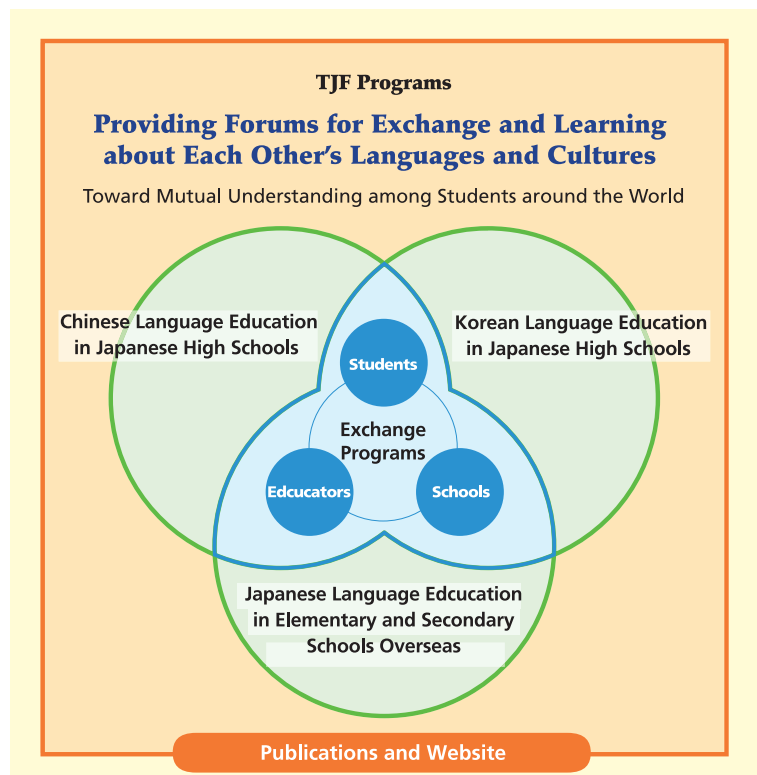


THE JAPAN FORUM

Annual Report 2009-2010

TJF is dedicated to helping elementary and secondary school students around the world to better understand one another and develop competencies essential for living in the twenty-first century through learning each other's languages and becoming familiar with each other's cultures, as well as interacting and communicating with one another. To achieve these goals, TJF is engaged in the following activities.

I	Promotion of Japanese language education and of understanding of Japanese culture in elementary and secondary schools overseas
II	Promotion of foreign language education and understanding of different cultures in elementary and secondary schools in Japan
III	Promotion of exchange among educators and elementary and secondary school students in and outside Japan



Overview of Programs in Fiscal 2009

In fiscal 2009, TJF continued several programs that promote foreign language education and intercultural understanding between secondary school students in Japan and other countries.

Providing Forums for Exchange and Cultural Learning for Secondary School Students

“Tsunagaaru”: Interactive Site for Secondary School Students

The purpose of “Tsunagaaru,” which began in 2007 and uses a social networking service (SNS) system, is to help secondary school students around the world to understand and relate to each other through online interaction and communication. Most of the users of the website are students learning Japanese overseas and Japanese students learning other languages, so members can communicate using Japanese, English, Chinese, Korean, and other languages. To ensure that the site is a safe environment for students, TJF takes security measures such as verifying that the users are enrolled at a school and requiring parental approval before students can create an account. As of the end of March 2010, approximately 1,400 students from 14 countries were registered on the site.



In 2009, TJF cooperated with teachers in various fields—Japanese-language teachers abroad, foreign language teachers in Japan, and teachers of intercultural studies and international understanding—to further promote cultural exchange on the Internet. It held information sessions and workshops around Japan and collaborative presentations on the application of “Tsunagaaru” in classrooms at conferences held by the Australian Federation of Modern Language Teachers Associations (AFMLTA)



Workshop held for high school students.

and JSAA-ICJLE2009, a joint conference for the Japanese Studies Association of Australia (JSAA) conference and the International Conference on Japanese Language Education (ICJLE).



