



Japanese-Language Education Overseas

We hope to make Japanese-language education familiar and available to as many people as possible and help learners continue learning. To this end, we support building the infrastructure and environments suitable for Japanese-language education. With overseas national and local governments and educational institutions, we develop programs suiting their respective educational environments, policies, and students' objectives.





Japanese-Language Education Programs Overseas

Building Japanese-Language Education Infrastructure Overseas

We build basic infrastructure and environments around the world for more learners to have more Japanese-language education opportunities. It also contributes to help instructors find useful teaching resources.

>>>P.23



Country/Region-Specific Japanese-Language Education

Educational environments may vary from town to town; learners have their own objectives and goals. We tailor Japanese-language education courses and textbooks to suit the respective country or region's needs.

>>>P.27



Promoting the JF Standard

JF Language Course

Online Education Tools

Japanese-Language Proficiency Test (JLPT)



Sending Japanese-Language Specialists Overseas

Japanese-Language Education Support Projects

Japanese-Language Education for Healthcare Worker Candidates under EPAs

Training for Overseas Teachers and Learners



Building Japanese-Language Education Infrastructure Overseas

Promoting the JF Standard for Japanese-Language Education

To understand each other in a form of language, two competences are important: one is in accomplishing tasks and the other is in intercultural understanding obtained by broadened views through experiences in diverse cultures.

Based on this principle, the Japan Foundation developed the JF Standard for Japanese-Language Education (JF Standard) as a tool to help think about teaching, learning and assessment in Japanese. To publicize and promote the JF Standard, we have provided information widely and presented possible uses through seminars and workshops at home and abroad.

In fiscal 2013, second printings of the second editions of the JF Standard for Japanese-Language Education 2010 and the JF Standard 2010 User's Guide were published and distributed at the above-mentioned occasions. We also launched a new page on the JF Standard website introducing a series of coursebooks titled "*Marugoto: Japanese Language and Culture*" (hereinafter, "*Marugoto*"), designed based on the JF Standard. The page has been improved in order for the website's users to get familiar with *Marugoto* as well as for *Marugoto* users to know more about the information on the JF Standard. Further, 56 "JF Marugoto can-do statements" describing *Marugoto*'s learning objectives were added to the *Minna no "Can-do"* website to expand the site's database.

In addition, we provided grants for seminars, workshops, surveys and symposiums, and dispatched instructors to explain and demonstrate possible uses and practical application examples of the JF Standard.

■ Publication and sale of *Marugoto: Japanese Language and Culture*

The coursebook *Marugoto* was developed by the Japan Foundation based on the JF Standard as a framework for assessing Japanese ability, setting levels of study, setting learning goals and evaluation methods. The word *Marugoto* means "whole" or "everything", and was chosen as the title of the coursebook because the course encompasses both language and culture, features communication between people in a range of situations, and allows users to experience a variety of aspects of Japanese life and culture. With these

concepts of *Marugoto, Starter A1* - the first coursebook was offered for sale in September 2013.

In November a seminar for introducing *Marugoto*'s contents and teaching methods was held in Tokyo, and in December in Osaka.

