



## Japanese-Language Education Overseas

To help people interested in Japan start and continue to learn Japanese, and also to make it easier to learn and teach the language, the Japan Foundation puts forward well-chosen infrastructure and environments for Japanese-language education.

In collaboration with governments, educational institutions, and organizations in other countries and regions, the Japan Foundation provides programs suitable for their own educational environments, language policies, and the purposes and interests of Japanese-language learners.





# Overview of Japanese-Language Education Overseas Programs

## Providing Japanese-Language Education Abroad

The Japan Foundation aims to improve environments of overseas Japanese-language education so that Japanese be easier to learn and teach anywhere in the world and many more people be encouraged to learn it.

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## Promoting the Japanese Language According to the Situation of Each Country/Region

The environments of Japanese-language education, the purposes of learners, and the challenges in promoting the language vary greatly in the world. The Japan Foundation provides support for Japanese-language education suitable for the situation of each country or region.

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## Promoting the JF Standard

The Japan Foundation developed the JF Standard for Japanese-Language Education as a tool to help think about teaching, learning and assessment, and utilizes the standard to improve the infrastructure.

## Dispatching Japanese-Language Specialists

Japanese-language specialists sent by the Japan Foundation play important roles in providing Japanese-language education around the world. The ultimate goal of their dispatch is to ensure that Japanese-language education will be provided independently in each country and region, using local human and other resources in the future.

## JF Language Course

The Japan Foundation offers a new type of Japanese-language course based on the JF Standard as a more efficient way to learn and teach Japanese. The course places emphasis on the comprehensive learning of language and culture, and aims at promoting mutual understanding through Japanese-language education.

## Supporting Japanese-Language Education

Sakura Core Projects are to implement or support programs with a strong outreach effect by utilizing the JF Nihongo Network, which consists of core Japanese-language organizations around the world. The Grant Program for Japanese-Language Education Activities provides support tailored to the individual needs of each country or region.

## Online Educational Tools

The Japan Foundation operates websites providing Japanese-language teachers with information to develop teaching materials and facilitating the exchange of information. It also runs websites that learners can use according to their purpose of learning.

## Training for Overseas Teachers and Learners

The Japan Foundation provides training programs for teachers varying from leaders in Japanese-language education in their country or region to those with little teaching experience. It also provides residential training programs for specialists such as foreign-service officers, public officials, researchers, students and other Japanese-language learners.

## Japanese-Language Proficiency Test (JLPT)

The Japan Foundation administers the JLPT in Japan and abroad. The test targets non-native Japanese speakers, from elementary school students to adults, who take the JLPT for different purposes such as proficiency checks, employment, promotion, or university entrance.

## Japanese-Language Education for Nurse and Certified Care Worker Candidates under EPAs

The Japan Foundation provides Indonesian and Philippine nurse and certified care worker candidates with a preparatory Japanese-language education program in their countries before coming to Japan. The program includes Japanese-language lessons, classes designed to understand Japanese society, culture, manners and customs, and assistance for self-learning.



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1. Vietnamese junior high school students studying Japanese (see p. 28) 2. A Japanese-language education class in the Philippines for nurse and certified care worker candidates (see p. 29) 3. Symposium titled "Features of Teaching Japanese in Southeast Asia" 4. Participants taking a Japanese drum class at the Japanese-Language Institute, Kansai (see p. 29) 5. Demonstration of calligraphy in the Short-Term Training Program for Foreign Teachers of the Japanese Language (see p. 29) 6. Winners of the Fifty-Third International Speech Contest in Japanese



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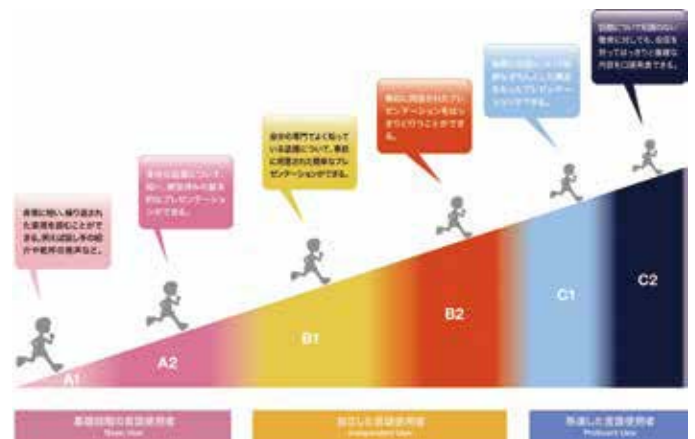
# Providing Japanese-Language Education Infrastructure Abroad

## Promoting the JF Standard for Japanese-Language Education

Mutual understanding through various language activities requires competence in accomplishing tasks, which involves what a person can do by using a certain language as well as competence in intercultural understanding, which involves understanding and respecting other cultures by expanding one's horizons through encounters with different 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.

