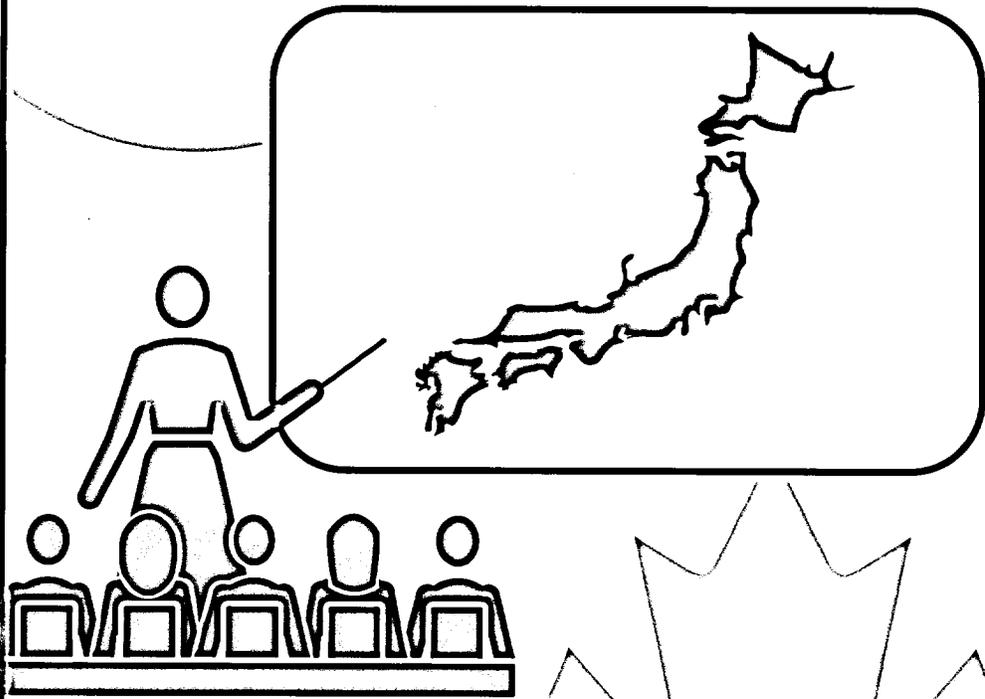


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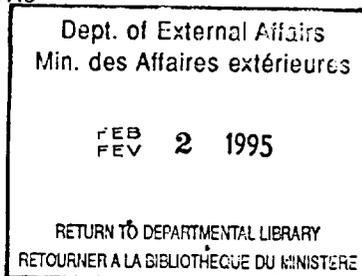


Teaching Japanese Language  
and Culture in  
Canadian Schools

Canada

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## WHO SHOULD READ THIS GUIDE?

Please read this GUIDE if you

- are interested in introducing programs in Japanese language and culture at the secondary school level\*

OR

- wish to enhance existing programs in Japanese language and culture at the secondary school level.

## WHY SHOULD CANADIANS STUDY JAPAN AND ITS LANGUAGE?

Canada's relationship with Japan has developed rapidly in recent years in a wide range of activities. The volume of trade between Canada and Japan has more than doubled since 1985 and diversified in its composition. Today Japan has become Canada's largest trading partner after the U.S. Japanese investment in Canada continues to grow, and Japan is now Canada's third largest foreign investor after the United States and the United Kingdom. In the number of overseas tourists visiting Canada, Japan is second only to the United Kingdom.

Cultural and educational relationships have also expanded rapidly since the signing of the Canada-Japan Cultural Agreement in 1976. Governments and agencies in both countries have vigorously implemented programs to improve mutual understanding and appreciation. If Canada is to take full advantage of the opportunities presented by this relationship, we must strive to increase our knowledge of Japan and its language.

## HAS CANADIAN EDUCATION RESPONDED?

Until the mid-1980s, Japanese studies in Canadian education were concentrated at the post-secondary level, although Japanese as a heritage language was offered at the primary and secondary level in some provinces. However, since 1987 the number of students enrolled in Japanese-language credit courses at the secondary level has risen from fewer than 500 in two provinces to some 6,000 students in five provinces. The number of courses in other subject areas with a focus on Japan also increased over this time frame. Continued growth in both language and awareness programs is expected.