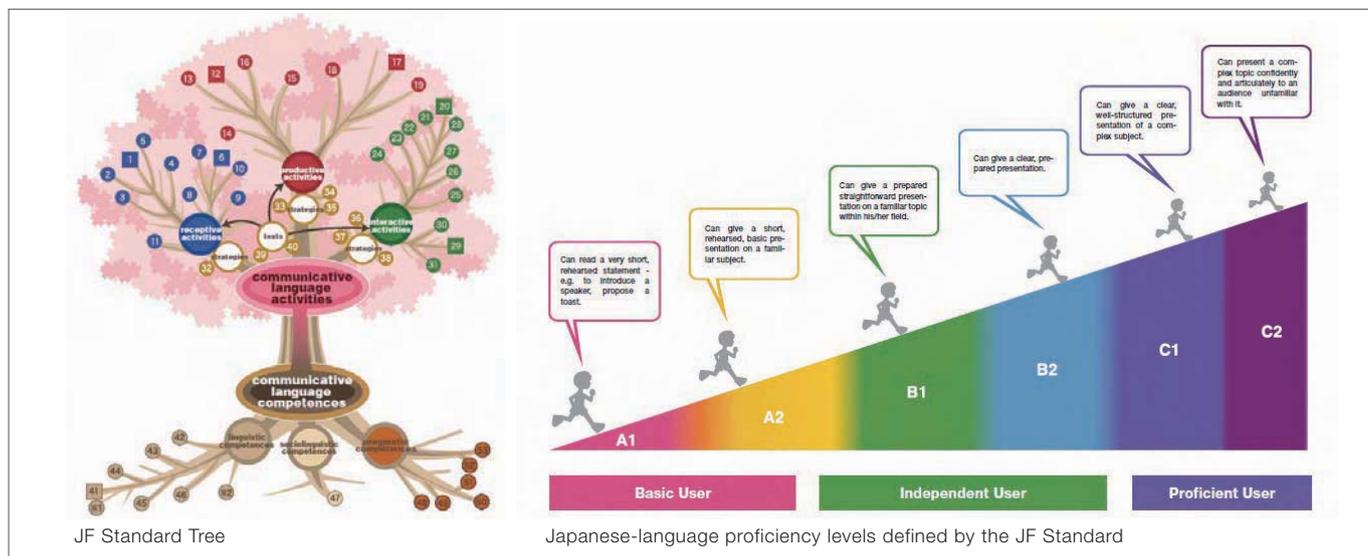
We are currently aiming to offer for sale in the following levels: Elementary 1 A2, Elementary 2 A2, Pre-intermediate A2/B1, and to publish trial version of Intermediate 1 B1.



Marugoto: Japanese Language and Culture (Starter A1 - coursebook for communicative language activities: Katsudo / coursebook for communicative language competences: Rikai)



A situation of the seminar for introducing *Marugoto Starter A1* in Osaka (on 14 December 2013).



JF Language Course

The new type of Japanese-language course conforming to the JF Standard is a Japanese-language learning model that makes learning and teaching Japanese easy. We also emphasize comprehensive learning of language and culture and promote mutual understanding through Japanese-language education.

To meet the current needs of Japanese-language education overseas, we have been expanding the Japanese-language course (JF Language Course) since 2011 to also target the general public.

The *Japanese-Language Education Institution Survey* conducted in fiscal 2012 found that the number of people learning Japanese overseas had increased. Rather than studying Japanese for a practical purpose such as studying or working in Japan, many of them were pursuing a personal interest in the language or in Japanese pop culture such as J-pop music, anime, and manga. This segment has increased compared to the previous survey's number.

Taking this into consideration, the JF Language Course has introduced a new curriculum based on the JF Standard. The course has thus been expanded and revamped. By integrating *Marugoto: Japanese Language and Culture*, the course now emphasizes the understanding of Japanese culture more than ever before.

In fiscal 2013, over 16,000 people took the JF Language Course at the Japan Foundation's 23 overseas branches and seven Japan Centers. In fiscal 2014, the JF Language Course will be offered in Cambodia so they can learn the Japanese language and culture.



Cultural Japanese Course

Backed by the Japan Foundation's cultural exchange activities, the JF Language Course offers cultural field trips besides classroom lessons. Students can see and experience music, movies, art, food, and other Japanese culture. We hold interactive programs on contemporary Japanese culture and provide information about Japan. This is what we call the "Cultural Japanese Course." By having cultural experiences, students can broaden their views of Japanese culture and attain a deeper understanding.

The Japan Foundation, New Delhi held the "Learning Japanese with Maiko" lecture and demonstration by two maikos and their okami manager in February 2014. They demonstrated Japanese buyo dance and tea ceremony. The okami explained about the geisha world, the maiko's clothing, and taught some expressions from the Kyoto dialect. A Q&A session with the maiko also made it eventful to standing-room-only crowds each time.

Since many Japanese companies have expanded to India in recent years, local interest in Japanese culture and language has been increasing. However, people in India still have few opportunities to directly encounter Japanese culture and Japanese people. This maiko event therefore became a precious and memorable opportunity for many local people who saw the maiko's dances, mannerisms, and speech in person. The experience was something that can never be experienced through the Internet or other media.