Reporting on the application of “Tsunagaaru” in the classroom at the AFMLTA conference.

Supporting School Exchange Programs between Japan and the United States

In an effort to promote cultural exchange between education-related administrative agencies, teachers, and students in Japan and the United States and to invigorate Japanese-language education, particularly in the state of Wisconsin, TJF has been supporting exchange programs and acting as a bridge between American and Japanese schools for many years. As a result, there has been active exchange between the city of Maebashi in Gunma prefecture and the city of Menasha in Wisconsin, which became sister cities in 2002. Active intercultural exchange is now taking place between the cities of Tomisato (Chiba) and Mequon (Wisconsin), between Tokyo Metropolitan Osaki and Menasha (Wisconsin) high schools and between the Board of Education of the city of Niihama (Ehime) and the Franklin Public School District in Wisconsin.

Although some exchange programs were cancelled in fiscal 2009 due to the H1N1 influenza pandemic, students from junior high schools in the city of Tomisato and the Osaki Senior High School travelled to their respective destinations and engaged in cultural exchange, living with host families and attending local schools. TJF provided support for these exchange programs.

Summer Camp in China for Japanese High School Students Learning Chinese

In 2009, TJF organized its third Chinese summer camp and sent 92 high school students to Beijing. This program, which is planned and carried out by TJF, is part of the “Hanyu-qiao” [“Chinese Bridge”] Summer Camp for secondary school students around the world sponsored by Hanban, a public institution providing Chinese language and cultural teaching resources and services worldwide. The camp was a success, as the participants became more motivated to study Chinese and their impression of China changed significantly through learning and using Chinese, experiencing the lifestyle and culture of people in Beijing, visiting local



Japanese high school students taking a Chinese-language class in Chinese at the “Hanyu-qiao” Summer Camp (left); Chinese and Japanese high school students get together during the lunch hour (center); Japanese high school students giving a skit in Korean at the Kumho Asiana Cup “Let’s Speak in Korean” Contest (right).

homes, and interacting with local students. Its sponsor, Hanban, commended the program, and recommended it as a model for similar types of camps.

Kumho Asiana Cup: “Let’s Speak Korean” Contest for Japanese High School Students

A total of 483 students participated in the skit, speech, and Japanese essay divisions in the third contest held in 2009. Aside from students who began learning Korean at school, there were many who began studying Korean on their own after watching Korean television dramas or listening to K-pop music. Also, the 16 top participants from the previous year’s contest took part in a six-day tour in Korea and interacted with local high school students.

Introducing Perspectives on Japan’s Culture and Lifestyles Today

TJF continued its work on projects that introduce current trends and Japanese youth culture and lifestyles for Japanese-language teachers abroad, people learning Japanese, and others interested in Japan.

“Click Japan” Website: Japan Today in Three Languages

The English-language newsletter *Takarabako* and the Chinese-language newsletter *Hidamari* are published for Japanese-language teachers in elementary and secondary schools abroad. Each issue selects a topic that is currently popular in Japan and of interest to young readers around the world and introduces it from different perspectives, such as background, relevant history, connection in a world context, and personalities related to the topic. In 2009, the newsletter covered topics such as daily life efforts to protect the environment, cell phone use, the *go-tochi* (local-specialties)

boom, and Koshien-style competitions as a big stage for high school students. As a supplement to the newsletter articles, the “Click Japan” website posts—in Japanese, Chinese, and English—data and photographs not included in the printed newsletters because of limited space, as well as ideas for Japanese-language classrooms based on the articles. The website is used in Japanese classes in elementary and secondary schools around the world, as it is an abundant source of photos and audio clips of the actual Japanese young people featured in the articles.

