



Japanese-Language Education Overseas

Students of Japanese gain an understanding and appreciation of Japan in addition to knowledge of its language. The Japan Foundation encourages teaching of the Japanese language around the world, and ensures the quality of the education that students receive. Programs include organizing the JLPT, developing teaching materials, supporting new Japanese courses, and providing local and Japan-based training programs for Japanese-language teachers.

Japanese-Language Education Overseas

Promoting Japanese-Language Education Overseas

The construction of a basic foundation for Japanese-language education is a significant part of the Japanese-language education programs. Activities include sharing expertise, conducting a survey of overseas Japanese-language institutions, and creating opportunities for information exchange.

Support for Teachers and Institutions

As guidance from a single teacher can influence a number of students, the Japan Foundation conducts programs aimed at enhancing the teaching skills of educators who teach the Japanese language outside Japan. The Japan Foundation also provides grants to Japanese-language institutions overseas and supports events to promote Japanese-language education.

Support for Learners

The Japan Foundation provides both direct and indirect support for learners. Indirect support involves efforts to enhance the Japanese-language learning environment, including creating learning materials and training future teachers. Direct support involves training for people required to learn Japanese for their profession, including diplomats, public officials, other public sector employees, and researchers.



Dispatch of Specialists/Support for Institutions and Projects

The Japan Foundation dispatches Japanese-language specialists and assistant teachers to foreign educational institutions worldwide. The Foundation provides grants for Japanese-language courses run by overseas NPOs, Japanese speech contests abroad, academic meetings and workshops on Japanese-language education, and training programs for teachers.

Survey on Japanese-Language Education Abroad

With the collaboration of Japan Foundation offices around the world, Japanese embassies, consulates, and other entities, a global survey of institutions providing Japanese-language education is conducted every three years. This is the world's only large-scale survey on Japanese-language education. The results of the survey are frequently quoted by the media.

JF Standard/Japanese-Language Teaching Materials

The Japan Foundation continues to develop the JF Standard for Japanese-Language Education as a tool to examine teaching, learning, and assessment, and it plays a core role in helping to develop infrastructure for overseas Japanese-language education. The Foundation also develops, manages, and deploys online and audio-visual Japanese-language teaching materials.

JF Nihongo Network "Sakura Network"

The Sakura Network is a global network linking the core Japanese-language institutions and teacher associations to promote the language and improve the quality of Japanese-language education. The Japan Foundation's overseas offices and organizations promoting Japanese-language education join forces to support Japanese-language education worldwide.

Training for Japanese Teachers Abroad (Japanese-Language Institute, Urawa)

The institute provides advanced training for non-native Japanese-language teachers who are already at the helm or soon will be and programs for teachers with little experience to enhance their Japanese-language skills and teaching methodology. The institute offers different training programs for teachers with different skills and experience.

Japanese-Language Proficiency Test (JLPT) (Center for Japanese-Language Testing)

The JLPT is administered simultaneously in Japan and abroad twice a year to evaluate and certify the Japanese proficiency of non-native speakers. In 2010, about 610,000 people, from elementary school students to adults, in 58 countries/regions took the test for different purposes such as for employment, promotion, or university entrance.

Training for Overseas Japanese-Language Learners (Japanese-Language Institute, Kansai)

The institute provides training programs for those who are influential in bonding ties between Japan and their countries, such as diplomats, public officials, researchers, and graduate students. The institute also invites foreign university and high school students who excel in Japanese to Japan.



1.Students participating in the Japanese-Language Program for Overseas Students (Partner University Students) conducted by the Japanese-Language Institute, Kansai, watched Sumo / 2.Students studying Japanese at Kenya's Kenyatta University enjoying the experience of preparing Japanese cuisine in class [Nairobi, Kenya] / 3.High school students playing a Japanese game [Manitoba, Canada] / 4.A Japanese-language class offered at the Japan Foundation, Kuala Lumpur [Kuala Lumpur, Malaysia] / 5.Participants in the Training Programs for Teachers of the Japanese Language conducted by the Japanese-Language Institute, Urawa visited Nara / 6.A workshop for members of a Japanese-language teacher association [Padang, Indonesia] / 7.A man being interviewed by the media at a ceremony to celebrate the publication of the *Basic Japanese-Arabic Dictionary* [Cairo, Egypt] / 8.Students studying Japanese at Baku State University formed an Origami club [Baku, Azerbaijan]

Dispatch of Japanese-Language Specialists and Expansion of Networks among Overseas Japanese-Language Teachers

■ Japanese-Language Specialists Play Important Roles Abroad

The Japan Foundation dispatches Japanese-language specialists around the world to help Japanese-language education take root and function independently abroad. The missions of these specialists include training local teachers, giving advice on curriculum development and teaching materials, supporting initiatives for networking among teachers, and giving Japanese-language classes. In fiscal 2010, a total of 101 Japanese-language specialists were dispatched to 39 countries.