Survey Report on Japanese-Language Education Abroad 2012

Every three years, the Japan Foundation conducts a worldwide survey called *Japanese-Language Education Survey*. It is to grasp the current state of Japanese-language education and to help formulate future policies. The survey was conducted in 2012 and the results have been summarized in a publicly available report called *Survey Report on Japanese-Language Education Abroad 2012*.

This 2012 edition of the Survey Report (main book) and summary booklets in Japanese and English were published in fiscal 2013. Summary excerpts were also published separately.

The summary excerpts are available online:

<http://www.jpf.go.jp/e/japanese/survey/result/survey12.html>



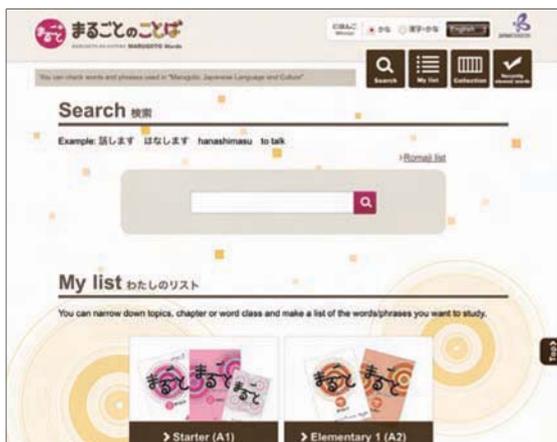
Online Education Tools

Our website for assisting Japanese-language teachers provides content for making teaching materials and an online forum for knowledge sharing among teachers. We also have a website for learners to compliment whatever they are learning.

Spanish Version of *Marugoto+ Starter (A1)* and Sister Site *Marugoto no Kotoba Online*

A Spanish version of the *Marugoto+ Starter (A1)* website has opened to assist learners using *Marugoto: Japanese Language and Culture*. It joins the existing Japanese and English versions.

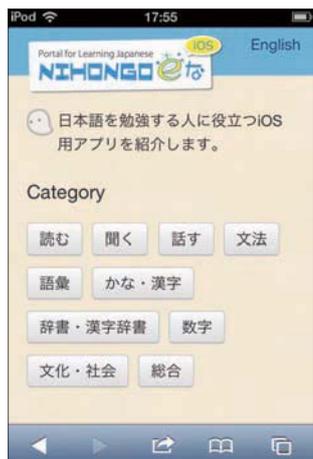
We also started a new website called *Marugoto no Kotoba* which summarizes the vocabulary and expressions used in the textbooks. It is of practical use for many learners by displaying romanized words and enabling searches with romanized words. They can also download illustrations showing basic words.



Home page of *Marugoto no Kotoba* website.

Introducing apps for iOS and Android on *NIHONGO-e-NA*

As smartphones and tablets get popular, people can now learn Japanese almost anytime and anywhere. We added lists of useful applications for iOS and Android devices to *NIHONGO-e-NA* web site. We will continue providing information about online content for learning Japanese.



NIHONGO-e-NA page for iOS devices

Japanese in Anime & Manga Users Increasing

All the content in the *Japanese in Anime & Manga* website got available in 2011. Many users come from Facebook and by word-of-mouth which keeps spreading. The Japan Foundation's overseas offices also offer Japanese classes based on the *Japanese in Anime & Manga* theme.



Quiz: Whose line? from *Japanese in Anime & Manga*.

Revised Culture Quiz at *Erin's Challenge! I can speak Japanese. website*

Since we added the Indonesian and French versions, the number of the website users has been growing. The Culture Quiz now offers quizzes about modern Japan and useful functions. The a-i-u-e-o table with ruby characters has also been added. The site has been expanded to enable more Japanese-language learners to have fun with Japanese language and culture with Erin.



Culture Quiz Section 8 (Japanese food quiz), from *Erin's Challenge! I can speak Japanese. website*.

Minna no Kyozaï website Enhanced



The *Minna no Kyozaï* website has been assisting Japanese-language teachers and it has been 11 years since the launch. During fiscal 2013, new photos, illustrations and reading comprehension materials were added to the site. Other improvements such as layout change were also made.

Notice of new photos added to *Minna no Kyozaï* (via SNS).