The Way We Are II: Exhibiting Photos by High School Students

For ten years beginning in 1997, TJF held the annual event “Lives of Japanese High School Students: Photo and Message Contest.” To carry on the objectives of the TJF contest, in 2008, a Photo and Essay Division for

high school students was created in the Yomiuri Photo Grand Prix sponsored by Yomiuri Shimbun. For this contest, participants submit an essay and two to five photographs portraying the personality of a high school student they know well. TJF exhibits some of the top contestants' works on its website, "The Way We Are

II," in English and Japanese. In 2009, the contest also opened up to high school students overseas. Visitors can learn about high school students from Australia, Japan, China, Korea, the United Kingdom, the United States, and other countries at this website.



Spread of Japanese as a Second Foreign Language in China

Since 2006, the Education Commission of the city of Dalian has been promoting Japanese-language education in Chinese elementary and secondary schools. The introduction of Japanese as the second foreign language to be taught in junior high schools is, in particular, a first in the history of Chinese administration. This policy is a milestone in the long history of Japanese taught as one of several first foreign languages (English is predominant) in secondary schools in China. TJF has been supporting the Commission's policy promoting Japanese-language education since 2006.

Completion of Japanese Textbook *Hao Pengyou* Volume 5

As part of the policy promoting Japanese-language education mentioned above, TJF has been working with Dalian Education University in editing *Hao Pengyou*, the five-volume textbook for teaching Japanese as a second foreign language. The final volume was published

in the fall of 2009. A teacher's guide volume was also begun.

Instead of approaching language teaching from the viewpoint of grammar, *Hao Pengyou* focuses on practical communication skills and multicultural education. Its central feature is a story manga. With many photos and illustrations, the textbook has received positive feedback from junior high school students and teachers. As of May 2009, approximately 5,500 students at 26 junior high schools were studying Japanese using this textbook.

In addition to the publication of Japanese-language textbooks, TJF also provided support for training programs run by the city of Dalian for Japanese-language teachers and dispatch of a Japanese teacher for schools with Japanese-language classes.



Junior high school students in Dalian using the *Hao Pengyou* textbook to study Japanese.

Toward a New Approach for Teaching Korean and Chinese

In fiscal 2009, TJF continued to promote Korean and Chinese language education and to develop guidelines for Chinese and Korean education in Japanese high schools.

Working on the Final Version of *Gakushu No Meyasu* [Curriculum Guidelines]

In March 2007, TJF published a trial version of the *Gakushu no meyasu* (hereafter “Curriculum Guidelines”) as an attempt to create private-sector curriculum guidelines for teaching Chinese and Korean in Japanese high schools. These guidelines were then introduced to Chinese and Korean language teachers in Japan over two years, and TJF received feedback from the teachers based on their classroom experience. Using this information, the project of creating the final version of the “Curriculum Guidelines” started in March 2009. The members of the project team included professionals in Chinese and Korean language education and intercultural education.

That year, the Chinese and Korean teams worked together to create a communication skills index to measure what students can do with Korean or Chinese, using 15 topics based on high school student inter-

ests. They established the principle that the objective of Chinese and Korean language education is not simply the acquisition of language skills but also understanding of other cultures and development of basic study skills for the twenty-first century. They also discussed the role of language education in high school students’ personal development and ways it can help them develop genuine communication skills.



Chinese- and Korean-language teachers from Japanese high schools listened intently at the first training session on the “Curriculum Guidelines.”



In group activities, the teachers planned actual course curricula.

Teacher Training Programs to Promote Curriculum Guidelines

Although the majority of feedback received from classrooms supports the new educational content and methods presented in the “Curriculum Guidelines,” a great amount of time and energy will have to be invested if their potential in the classroom is to be fulfilled. Teacher training needs to proceed alongside curriculum development. In fiscal 2009, TJF organized a five-day intensive training program for Chinese and Korean language teachers in Japanese high schools. A specialist from the United States introduced to participants the basic theory and ideas about foreign language education that form the backbone of the “Curriculum Guidelines.” Lectures were also given on the latest teaching methods. Attendees included college instructors, high school English teachers, and other teachers of foreign languages. In addition, group activities were organized in which the Chinese- and Korean-language teachers planned actual course curricula. Over 100 teachers participated in the training program, which was positively received.