To carry out their daily activities, the specialists need to build networks with locals involved in Japanese-language education. Take for example the 19th Ankara Japanese Speech Contest held in October 2010 as part of "Japan Year 2010 in Turkey." Japanese-language specialists sent to Middle Eastern countries joined forces with locals involved in Japanese-language education and managed to broadcast the contest live on the Internet. About 1,500 viewers watched the world's first live coverage of a Japanese speech contest, and we received a large number of comments from people in the Middle East and elsewhere. To help build and reinforce networks among local Japanese-language teachers, dispatched specialists make use of IT in Japanese-language education, as exemplified by the online distribution of videos of interviews with people involved in Japanese-language education. As mentioned above, helping to set up and reinforce the network of teachers is one of the important missions of Japanese-language specialists.

■ Support for Japanese-Language Education Projects Abroad

The JF Nihongo Network, also known as the "Sakura Network," is a global network linking the Japan Foundation's overseas offices and core Japanese-language institutions and teacher associations working in cooperation with the Japan Foundation. The network is aimed at promoting Japanese

language and improving the quality of Japanese-language education abroad. We started building the network in 2008 and set the goal of increasing the number of core members to 100 by the end of fiscal 2010. The objective was accomplished with 102 institutions from 33 countries and one region taking part in the network as of the end of March 2011. Sakura Core Projects are organized to make greater use of the network, and the overseas offices of the Japan Foundation implement a variety of Japanese-language programs and provide support to other core members' programs with a strong outreach effect that can lead to growth, expansion, and broader use of Japanese throughout their entire country or region.

In fiscal 2010, after an extensive review of the grant programs for Japanese-language institutions in countries without an overseas office of the Japan Foundation, the Grant Program for Japanese-Language Education Activities was newly launched to cater to the individual needs of each country and region.

The Second Seminar of Japanese-Language Education in Central America and the Caribbean, one of the projects granted by the program, was conducted in fiscal 2010 by the Central American and Caribbean Network of Japanese-Language Education. This network was created in 2009 by countries in the region that do not have many Japanese-language learners, with the aim to develop their own Japanese-language education in cooperation with each other. Japanese-language teachers from eight countries—Cuba, the Dominican Republic, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama—participated in the seminar. The network enables Japanese-language teachers working in isolated environments to know that there are counterparts in other countries, and that they can exchange information, share problems and concerns, and ask for advice. The establishment of the seminar and network encourages teachers to continue to engage in Japanese-language education in their own environment.



Left: A Japanese-language class of secondary education in India
Middle: MNB's *Radio Japanese Lessons* in Mongolia
Right: Japanese-language teachers of Universit of Kelaniya, Sri Lanka

Launch of the Renewed JLPT

The Japanese-Language Proficiency Test (JLPT) evaluates and certifies the Japanese proficiency of non-native speakers. The test is offered twice a year at test sites worldwide with the collaboration of local host institutions.

(In Japan, the JLPT is administered by Japan Educational Exchanges and Services, the co-organizer of the test, and in Taiwan it is administered by the Interchange Association, Japan, with which the Japan Foundation began co-organizing the test in 2010.)

■ Start of the New JLPT

The JLPT has been offered for more than a quarter century since it was launched in 1984. In recent years, as test applicants have become more diverse, the JLPT results have also been used in more diverse ways, for example, as a requirement for university entrance examinations and qualification tests, and as criteria for screening job applicants and making decisions about promotions and pay raises. Given these circumstances, a revised version of the test was launched in 2010 to take full advantage of the most advanced research in Japanese pedagogy and testing theory, and to reflect the vast wealth of data accumulated since the original test was launched.