Based on the concepts supporting the CEFR\*, the JF Standard divides Japanese-language proficiency into six levels aimed at assessing Japanese-language proficiency, with emphasis placed on what and how well the learner can do things in Japanese at each level. The JF Standard can also be applied in classroom practices such as course design, teaching materials development and test creation.

The JF Standard is expected to play a central role in improving infrastructure for Japanese-language education overseas. We will continue to make efforts to enhance its user-friendliness and contents.



Japanese-language proficiency levels defined by the JF Standard

\*CEFR stands for the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment." Since its promulgation in 2001, the framework has come to be utilized in various languages around the world.

## JF Language Course

Since fiscal 2011, the Japan Foundation has been enhancing its JF Language Course targeting the general public in order to respond to new demands on Japanese-language education overseas.

While some people study Japanese for practical purposes, such as study or employment in Japan, in recent years an increasing number of people have become interested in the language itself or have grown fond of Japanese culture through, for example, anime and manga. Given these circumstances, the Japan Foundation tries to upgrade its language course by introducing new curricula designed based on the JF Standard, a tool to help examine how to teach and learn Japanese and how to assess learning outcomes.

The JF Language Course provides classes that place emphasis more than before on communication skills and understanding Japanese culture, using materials such as *Marugoto: Japanese Language and Culture*, a coursebook based on the JF Standard.

In fiscal 2012, a total of 12,500 people took the JF Language Course offered in the 21 countries with overseas offices of the Japan Foundation and at Japan Centers in Ukraine, Uzbekistan, Kazakhstan, Mongolia, and Laos.



Calligraphy course in Uzbekistan

### 2012 Survey of Japanese-Language Education Conducted

The Japan Foundation conducts a worldwide survey of Japanese-language education every three years to grasp the present situation of overseas Japanese-language education, and to make good use of the results in planning and implementing our programs. With the cooperation of Japanese embassies and consulates, Japanese-language specialists worldwide, and organizations we support, the Japan Foundation conducts a survey among Japanese-language education institutions around the world. We ask about the number of learners and teachers, reasons for study, and the problems and concerns in teaching. We then compile a survey report. The results of the fiscal 2012 survey showed there were 16,000 institutions involved in Japanese-language education, 64,000 teachers, and 3.99 million learners in 136 countries and regions abroad. Although the situation varied according to country or region, emphasizes more "interest in the language itself" was the top reason for study and "shortage of education materials" was the top concern in teaching. The survey results are widely used as a window on the situation of Japanese-language education by researchers, institutions with an interest in the Japanese language, international exchange groups, and other people and organizations at home and abroad as well as the mass media.

## Online Educational Tools

To respond more readily to the various needs of Japanese-language learners, the Japan Foundation independently develops and produces education materials that cater to the needs of classrooms overseas and strives to promote these materials. In recent years in particular, we have been working harder to develop education materials based on the JF Standard and to enhance the user-friendliness and functions of our websites for learners and teachers. Education materials in various forms such as printed, audio-visual and online are used around the world as tools for Japanese-language education.

### ■ Pilot Edition of *Marugoto: Japanese Language and Culture Developed*

In accordance with the JF Standard's principle of valuing competence in communicative tasks (designed with reference to "Can Do" statements) and competence in intercultural understanding, the Japan Foundation develops *Marugoto*, a series of coursebooks designed based on the JF Standard regarding how to define competence in Japanese, set levels, establish objectives, and assess achievements. In fiscal 2012, we developed and produced *Elementary 2 A2 and Pre-intermediate A2/B1*.