Japanese-Language Proficiency Test (JLPT)

The Japanese-Language Proficiency Test (JLPT) is a test given in various countries and regions around the world for non-native Japanese speakers. People of all ages from elementary school students to company employees take the JLPT for measuring their Japanese-language proficiency, university admission, employment, job promotions, etc.

■ 570,000 Test Takers Worldwide

The JLPT evaluates and certifies the Japanese proficiency of non-native speakers. The test is offered at five levels from N1 to N5, and test takers can choose the level best suited to their proficiency. N1 and N2 tests consist of two sections: "Language Knowledge (Vocabulary/Grammar) & Reading" and "Listening". N3, N4, and N5 tests consist of three sections: "Language Knowledge (Vocabulary)", "Language Knowledge (Grammar) & Reading" and "Listening". The Japan Foundation creates the tests and conducts them overseas. Japan Educational Exchanges and Services, the co-organizer of the JLPT, conducts the test in Japan. In 2013, the JLPT was conducted in July and December. Test statistics are as follows:

● First Session (July 7)

Overseas: Conducted in 101 cities in 21 countries and regions. Approx. 200,000 test takers from 230,000 applicants.

Japan: Conducted in 42 prefectures. Approx. 60,000 test takers from 65,000 applicants.

● Second Session (December 1)

Overseas: Conducted in 202 cities in 63 countries and regions. Approx. 240,000 test takers from 280,000 applicants.

Japan: Conducted in 44 prefectures. Approx. 70,000 test takers from 75,000 applicants.

■ A Wider reach of JLPT

The JLPT was conducted in more countries and cities, and the number of times which the test was given increased this fiscal year as well. In December, the JLPT was conducted for the first time in Algiers, Algeria and Antananarivo, Madagascar. In Indonesia, the July test was newly started in Manado in addition to seven other cities which have already been selected as test sites. In Cambodia, Siem Reap joined Phnom Penh for the December test. The opportunities to take the JLPT increased to twice in Tashkent, Uzbekistan.

■ Expanding JLPT Online Presence

To make the JLPT more accessible to Japanese-language learners, its online presence has been expanded. Online applications have already been available in Japan and ten other countries and regions including Korea and China. In fiscal 2013, the online admission service covered tests held at cities in Australia and at Hamburg, Germany. All overseas examinees and examinees in Japan who turned in their applications via the Internet can view their test results online. The *Japanese-Language Proficiency Test Official Practice Workbook* (including Listening Section audio files) can also be downloaded from the JLPT official website: <http://www.jlpt.jp/e/samples/sample12.html>

■ Advantages of JLPT Certification

With a 30-year history, the JLPT has been used as a qualifying certification in ever-increasing cases. Universities in Japan and overseas use it to admit and graduate students, and for study-abroad programs. Companies use it to promote employees. The Immigration Bureau of Japan also awards points for N1 certification holders. In accordance with the *Points-based System for Highly Skilled Foreign Professionals*, they were previously awarded with 10 points, but the number of points increased to 15 points since December 2013.

In the second issue of the *JLPT Bulletin* (February 2014), past test takers who are currently active in Japan discuss how JLPT certification was advantageous or required for school admission, graduation and/or employment, and how it helped them in schools and careers.

<http://www.jlpt.jp/e/reference/jlptbulletin1.html>



Test conducted in China.



Test conducted in Thailand.

問題5 つぎのことはの使い方として最もよいものを、1・2・3・4から一つえらびなさい。

29 ころぶ

- 1 今日けふは寒ひやれたので、早はやめにベッどにころんだ。
- 2 仕事しごとが入いったので、旅行りょこうの計画けい画がころんでしまった。
- 3 台風たいふうで庭にわの本きがころんだ。
- 4 階段かたいでころんでけがをした。

30 指示しじ

- 1 「この書類しりょう、30部ぶコピーコピーしておいて」と秘書ひしょに指示しじした。
- 2 「この作文しやもんを見ていただけませんか」と先生せんせいに指示しじした。
- 3 「あした映画えいがを見に行いこうよ」と友達ともだちに指示しじした。
- 4 「トイレはどこにありますか」と店員みんいんに指示しじした。

JLPT N3 sample test questions.

