essay-type exams), oral test (question list), tasks (individual/groups, homework/projects)</li> <li>3. Assessment of skills: performance tests, projects, products</li> </ol> |
| Thailand    | <p>◆ <b>Curriculum Features</b> (Document 38)</p> <p><b>Learner-Centered</b><br/> In order to achieve the above education and goals, the Basic Education Curriculum for 2008 strongly urges an approach focused on learners with the aim of ensuring that all people have the ability to learn and improve themselves.</p> <p><b>Versatility and Flexibility</b><br/> The core curriculum is limited to presenting a framework and is given flexibility to allow for tailoring to the actual conditions of the respective regional education. The core curriculum is established to enable accommodation to various formats of education, application to all learners, and easy transfer of learning outcomes and experiences.</p>  | <p>◆ <b>Assessment Criteria</b> (Document 38)<br/> Based on indicators of performance, it identifies what the students should know and what they should achieve at every education level.</p>   |
| Philippines | <p>◆ <b>K to 12 Guidelines</b> (Document 24)<br/> The curriculum shall:</p> <ol style="list-style-type: none"> <li>1. Be learner-centered, inclusive and developmentally appropriate</li> <li>2. Be relevant, responsive and research-based</li> <li>3. Be culture-sensitive</li> <li>4. Be contextualized and global</li> <li>5. Use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative</li> <li>6. Adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE)</li> <li>7. Use the spiral progression approach to ensure mastery of knowledge and skills after each level</li> <li>8. Be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts</li> </ol> <p>◆ <b>Materials and Resources</b> (Document 27)</p> <ul style="list-style-type: none"> <li>• As basic educational resources, resources such as instructional books, prototype class plans, sample coursework, or existing books, workbooks, and modules are provided to teachers.</li> <li>• At schools where Internet connection is available, the use of web-based resources and video materials is recommended. Existing textbooks are also used as appropriate.</li> </ul>  | <p>◆ <b>Assessment of Academic Success</b> (Document 27)</p> <ul style="list-style-type: none"> <li>• Assessment process is holistic and standard-based in each subject.</li> <li>• Weighted assessment: knowledge at 15%, process or skills at 25%, understanding at 30% and performance at 30%. Not just the learning of knowledge, but also student's stance and attitude towards learning and their performance is evaluated.</li> <li>• At the end of the quarter the student's grades are decided based on proficiency, with the results from each subject indicating final performance. Students can fulfill attainment targets and display their academic results.</li> <li>• The final grade for each learning area shall be reported as the average of the four quarterly ratings.</li> </ul> <p>◆ <b>Assessment of Student Personality Development</b> (Document 27)<br/> Personality Assessment (from a sample of a report card in grades 7-10) :<br/> Physical strength, arts, tolerance, honesty/integrity, autonomy, religious tolerance, understanding of human rights, peaceful cooperation, consideration for others, correct use of natural resources, cherishing cultural prosperity, leadership, and national identity</p>   |