### ■ WEB Version of *Erin's Challenge! I can speak Japanese. Now Available in Two More Languages*

With French and Indonesian versions added to the existing Japanese, English, Spanish, Portuguese, Chinese, and Korean versions, the WEB version of *Erin's Challenge! I can speak Japanese*. is now available in eight languages. We also created its "Global Home" page and added table of content pages for each lesson to enhance the user-friendliness and functions of the website.



"Global Home" page of the WEB version of *Erin's Challenge! I can speak Japanese*.

### ■ Tenth Anniversary of the Launch of *Minna no Kyozai*

Ten years have already passed since the launch of *Minna no Kyozai*. The website is designed to assist primarily Japanese-language teachers around the world in creating teaching materials for their students and building a community of teachers. In addition to adding a new search function and revamping the layout, we began public relations activities using social media to disseminate information more effectively.

### ■ Smartphone Version of the *NIHONGO de CARE-NAVI* Website Launched

The smartphone version of the *NIHONGO de CARE-NAVI* website was launched in 2007 to help people involved in nursing and nursing care learn Japanese. In order to enhance the convenience of this website, the smartphone version was made available in April 2012 and about 10 percent of the total (page views) in fiscal 2012 was through the smartphone version.

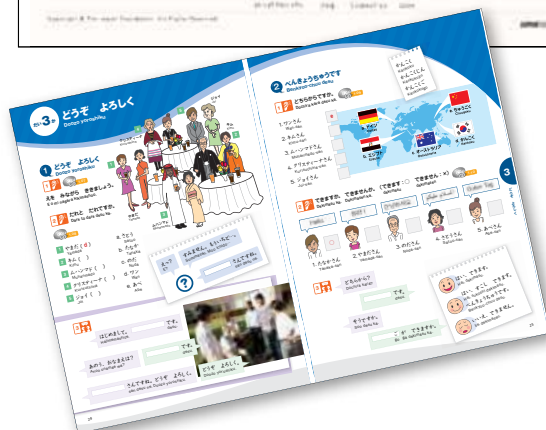
### ■ *Japanese in Anime & Manga Website Used by More People*

Entering its third year of operation, the *Japanese in Anime & Manga* website saw a growing number of visits and users with 2.85 million hits (page views) in fiscal 2012, or about 19 percent higher than the previous year. Boosted by the launch of the Spanish version in fiscal 2011, views from Central and South American countries, such as Mexico, Peru, Colombia, Argentina, Chile, and Brazil in particular, increased remarkably in fiscal 2012.

### ■ *MARUGOTO +(plus) (Starter A1) Website Launched*

A website designed to help Japanese-language learners study on their own using the *Marugoto: Japanese Language and Culture* coursebook was developed and made available in English and Japanese to the general public at the end of February 2013 (exclusively to participants in the JF Language Course in September 2012).

This learning material caters to the needs of learners who want to repeatedly practice what they have learned in class or want to gain confidence in communicating in Japanese. Learners can enjoy studying on their own with, for example, video simulations of visiting Japan.



*Marugoto: Japanese Language and Culture*, a coursebook based on the JF Standard

## Japanese-Language Proficiency Test (JLPT)

### JLPT Taken by 450,000 People in 205 Cities in 63 Countries and Regions outside Japan

The Japanese-Language Proficiency Test (JLPT) evaluates and certifies the Japanese proficiency of non-native speakers. The test is offered at five levels from N1 to N5, and examinees can choose the level best suited to their proficiency. N1 and N2 tests consist of two sections: "Language Knowledge (Vocabulary/Grammar) and Reading" and "Listening," and N3, N4, and N5 tests consist of three sections: "Language Knowledge (Vocabulary)," "Language Knowledge (Grammar) and Reading," and "Listening."



JLPT in Moscow



JLPT in Brazil



JLPT in Bangkok

### Implementation of the JLPT in 2012

The JLPT was held worldwide on July 1 and December 2, 2012, with the collaboration of local host institutions, and about 450,000 people in total sat for the test overseas. In Taiwan, the JLPT was co-hosted with the Interchange Association, Japan. (The Japan Foundation has been responsible for administering the JLPT in Taiwan since fiscal 2011.) With about 120,000 people taking the test in Japan, the number of examinees totaled about 570,000 worldwide. In Japan, the JLPT is administered by Japan Educational Exchanges and Services, the co-organizer of the test.