[Key Points of the New JLPT]

1) Increased focus on communicative competence

The new test places importance not only on a learner's knowledge of Japanese language, including vocabulary and grammar, but also on their competence in using this knowledge in practical communication.

2) Choice of five test levels

The new test is offered at five levels (N1, N2, N3, N4, and N5) instead of the previous four levels (Level 1, Level 2, Level 3, and Level 4), enabling examinees to choose a level best suited to them.

3) More accurately measures Japanese competency with scaled scores

The new test adopts a new scoring method to more accurately

reflect the examinees' Japanese-language competence. Scores are calculated as "scaled scores" instead of raw scores.

4) What you can do in Japanese is easily visualized

The "Japanese-Language Proficiency Test Can-do Self-Evaluation Report" will be presented to help examinees and those around them visualize "what successful JLPT examinees can do with their Japanese skills at each test level."

■ New JLPT Taken by 420,000 People Abroad

In 2010, the Japan Foundation administered the new JLPT abroad twice, on July 4 and on December 5, and in total about 420,000 people took the test. The July test covering three levels from N1 to N3 was held in 80 cities in 13 countries and regions abroad and Japan. In the 12 overseas countries where the foundation administered the test, roughly 186,000 people applied for the test and about 154,000 actually took it. (The July test was held in 10 countries and 21 more cities than in 2009.)

The December test covering all five levels was held in 221 cities in 58 countries (including Japan) and regions. In the 56 overseas countries where the foundation administered the test, about 314,000 people applied for the test and about 267,000 actually took it. Three countries—Portugal, the Czech Republic, and Morocco—and six cities—Goyang and Bucheon in South Korea, Philadelphia and Boston in the United States, Venice in Italy, and Hamburg in Germany—became new venues.

■ Renewal of JLPT's Official Website

With the launch of the new JLPT, its official website (<http://www.jlpt.jp/>) was renewed. Now you can try sample questions of the new JLPT in an e-learning platform and refer to FAQs about the new test. You can also obtain information about, for example, test site cities and the registration process, and view the website in more languages. In fiscal 2010, Japanese, English, and simplified Chinese versions were made available. The website was accessed 3.57 million times (page views) during the period from July 2010, when it was renewed, to the end of March 2011.



Above: A JLPT venue in Warsaw
Right: JLPT's renewed official website



Overseas Japanese-Language Teachers Trained and Overseas Learners Given Japanese-Language and Culture Lessons

■ Training Program for Japanese-Language Teachers Overseas

One of the main pillars of the Japan Foundation's Japanese-language education overseas activities is support for teachers. The 2009 "Survey of Overseas Organizations Involved in Japanese-Language Education" conducted by the Japan Foundation found that Japanese-language education overseas faces problems not only in the shortage of teachers, but also in their poor teaching skills and command of Japanese, and the shortage of teaching materials as well. To deal with these problems, the Japan Foundation Japanese-Language Institute, Urawa, supports overseas-based Japanese-language teachers through training programs and the development of teaching materials and educational curriculum.

Since its establishment in 1989, the institute has welcomed over 8,000 trainees, building a considerable reputation as a training facility for foreign Japanese-language teachers.

In fiscal 2010, the institute provided 19 training programs varying in duration from two weeks to one year, and 425 Japanese-language teachers from 56 countries participated in those programs.

■ 2010 Long-Term Training Program for Japanese-Language Teachers

The Long-Term Training Program for Teachers of the Japanese-Language is a six-month program targeting young foreign Japanese-language teachers with teaching experience of six months to five years; in fiscal 2010, 53 teachers from 33 countries participated in the program. Trainees in the program not only take courses in Japanese language and teaching methodology, but are also given opportunities to experience aspects of Japanese culture such as calligraphy, Origami, Ikebana, Kitsuke (kimono dressing), tea ceremony and Japanese dance, and to go on study tours to Nikko and throughout the Kansai region.

To take advantage of their stay in Japan, the 53 participants

worked hard to improve their command of Japanese and to have a better understanding of Japanese society and culture.

■ Forty Foreign-Service Officers and Public Officials Trained at the Japanese-Language Institute, Kansai

Another main pillar of Japanese-language education promotion is support for Japanese-language learners. The Japan Foundation Japanese-Language Institute, Kansai, established in 1997, provides Japanese-language programs for overseas specialists whose jobs require a good command of Japanese, and also for university and high school students studying Japanese overseas. It is also involved in e-learning development such as the *Japanese in Anime and Manga* website.