Appealing to Education Agency Officials and School Administrators

In order to promote Chinese and Korean language education in Japanese high schools, it is also necessary to arouse the interest of education agency officials and school administrators in Chinese and Korean education. With Hanban’s sponsorship, TJF organized and sent a group of 14 Japanese educators to Beijing, where they met with people working in education, visited classrooms, and cultivated a better understanding of China and Chinese-language education.



Japanese educators observing an English class at a Chinese elementary school in Beijing.

Programs of Fiscal 2009

I Promotion of Japanese Language Education and Understanding of Japan's Culture in Elementary and Secondary Schools Overseas

Program	Time	Place	
Joint Production of Japanese Language Textbooks <i>Hao Pengyou</i> for Dalian Junior High Schools	Publication of <i>Hao Pengyou 4</i>	June	China
	Publication of <i>Hao Pengyou 5</i>	Sept.	China
Cooperation for Dispatch of a Japanese-language Teacher to a Junior High School in Dalian	Aug. 2008–Mar. 2010	Dalian, China	
Cooperation for the Training in Japan of Dalian Junior High School Japanese-language Teachers	Jan. 27–Mar. 19	Tokyo, Saitama, etc.	
Cooperation for Production of Japanese Language Textbooks for Liaoning Elementary Schools	year-round	China	
Development and Maintenance of the "Click Japan" Website	year-round		
<i>Takarabako</i>	Print Publication	June, Sept., Dec., Mar.	
	Development and Maintenance of Website	year-round	
<i>Hidamari</i>	Print Publication	June, Sept., Dec., Mar.	
	Development and Maintenance of Website	year-round	
Development and Maintenance of the "TJF Photo Data Bank: Japan" Website	year-round		

II Promotion of Foreign Language Education and Understanding of Different Cultures in Elementary and Secondary Schools in Japan

Program	Time	Place
"Gakushu no Meyasu" (Curriculum Guidelines) Project	year-round	
Cosponsorship of the 2009 Training Program for High School Chinese- and Korean-language Teachers in Japanese High Schools	Aug.1–5	Kanagawa
Cosponsorship of the 2009 Seminar for Foreign-language Teachers in Japanese High Schools (as part of the Training Program above)	Aug.1–2	Kanagawa
Cosponsorship of the Training Program for Chinese-language Teachers in Japanese High Schools	Jul.26–Aug.9	Changchun, China
Cosponsorship of the Training Program for Korean-language Teachers in Japanese High Schools, Universities, and Other Institutions	Aug.6–11	Fukuoka
Cosponsorship of Public Forum, "Reflections on Thirty Years of Korean-language Education in Japan"	Nov.8	Tokyo
Conducting the Language Training Program for Students Studying Chinese at High Schools in Japan (sponsored by Hanban)	Jul.25–Aug.3	Beijing, China
Cosponsorship of the 3rd Kumho Asiana Cup National High School "Let's Speak Korean" Contest for Japanese High School Students (final screening:3/13)	Oct.–3/13	Japan
Cosponsorship of the 2nd Kumho Asiana Cup National High School "Let's Speak Korean" Contest for Japanese High School Students: Training Tour and Korean Language Training Program	Jul.–Aug.	Korea
Development and Maintenance of the "TJF Photo Data Bank: China" Website	year-round	
<i>Xiaoxi</i>	Print Publication	Apr., July, Oct., Jan.
	Development and Maintenance of Website	year-round
Cooperation and Support for Activities of the Japanese High School Chinese Language Education Association	year-round	