The July test was held in Japan and in 103 cities in 22 countries and regions abroad. In the overseas countries and regions where the Japan Foundation administered the test, roughly 230,000 people applied for the test and about 200,000 actually took it. The July test was also held for the first time in Da Nang and Ho Chi Minh in Vietnam, Edmonton in Canada, Edinburgh in the United Kingdom, Hamburg in Germany, and Cairo in Egypt, where only the December test had been administered until 2011.

The December test was held in Japan and in 201 cities in 61 countries and regions abroad. In the overseas countries and regions where the Japan Foundation administered the test, about 280,000 people applied for the test and roughly 250,000 actually took it. The two countries of Israel and Iran and the five cities of Houston and Ann Arbor in the United States, Astana in Kazakhstan, Perm in Russia, and Santiago de Compostela in Spain became new venues for the December test.

### Wider Use of Test Scores and Online Application Processing

The JLPT has been offered for nearly 30 years, and its results are now used in more diverse ways in Japan and many other countries where the test is administered, 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.

The Japan Foundation is increasing the number of overseas test sites that accept online applications to facilitate the application procedure for greater convenience. Since 2012, overseas examinees have been notified of their test results via the Internet as well.

### Publication of JLPT Can-Do Self-Evaluation List

The *JLPT Can-Do Self-Evaluation List* summarizes "what successful JLPT examinees of each level think they can do in Japanese" based on the results of examinee surveys. The list is available on the official worldwide JLPT website at: <http://www.jlpt.jp/about/candolist.html>.

### JLPT Bulletin Launched

The Japan Foundation now issues the *JLPT Bulletin* to give more people a better understanding of the JLPT. In the first issue, JLPT test-takers from Germany, Indonesia and Taiwan talked about their motivation to begin studying Japanese and how to take advantage of JLPT certification in the future. The bulletin will be issued annually and is available on the official worldwide JLPT website at: <http://www.jlpt.jp/reference/jlptbulletin1.html>.





# Promoting the Japanese Language According to the Situation of Each Country/Region

## Dispatch of Japanese-Language Specialists

### Overseas Dispatch of Specialists

The Japan Foundation dispatches Japanese-language specialists around the world to help Japanese-language education take root and become independent in each country. In fiscal 2012, 123 specialists were sent to 39 countries to train local teachers, help develop curricula and education materials, support networking among teachers, and teach the Japanese language. They are to ensure that Japanese-language education is provided consistently and improved at the institutions or countries where they are assigned.

In Hungary, Japanese-language specialists and the local Japanese-language



Dekiru, education materials developed in Hungary

teachers association jointly developed a Japanese-language textbook. Targeting high school students and older learners with upper elementary to lower intermediate levels of Japanese-language proficiency, *Dekiru 2* is a textbook written in Hungarian and published in August 2012 as a sequel to *Dekiru 1*, which was published in the summer of 2011. The textbook is remarkable in that, unlike other Japanese-language textbooks published in Europe, it was developed based on objective criteria showing language proficiency levels. It is hoped that *Dekiru 2* will greatly contribute to the further development of Japanese-language education in Hungary.

## Projects to Support Japanese-Language Education

### “Sakura Network” Members Expanded to More Organizations Worldwide

The JF Nihongo Network, also known as the “Sakura Network,” is a global network linking overseas Japanese-language organizations and aiming to promote the Japanese language and to improve the quality of Japanese-language education abroad. The network consists of the Japan Foundation’s overseas offices and core universities and Japanese-language teacher associations providing Japanese-language programs with a strong outreach in neighboring areas. First established in March 2008 with 39 member organizations from 31 countries, the network expanded to 123 members from 44 countries and 2 regions by the end of fiscal 2012.

Sakura Core Projects, for which members of the JF Nihongo Network can apply, implement or support programs with a strong outreach effect leading to growth, expansion, and broader use of Japanese in their country or region. We also run the Grant Program for Japanese-Language Education Activities to provide Japanese-language organizations in countries and

regions without an overseas office of the Japan Foundation with support tailored to the individual needs of each country and region. This support includes grants for teaching materials, salary for lecturers, speech contests, and meetings and symposiums (photo on p. 24).