Country/Region-Specific Japanese-Language Education

Sending Japanese-Language Specialists Overseas

■ 124 Japanese-language specialists in 40 countries

Japanese-language specialists have been sent to many countries to help establish a solid and sustainable base for Japanese-language education. In fiscal 2013, 124 Japanese-language specialists were sent to 40 countries. They work to conduct and improve Japanese-language education in their respective countries and institutions. They train local teachers, help develop the curricula and teaching materials, help teachers to network, and teach Japanese classes.

A Japanese-language specialist in Mexico traveled in and outside the country to hold many training seminars covering Japanese-language teaching methods and the JF Standard. Also, an online course called *JA.PRO en línea* was conducted for Japanese-language teachers in Mexico, Central America, and the Caribbean where Japanese-language teaching information is scarce. The course aimed to brush up their Japanese ability and share information on teaching methods.

Through the Internet, *JA.PRO* connected the classroom to teachers in remote locations and conducted a Japanese course based on the JF Standard. It enabled the local teachers to make announcements and give reports on their training received in Japan. All this was done live online to meet the diverse needs of Japanese-language teachers spread out over the vast area of Central America and the Caribbean.



Japanese-language specialist in Mexico.

Japanese-Language Education Support Projects

■ Sakura Network Expanded to 126 Institutions Worldwide

The JF Nihongo Network (also known as Sakura Network) connects Japanese-language education institutions

overseas. It aims to spread the Japanese language and improve Japanese-language education overseas. Network members include overseas Japan Foundation offices as well as institutions (universities) and organizations (Japanese-language teacher associations, etc.) pivotal to spreading the Japanese language locally. The network started in 2008 with 39 institutions in 31 countries. It now has 126 institutions in 47 countries in fiscal 2013.

Members can apply for Sakura Core Project subsidies to implement and support events that spread or develop the Japanese language in their local area. There is also the grant program for Japanese language education activities for countries where there is no Japan Foundation office. Subsidies are provided for purchasing teaching materials, paying teachers, and holding events like speech contests, conferences, and symposiums. Japanese-language education support is thereby tailored to match the needs of the respective country or region.

A Sakura Core Project called the Balkan Peninsula Nihongo Summer Camp was held in Bulgaria in June 2013. The camp had 47 participants from universities in Bulgaria, Turkey, Romania, Serbia, and Macedonia. They learned Japanese as well as Japanese culture such as calligraphy, anime, and manga. It was an invaluable opportunity and experience for them to deepen their understanding of the Japanese language and culture and to meet and study with other Japanese-language students from neighboring countries. We continuously assist widely effective activities such as Sakura Network to help sustain and improve people's motivation to learn Japanese.

Japanese-Language Education for Healthcare Worker Candidates under EPAs

In accordance with Japan's EPAs (Economic Partnership Agreements) with Indonesia and the Philippines, we held the six-month Japanese-language pre-training program in both countries. The trainees were nurse- and care-worker-candidates planning to work in Japan.

The pre-training program taught Japanese language (basic grammar, vocabulary, and conversation) and the basics about Japanese society and customs. After the trainees arrive in Japan and start working at hospitals and nursing facilities, they need to continue studying to pass the national examinations for their vocations while working; efficient self-learning is quite essential for them. The pre-training program helps them study on their own with limited time. Participants learned how to plan, review, and evaluate their own course of self-study in the program.

Cooperation in Japan to Support Japanese-Language Education

Since fiscal 2009, the Japan Foundation has joined hands with Japanese universities that have Japanese-language teacher training programs. University students majoring in Japanese-language education are sent overseas as interns. In fiscal 2013, 346 interns from 43 universities in Japan were sent abroad.

Also, in a related program, undergraduate students from overseas universities that had accepted interns from Japanese universities are invited to be trained at the Japan Foundation Japanese-Language Institute, Kansai in Osaka. The Institute provides the invited students a chance to study Japan and the Japanese language. At the same time, it aims to strengthen ties between universities in Japan and overseas. In fiscal 2013, four training sessions were held, twice in summer and once each in autumn and winter. A total of 127 undergraduate students from 25 countries joined the sessions.