Support of Local Activities of the Japanese High School Chinese Language Education Association (Okinawa, Hokkaido, Tokai, Kinki, Kyushu-Yamaguchi, Sanin, Kanto, and Hokuriku chapters)	year-round	Japan
Support for First High School Student Short Essay Contest (sponsored by Josai International University)	Sept.10– Oct.31	Japan
Support of the 7th High School Korean Language Education Seminar (sponsored by the Korean Cultural Center of the Embassy of the Republic of Korea in Japan)	Nov.14	Tokyo
Support of the Japan Association for Korean Language Education at High Schools (JAKEHS) Tokyo Training Program (sponsored by JAKEHS)	Nov.15	Tokyo
Dispatch of Japanese Educators to China (sponsored by Hanban)	Dec. 22–26	Beijing, China
Cooperation with sponsorship of the “Let’s Learn Chinese!” lectures by the Kanagawa Association of Private Secondary Schools	May–Jun.	Kanagawa
Support of Regional Eliminations of 2nd “Chinese Bridge” (Hanyu-qiao) Secondary School Chinese Language Contest	June	Kyoto and Tokyo
Support of “Let’s Speak in Korean” Regional Contests (Kumamoto, Kagoshima, Fukuoka, Tottori, Tokyo, Fukushima, Osaka, Aomori, and Niigata)	Dec.–Mar.	Japan
Cosponsorship of “Beijing Opera Workshop: Experiencing Traditional Chinese Culture”	Mar.6	Tokyo

III Promotion of Exchange between Educators and Elementary and Secondary School Students in and outside Japan

Program	Time	Place
	Development and Maintenance of Website	year-round
“Tsunagaaru” Project	Presentations at the Australian Federation of Modern Language Teachers Associations national conference	July 9–12 Sydney, Australia
	Presentations at the joint conference for the Japanese Studies Association of Australia and the International Conference on Japanese Language Education	July 13–16 Sydney, Australia
	Workshop	year-round Australia, Japan, etc.
Launch of “High School Student Photos Galore!”—a website that displays photographs by high school students	Apr.	
Support of the Photo Essay Division for high school students of the 31st “Yomiuri Photo Grand Prix” 2009	Aug.–Jan.	
Implementation of the Program for “Hao Pengyou” Special Junior High School Student Envoys to Dalian (sponsored by the Kamenori Foundation)	Mar. 26–31	Dalian, China
Cooperation for Japan-U.S. Friendship Exchange Programs	year-round	USA, Japan
Support of the 10th High School Speech Contest (sponsored by the High School Speech Contest Executive Committee)	Mar.22	Tokyo

IV Publicity

Program	Time	Place
<i>Kokusai Bunka Foramu Tsushin</i>	Print Publication	Apr., July, Oct., Jan.
	Development and Maintenance of Website	year-round
Publication of the TJF Annual Report 2008–2009	Japanese Version	Sept.
	English Version	Oct.
Publication of the TJF Information Leaflet (Japanese, English, Chinese, Korean)		
Development and Maintenance of the TJF Website	year-round	

Financial Report for Fiscal 2009

TJF's total endowment amounts to ¥2 billion. In view of the current economic climate and various other factors, TJF continues to rely on the generosity of its founders and donors. Operational expenditures for fiscal 2009 (from April 2009 to March 2010) amounted to approximately ¥156 million.

INCOME		(unit: ¥)
Balance brought forward from the previous year		5,086,302
Donations		148,696,229
Endowment income		34,424,991
Subsidies*		13,722,676
Membership fees		9,890,000
Operating income		3,340,670
Shared-services income		8,632,000
Miscellaneous income		141,696
Investment income		7,300,680
Total income		231,235,244
EXPENDITURES		
Program expenses		156,211,817
Japanese language education overseas		(14,632,703)
Chinese and Korean language education in Japan		(15,585,367)
Exchange programs		(8,694,500)
Promotion		(4,816,708)
Personnel expenses		(103,125,493)
Office expenses		(9,357,046)
Administrative expenses		38,157,180
Investment expenditure		19,489,915
Total expenditures		213,858,912
BALANCE**		17,376,332

*Grants provided by the following foundations and other donors.		(unit: ¥)
Kamenori Foundation		3,500,000
Accenture Japan Ltd.		3,000,000
Shoyu Club		2,300,000
Mitsubishi UFJ Foundation		1,701,740
Chinese Ministry of Education		1,510,936
Toshiba International Foundation		750,000
Korea Foundation		510,000
Embassy of Korea, Korean Cultural Center		450,000

**Carried over to fiscal 2010.