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| <p>◆ <b>Policies to Further Foreign Language Education</b> (Document 54)<br/>The following policies have been proposed for Project 2020:</p> <ol style="list-style-type: none"> <li>1. Acquiring communication skills is cited as an essential goal of foreign language education, and communicative approaches will be used as a means to attaining this goal.</li> <li>2. Teachers, through classroom learning, will instruct students on how to express their thoughts in a foreign language more naturally and on a daily basis, and the use of students' mother tongue will be kept to a minimum during classes.</li> <li>3. The syllabus should also note that students will be provided with an opportunity to learn about the cultural heritage of the countries where the language is used as an official language, as well as about international society.</li> <li>4. The following opportunities should be provided for students: to live overseas through exchange programs, improve their foreign language proficiency, and have opportunities to deepen their understanding and familiarity with the culture, customs and lifestyle of that country.</li> </ol> <p>◆ <b>Other Policies for Furtherment</b> (Document 54)</p> <ol style="list-style-type: none"> <li>1. Ensuring the quality and quantity of foreign language instructors, building/diversifying employable human resources based on actual conditions</li> <li>2. Improving awareness of foreign language education and learning, implementing appropriate policies and rules</li> <li>3. Developing infrastructure and facilities essential to foreign language education and learning</li> <li>4. Strengthening international cooperation in the field of foreign language education and learning</li> <li>5. Developing a support environment for promoting youth use of foreign language and motivation for foreign language learning</li> </ol> | <p>◆ <b>Maintaining Assessment of Progress in a Foreign Language</b> (Document 54)</p> <ol style="list-style-type: none"> <li>1. Maintain a question bank to assess proficiency level in foreign language</li> <li>2. Creation of the framework of foreign language proficiency level (KNLNN)</li> </ol> <p>To assure the consistency of learning at each level of education, Vietnam has created a detailed proficiency assessment mechanism divided into six levels that corresponds to the level indicators used by the Association of Language Testers in Europe (ALTE) (an NGO that makes recommendations to the Council of Europe regarding language proficiency certification and assessment of academic achievement; it has been granted special consultative status as a United Nations NGO).</p> |
| <p>◆ <b>Features of New Secondary Level Curriculum (Planned 2017 Release)</b> (Document 15)</p> <ul style="list-style-type: none"> <li>• The new education curriculum (KSSM) set to be released in 2017 and the revised elementary school standard curriculum (KSSR), in line with the national education agenda, feature:       <ol style="list-style-type: none"> <li>1. A balance of knowledge and skill learning, which includes creative thinking, innovation, problem solving, and leadership is emphasized.</li> <li>2. Learner-centered approaches and individualized education are emphasized, and problem solving and project implementation approaches are valued.</li> <li>3. Certain important subjects and issues and formative evaluations are adopted.</li> <li>4. Advanced placement becomes possible.</li> <li>5. Annual learner standards (learning outcome goals) must be made clear to students and teachers.</li> </ol> </li> </ul> <p>◆ <b>Improved Education Provisions and Learning Support through ICT Implementation</b> (Document 15)</p> <ol style="list-style-type: none"> <li>1. Establish virtual learning environments, through which teachers, students, and parent/guardians share education resources, and conduct integrated two-way classes</li> <li>2. Make it possible for students to review subjects through the video library of best teachers (<i>Guru Cemerlang</i>) that streams classes on science, math, Malaysian, and English</li> <li>3. By using ICT, students will be able to study at their own pace and have access to subjects not found at their own school</li> <li>4. In 2013, all schools (10,000) will be equipped with Internet access and virtual learning environments</li> </ol>   | <p>◆ <b>Assessment</b> (Document 15)</p> <ul style="list-style-type: none"> <li>• Comprehensive assessments through national testing and school-based assessments (<i>Pentaksiran Berasaskan Sekolah</i>.)</li> <li>• Since students must solve problems by applying knowledge in various situations through critical thinking, academic surveys carried out by schools, too, must also similarly translate at the contents of the test to a higher-order of thinking skills.</li> <li>• The Ministry of Education also recommends proactive participation in international academic tests such as PISA and TIMSS.</li> </ul>  |

## 8. Overview of Japanese Language Education at Secondary Schools in 5 ASEAN Countries

### ◆ Number of the Institutions Offering Japanese and Number of Learners at Secondary Education Level in Each Country in 2012 (Japan Foundation 2013)

| Country     | Institutions | Learners |
|-------------|--------------|----------|
| Indonesia   | 2,049        | 835,938  |
| Thailand    | 325          | 88,325   |
| Philippines | 27           | 5,382    |
| Vietnam     | 28           | 5,496    |
| Malaysia    | 110          | 17,034   |

#### 【Philippines】

- Foreign languages other than English, including Japanese language, have just been introduced to secondary schools since 2009. The number of Japanese language learners at the secondary education level in the Philippines in the 2012 survey has doubled since the previous survey in 2009. (Japan Foundation 2013)