The First Conference of Japanese-Language Education in Kenya is one of the projects supported by Sakura Core Projects. The conference was held in the capital of Nairobi in August 2012, with Japanese-language teachers from Kenya, Ethiopia, Uganda, Madagascar, Tanzania, and Sudan participating. (Tanzania and Sudan participated through their messages being read out.) The first-ever such conference held in East Africa must have had a significant impact on the development of Japanese-language education in the region. We hope that the Japanese-language teachers who took part in the conference will grow through mutual encouragement and greater cooperation, and that the outcomes of the conference will be reflected in classrooms, so that Japanese-language education will further develop in each country.



Malaysia Japanese-Language Education Seminar



JF Language Course at the Japan Cultural Institute in Paris

## Training for Overseas Teachers (Japanese-Language Institute, Urawa)

Since its establishment in Saitama City in 1989, the Japan Foundation Japanese-Language Institute, Urawa, has provided training programs for over 9,000 overseas-based Japanese-language teachers. In fiscal 2012, 488 teachers from 52 countries and regions participated in 18 training programs varying in duration from two weeks to one year (photo on p. 24).

Among the programs is the Advanced Training for Teachers of the Japanese Language, in which the participants specify challenges they want to address and broaden their knowledge and skills to overcome these challenges, with the aim of playing more important roles as leaders in Japanese-language education in their countries or regions. In fiscal 2012, 10 participants from eight countries took on projects such as “Nursing-related Japanese-language materials reflecting intercultural communication,” “Development of tasks to improve listening

comprehension lessons,” “Development of education materials for basic kanji review to hone skills in building vocabulary,” “Collection of model everyday conversations in Japanese (Japanese-Bengali-English),” and “Learn kanji through pictures.” Returning home after two months of training in Japan, the participants continued their research and studies, and submitted their final reports in June 2013. It is hoped that these projects will contribute to the further development of Japanese-language education overseas.



Overseas Japanese-language teachers interacting with elementary school students in Saitama City

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

The Japan Foundation Japanese-Language Institute, Kansai, which was established in Osaka Prefecture in 1997 and marked its 15th anniversary in 2012, provides Japanese-language residential training programs for overseas specialists whose jobs or research activities require a good command of Japanese, and also for university and high school students and other people studying Japanese overseas. In fiscal 2012, 704 people from 104 countries and regions took part in those programs (photo on p. 24).

The JET Memorial Invitation Program for U.S. High School Students, launched after the Great East Japan Earthquake, brought invitees to Ishinomaki and Rikuzentakata in fiscal 2012. Two JET teachers from America working in these two cities lost their lives in the disaster. Participants took part in various interaction programs including the “U.S.-Japan High

School Students Summit in Rikuzentakata 2012.” During their two-week stay in July, 32 high school students selected across the United States participated in training classes at the Japanese-Language Institute, Kansai, and many other interaction activities (photo on p. 24).

The Kansai Institute works to expand cooperation with other organizations as well. In fiscal 2012, the institute concluded cooperation agreements with Wakayama University and Osaka University, and implemented comprehensive exchange programs including allowing participants at the institute to attend lectures at the universities and holding special lectures and seminars for them. Also added to the institute’s training programs were visits to a production facility of Osaka Gas and lectures at the Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution, among other activities.



Participants at the Kansai Institute taking an Ikebana class



Participants at the Kansai Institute taking a tea ceremony class

### Japanese-Language Education for Nurse and Certified Care Worker Candidates under EPAs

The Japan Foundation provided Indonesian and Philippine candidates for nurses and certified care workers with a six-month preparatory Japanese-language education program before coming to Japan under the Economic Partnership Agreements (EPAs) between Japan and their countries (photo on p. 24). The program offers a wide range of classes from Japanese-language lessons to learn basic grammar, vocabulary, and speaking skills to classes designed to deepen their knowledge and understanding of Japanese society, culture, manners and customs. Acquiring the habit of efficient study is essential for candidates to pass the Japanese national licensing examinations while working at the hospitals or nursing care facilities they are assigned to in Japan. The program also places emphasis on assistance for self-learning, and provides the candidates with training on how to plan, review, and assess their own studies.

With a strong sense of unity and mutual encouragement, both Indonesian and Philippine candidates worked hard in their Japanese-language lessons and eagerly participated in various activities such as Japanese-language contests and recitations. We hope the candidates will remain motivated and play an important role at hospitals and nursing care facilities in Japan.