Training for Overseas Teachers and Learners

■ Training for Overseas Teachers (The Japan Foundation Japanese-Language Institute, Urawa)

In fiscal 2013, our Japanese-Language Institute in Urawa conducted 20 Japanese-language teacher training programs for 511 participants from 60 countries and regions.

The two-month training program was held for the second time in fiscal 2013 for Japanese-language teachers of Japanese descendants (*nikkei*) in Central and South America at educational institutions offering Japanese-language education programs for *nikkei* students. It trained nine teachers from Bolivia, Brazil, Peru, Venezuela. We focused on enhancement of their training courses to better suit their curricula and classes that deal with both Japanese language and culture to a wide range of students from kids to adults.

We conducted Project Work which had the teachers experience Japanese society and culture, gather information, and consider the way to apply what they had gained to their classes in their home countries. In this work they also experienced the cooperative learning with university students.

The teachers also visited Mie Prefecture and Hamamatsu City in Shizuoka Prefecture to observe schools geared for Japanese descendants in Japan. A joint workshop with *nikkei* teachers' participants of JICA Yokohama's program was also held. Through this program, the teachers evaluated their Japanese-language classes in Central and South America from a new perspective. They also intensified their understanding on the significance of *nikkei* teachers in education. We hope they continue improving and developing Japanese-language education in their countries.

In Southeast Asian countries, secondary education-level Japanese-language education is greatly progressing. One major goal of the schools there is developing the abilities and skills that tomorrow's society will demand. They include personal growth by self-studying, working with others, thinking on your own, and making presentations. The question on how to realize these goals in practical Japanese-language education is attracting teachers' interest.

In September 2013, we held the Japanese Speakers' Forum 2013 in Urawa jointly with the Kamenori Foundation and focused attention on the issue. It brought together 24 high school students and 11 teachers of secondary education level from Indonesia, Thailand, the Philippines, Vietnam, Malaysia, and Japan.

The high school students formed multi-national groups to complete a task related to "Something convenient: its problems and improvements." The students cooperated in their work, held discussions, and presented their results. The teachers

observed the students' process and incorporated their findings in teaching plans. We plan to continue holding the Japanese Speakers' Forum with a medium- to long-term vision.

■ Training for Overseas Learners (The Japan Foundation Japanese-Language Institute, Kansai)

Established in 1997 in Osaka, The Japan Foundation Japanese-Language Institute, Kansai provides program for specialist in cultural and academic fields to overseas whose jobs require professional Japanese-language proficiency and high school and university students learning Japanese overseas. In fiscal 2013, the institute trained 684 people from 104 countries.

Started in 2011 after the Great East Japan Earthquake, the JET memorial invitation program for US High school students brought 32 high school students from all over the U.S. to Japan. They visited Ishinomaki, Miyagi Prefecture and Rikuzen-Takata, Iwate Prefecture, the two cities where two JET Program English teachers from the U.S. lost their lives in the Great East Japan Earthquake tsunami. With the support of the late English teachers' family members and friends, the students participated in "the Japan-America High School Summit in Rikuzen-Takata 2013" and other exchange activities.

In fiscal 2013, we expanded joint activities with other institutions and signed a cooperative pact with Kwansai Gakuin University, joining Wakayama University and Osaka University as cooperative universities. Our trainee students from overseas attended lectures at these universities. Special lectures and study-abroad seminars were also held. We thereby expanded comprehensive programs to introduce the universities and conduct exchange activities. Our training program also included, for the first time, lectures held at the Sakai Municipal Assembly, Kogakkan University, Ise Jingu Shrine, Toshiba Science Museum, OMRON Communication Plaza, and International Research Center for Japanese Studies.

The Japan Foundation Japanese-Language Institute, Kansai also expanded activities conducted on consignment. One example was the training session in fiscal 2013 held for young people from Qatar sent to Japan by their government. This consignment came about after a Qatar diplomat attended a training session in 2011 for foreign diplomats and government workers. He recommended the Japan Foundation to the Qatar government which then consigned the 2013 youth training session in Japan.



"Japanese Speakers' Forum 2013" (Teachers' program)



Visiting Qatar Youth Training group on a field trip to Hiroshima.