#### 【Vietnam】

- Japanese language education was introduced in 2003 as a joint project based on an agreement between the Ministry of Education and Training and the Embassy of Japan in Vietnam. As of 2014, Japanese has been introduced and offered as a first and second foreign language in several major cities. (Japan Foundation 2014)
- The reasons behind implementation of Japanese language into secondary education are to give students opportunities attain a higher level of Japanese language proficiency at the higher education and to meet the demands from the workplaces for students after the graduation of secondary education or higher education. (Japan Foundation 2014)
- The number of Japanese language learners at the secondary education level in Vietnam in the 2012 survey was 5,496, which is more than 1.5 times the number from the previous survey carried out in 2009. (Japan Foundation 2013)

#### 【Malaysia】

- As of 2015, Japanese language education is carried out according to the goals, syllabus, and assessment criteria found in “KBSM (Document 14)”.
- The number of Japanese language learners at the secondary education level in Malaysia in the 2012 survey accounts for more than half of all Japanese language learners in the country. (Japan Foundation 2013)

### ◆ Situation of Japanese Language Education

#### 【Indonesia】

- As of September 2014, 271 high schools offer Japanese language as an elective for each grade level. 10th grade students (first year of high school) take three 45-minute classes weekly, while 11th and 12th grade students take four 45-minute classes weekly. (Japan Foundation 2014)

#### 【Thailand】

- The conclusion of the Japan-Thailand Economic Partnership Agreement (JTEPA) in 2007 has increased opportunities for more people to engage in economic activities with Japan, raising demand for human resources who have advanced Japanese proficiency. (Japan Foundation 2014)
- With the establishment of WCSS in 2010, the number of schools offering a second foreign language as an elective course has increased, and as a result, the number of students studying Japanese language has increased at the secondary level. (Japan Foundation 2013)

## Appendix 2: List of Documents on Education Policies in 5 ASEAN Countries

**Notes:**

Upper: translated titles from the original languages. Translation is done by the author of this publication.

Lower: original titles with URL if available.

### Indonesia

Document 1: Republic of Indonesia Presidential Order 2013 No. 32: Legislative Decree on National Standards, Revision of 2005 No. 19 and Commentary, 2013

Peraturan Pemerintah Republik Indonesia, Nomor 32 Tahun 2013 : Tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, 2013

Document 2: Republic of Indonesia Ministry of Education and Culture Order 2013 No. 81A: Implementation of Curriculum, 2013

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, Nomor 81A Tahun 2013: Tentang Implementasi Kurikulum, 2013.

Document 3: Republic of Indonesia Ministry of Education and Culture Order No. 69 of 2013: Basic Framework and Structure of Curriculum for General High Schools and Religious High Schools

Peraturan Menteri Pendidikan dan Kebudayaan, Republik Indonesia, Nomor 69 Tahun 2013 : Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah Lampiran

Document 5: Learning Japanese using a Scientific Approach (high school), Republic of Indonesia Ministry of Education and Culture General High School Supervision Bureau, 2014

Membelajarkan Kompetensi Kurikulum 2013, Mata Pelajaran Bahasa Jepang Melalui Pendekatan Saintifik, 2013

### Thailand

Document 38: Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Ministry of Education, Kingdom of Thailand, 2008

Document 45: Approaches to Learning and Education; Revision of School Standards, Office of the Basic Education Commission, Ministry of Education, Kingdom of Thailand, 2012

“แนวทางการจัดการเรียนการสอน,ในโรงเรียนมาตรฐานสากล, ฉบับปรับปรุง”, กระทรวงศึกษาธิการ, 2012

Document 46: Basic Education in Thailand: Universal Right – Not Charity, Ministry of Education, Kingdom of Thailand, 2012

### Philippines

Document 24: Republic of the Philippines Fifteenth Congress: Republic Act No. 10533.Enhancing Basic Education Act of 2013, 2013

<<http://www.gov.ph/2013/05/15/republic-act-no-10533/>> referred to on September 1, 2015