The programs for foreign-service officers and public officials are conducted with the cooperation of Japan's Ministry of Foreign Affairs, inviting the foreign ministries of other countries to send young foreign service officers, public officials, and other public sector employees to the institute for eight months of training in Japanese language and Japanese affairs. In fiscal 2010, 40 specialists from 37 countries took part in the programs.

The Japanese-language courses are designed to cater to the needs of trainees likely to be assigned to a diplomatic mission to Japan or an official organization handling work related to Japan. As these courses aim to impart communicative competence that would be useful for such work, the curriculum is prioritized towards oral communication. The training also includes lectures by specialists, cultural experiences, visits to governmental, business, and cultural organizations, and study tours. These activities are designed to allow participants to familiarize themselves with Japanese society and culture, and to construct their own networks in Japan.

Of the 628 foreign service officers (fiscal 1981-2010) and 109 public officials (fiscal 1997-2010) who enrolled in the training programs, 202 were assigned to their country's embassy in Japan (as of October 2009) and seven became their country's ambassador to Japan (as of December 2010).



Above: Trainees at the Japanese-Language Institute, Urawa
Right: Visiting undergraduates to learn Japanese



JF Teaching Materials Expanded with New Publications and Made Available in More Languages

■ Pilot Edition of *Marugoto: Japanese language and culture A1 (Starter)* Produced

Marugoto: Japanese language and culture A1 (Starter), a pilot edition of Japanese-language teaching material based on the “JF Standard for Japanese-Language Education,” was developed to present practical models of “Japanese for mutual understanding”—the principle of the JF Standard—and to enable users to acquire Japanese for communication with other Japanese speakers regardless of nationality and race, competence in accomplishing tasks in cooperation with others, and competence in Japanese to become a more cultured person with multiple viewpoints and new perspectives on their own country.

■ The WEB Version of *Erin’s Challenge! I can speak Japanese*. Available in Four More Languages

With more than three million hits (page views) from 176 countries and regions in less than a year since it was launched, the WEB version of *Erin’s Challenge! I can speak Japanese* has been used by a large number of people interested in Japanese language and culture. Japanese and English versions were previously available, and in fiscal 2010, four more languages versions—Spanish, Portuguese, Chinese, and Korean—were produced.

■ Whole Volumes of the *Nihongo Kyojuho Series* Now Available

The *Nihongo Kyojuho Series* is a teaching material on how to teach Japanese compiled by the Japan Foundation based on its many years of hands-on experience of training overseas Japanese-language teachers. The series is written by lecturers who have instructed trainees and covers almost all subjects on the methodology of teaching Japanese. With the 3rd, 10th, and 12th volumes published in fiscal 2010, publication of the series is now complete.

■ *Japanese in Anime and Manga Website*—Spanish, Korean, and Chinese Versions Released

Japanese anime and manga, perhaps the best known elements of Japan’s pop culture, are winning high favor with young people around the world and motivating many to start learning Japanese. To reach those Japanese learners, the Japan Foundation launched the e-learning site *Japanese in Anime and Manga* in February 2010 to offer a fun way to learn Japanese and discover Japanese culture.

The website is designed for Japanese-language learners ranging from beginners to advanced learners who enjoy Japanese anime and manga. As it gives many of the expressions actually used by characters in anime and manga popular overseas, users can learn a vivid style of Japanese not found in the usual textbooks and dictionaries. The website also offers quizzes and games as fun ways to learn, and allows users to choose their own preferred study contents and methods according to their own level and interests. In addition, they can learn not only distinctive expressions unique to eight character types typically seen in anime and manga, but also phrases and onomatopoeia (sound FX) frequently encountered in four popular anime/manga genres (love, school, ninja, and samurai) and their background cultural information as well.

The English version was previously available, and in fiscal 2010, three more languages versions—Spanish, Korean, and Chinese—were released. With the number of visitors constantly increasing, the website has been accessed about 2.6 million times (page views) from 186 countries and regions (as of March 31, 2011) since its launch. In addition, at sites including the Japan Foundation’s booths at Japan Expo in Paris and in pop culture events in Australia, Spain, and elsewhere, the *Japanese in Anime and Manga* website is used as a tool to link Japan’s anime/manga culture and Japanese-language learning.