Document 26: K to 12 Toolkit -Reference Guide for Teacher Educators, School Administrators and Teachers-, SEMEO/INNOTECH, 2012

<<http://www.gov.ph/downloads/2012/201209-K-to-12-Toolkit.pdf>> referred to on September 1, 2015

Document 27: Department of Education Order No.31 s.2012: Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum Effective School Year 2012-2013, Department of Education, Philippines, 2012

<<http://www.deped.gov.ph/orders/do-31-s-2012>> referred to on September 1, 2015

Document 28: Department of Education Order No.55 s.2009: Guidelines On Offering Foreign Languages Like Spanish, French, And Nihongo (Japanese) As Elective Subjects in the Third and Fourth Year Levels of High School, Department of Education, Philippines, 2009

<<http://www.deped.gov.ph/orders/do-55-s-2009>> referred to on September 1, 2015

Document 29: Department of Education Memorandum No. 560 s.2008: Special Program in Foreign Language, Department of Education, Philippines, 2008

<[http://www.deped.gov.ph/sites/default/files/memo/2008/DM\\_s2008\\_560.pdf](http://www.deped.gov.ph/sites/default/files/memo/2008/DM_s2008_560.pdf)> referred to on September 1, 2015

Document 30: Department of Education Order No. 46 s.2012: Policy Guidelines on the Implementation of Special Curricular Programs at the Secondary Level, Department of Education, Philippines, 2012

<<http://www.deped.gov.ph/orders/do-46-s-2012>> referred to on September 1, 2015

### **Vietnam**

Document 50: Secondary Education in Vietnam, Nguyen Van Trang, Website of Ministry of Education and Training, Vietnam (Updated on October 12, 2006)

Document 54: National Foreign Language 2020 Project, 2008

ĐỀ ÁN, DẠY VÀ HỌC NGOẠI NGỮ TRONG HỆ THỐNG GIÁO DỤC QUỐC DÂN GIAI ĐOẠN 2008-2020, 2008

### **Malaysia**

Document 14: Secondary School Curriculum: Commentary Book on Middle School Curriculum (KBSM) Malaysian Ministry of Education Curriculum Development Center, 1992

Kurikulum Bersepadu Sekolah Menengah: Buku Penerangan Kurikulum Bersepadu Sekolah Menengah, Pusat Perkembangan Kurikulum Kementerian Pendidikan Malaysia, 1992

Document 15: Malaysian Ministry of Education: Malaysia Education Blueprint 2013 - 2025, Preliminary Report, September 2012

<<http://www.moe.gov.my/userfiles/file/PPP/Preliminary-Blueprint-Eng.pdf>> referred to on June 18, 2015

\* The updated document as of September 2015 can be downloaded from the link below.

<[http://www.moe.gov.my/cms/upload\\_files/articlefile/2013/articlefile\\_file\\_003108.pdf](http://www.moe.gov.my/cms/upload_files/articlefile/2013/articlefile_file_003108.pdf)> referred to on Sept. 1, 2015

### Appendix 3: References

**Notes:**

(J) : written in Japanese

(\*) : Original title in Japanese. Translation is done by the author of this publication.

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- Griffin, P., McGaw, B., & Care E., (2011). *Assessing and Teaching of 21st Century Skills*. Germany: Springer. (in Japanese: Miyake, N. ed. (2014). *Assessing and Teaching of 21st Century Skills*. Kyoto: Kitaohji-shobo)
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<[http://www.moj.gov.vn/vbqp/en/Lists/Vn%20bn%20php%20lut/View\\_Detail.aspx?ItemID=10475](http://www.moj.gov.vn/vbqp/en/Lists/Vn%20bn%20php%20lut/View_Detail.aspx?ItemID=10475)>  
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- National Institute for Educational Policy Research (2013a). *Basic Research on the Curriculum Organization Report 4: Curriculum Standards of Countries around the World*. Tokyo: National Institute for Educational Policy Research, (J)(\*)
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