Above: *Japanese in Anime and Manga*
Left: The *Nihongo Kyojuho Series*

Survey of Overseas Japanese-Language Education 2009 and JF Standard Made Available

■ Preliminary Results of the 2009 Survey on Japanese-Language Education Abroad Made Public

The Japan Foundation conducts the worldwide “Survey of Organizations Involved in Overseas Japanese-Language Education” every three years to exactly grasp the present condition of overseas Japanese-language education, and to make good use of the results in the planning and implementation of Japanese-language education programs.

The survey is carried out with the collaboration of the Japan Foundation’s overseas offices, Japanese-language specialists dispatched around the world, Japanese embassies/consulates, and organizations that the Japan Foundation supports. With the aim to serve as a tool to help people involved in Japanese-language education build networks through information exchange, the survey provides basic data and information on Japanese-language education abroad obtained from questionnaire surveys on the number of students and teachers, purpose of study, and problems and concerns in teaching.

The results of the 2009 survey showed that the number of overseas Japanese-language students had increased sharply to 3.65 million worldwide, and that the learning environments and purpose of study were diversifying. The survey results are referred to by a large number of people and organizations at home and abroad, including researchers, institutions with an interest in Japanese language, and international exchange groups. In fiscal 2010, the preliminary results of the 2009 survey were made public, and a report on the results of detailed data analysis was published.

The Japan Foundation’s website provides “Information on Japanese-Language Education by Country/Region,” which is compiled based on the survey, and contains the latest information on trends in Japanese-language education, educational systems, textbooks, syllabuses, teachers, and students. It is also widely used as an information source not only by Japanese-language teachers, but also in class at

universities conducting policy research on Japanese-language education, and by students who desire to become a Japanese-language teacher.

■ JF Standard for Japanese-Language Education 2010 and Related Websites Augmented

We took various steps to enhance the content and improve the user-friendliness of the “JF Standard for Japanese-Language Education (JF Standard) 2010,” developed as a tool to help examine how to teach and learn Japanese, and how to evaluate learning outcomes. The JF Standard was made public at the end of March 2010.

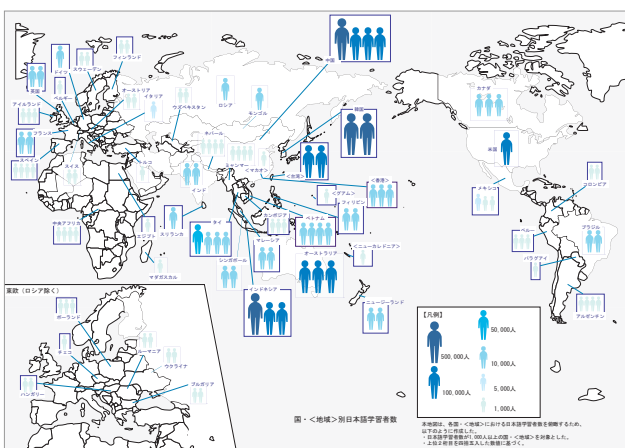
In July 2010, booklet versions of the *JF Standard 2010* and *JF Standard 2010 User’s Guide*, which explains in greater detail how to use the JF Standard, were published. Both are uploaded onto the JF Standard’s website in PDF format and can be downloaded for free.

The *Minna no “Can-do” Website* was upgraded with new features. Now users can draw up “My Can-do statements” and analyze their “Can-do folder,” and Japanese-language teachers and learners can make use of the website in more practical ways. To help users take advantage of these new features in their study of Japanese, more “JF Can-do statements” were added mainly to levels A1 and B2 on the JF Standard’s website and the *Minna no “Can-do” Website*.

In order to have the JF Standard widely used, we will continue to provide information both in print and online while upgrading the functions of the websites.

■ Japanese-Language Education Provided for Nurse/Certified Care Worker Candidates Coming to Japan

Since 2008, Japan has been receiving candidates for nurses and certified care workers from Indonesia and the Philippines under Economic Partnership Agreements (EPA) with the two countries. The Japan Foundation provides them with three-month preparatory Japanese-language education programs before coming to Japan.



Above: Report on Japanese-Language Education Abroad
Left: Number of Japanese-language students