## WHAT DOES THIS GUIDE DO?

This GUIDE aims:

- i) to alert you to some of the challenges which confront Canadian educators in the implementation of Japanese-language and culture programs; and
- ii) to direct you to the people, organizations and programs across Canada which can facilitate the process.

\* The term "Secondary school level" includes CEGEP general education programs.

## INTRODUCING JAPANESE LANGUAGE AND CULTURE: CHALLENGES AND OPPORTUNITIES

If you are planning - or even contemplating - introducing Japanese language and culture courses in your school, be aware that you will face particular challenges:

- Japanese is a level 4 or most-difficult-to-learn language for most English and French-speaking Canadians.
- Tourism from and to Japan is a recent phenomenon. The Japanese-Canadian community is small. Consequently, your local community may not have been exposed to Japanese culture.
- The vital importance of deepening our knowledge of Japan and our capacity to communicate in Japanese may not be fully understood. Student, parent, teacher and administrator interest may need to be sparked.
- Japanese-language curricula and programs focused on Japan or the Pacific Rim are, for the most part, still under development or in the pilot testing phase.
- "Made-in-Canada" pedagogical materials are under development. To fill the gap, Canadian educators rely on materials produced in Japan, the United States, Australia and other Asian countries.
- There is a shortage of certified Canadian teachers of Japanese.

But wait - don't change your mind! As of 1993 over 50 school boards in Canada are offering Japanese-language programs, and others are teaching Japanese culture in either Japanese-studies or Pacific Rim modules. There are a variety of tools at your disposal and a number of strategies which have worked for school boards. Let's take a look at what you might do.

### 1. Familiarize yourself with the programs and materials in use in Canada.

Read this GUIDE thoroughly and send for the brochures and references cited.

Talk to your provincial/territorial program development or curriculum officials to find out what is available in your province and/or what type of module, course or program would be approved.

Talk to administrators and teachers in boards which now offer programs. Talk to a neighbouring school or board; some initiatives in Canada have been the result of solid collaborative efforts. If you are near a university or college, find out what they offer in this area and what resources might be available to help you. Find out about the Asia Pacific Foundation of Canada (APF) and Japan Foundation programs. There is a lot of spade-work to be done.

### 2. Survey students, parents and administrators to determine the level of interest.

If interest is low, you may have to create it. Give thought to twinning with a school or board of education in Japan. If someone in your area has participated in the Japan Exchange and Teaching Program (JET) or a study tour to Japan, ask them to talk to your students about their experiences in Japan. The JET Alumni Association (JETAA) may be able to help locate potential speakers. Contact the nearest Japanese diplomatic mission for the JETAA address in your region. Ask the Japanese diplomatic mission in your area, the Asia Pacific Foundation office closest to you or the Japan Foundation for information on resources which could be borrowed and used in the class - such as maps, videotapes, brochures, books.

Introduce small elements in various subject areas as a beginning.

**3. Remember that you don't need to reinvent the wheel.**

Programs have spread across Canada through sharing of information and experience and adaptation of available curricula and materials. This is a helpful community. Moreover, some programs have been developed with financial and other assistance from the Pacific 2000 Program specifically to serve as prototypes for others to use. Programs developed in your province follow curricular requirements and can serve as your basic program. If there are no programs in your province, you may need to undertake some adaptation.

**4. Locate the teaching resources you will need.**

**Japanese Language**

Finding qualified teachers to teach Japanese language courses is not always easy. If you do not have anyone on staff and if the normal hiring process has not produced any candidates, you may have to be more inventive. The British Columbia Ministry of Education and Alberta Education can assist schools in these provinces.

Some schools have turned to local resources - Canadians from Japan who have the requisite language skills but who may not be certified teachers. In these cases, schools have received the necessary letter of permission from their provincial authorities and have followed up by ensuring training for their new teachers - sending them to workshops on Japanese-language teaching, sometimes in other provinces, and by helping them enrol in pre-service teaching programs.

If any teachers from your board or neighbouring boards have participated in the Japan Exchange and Teaching Program (JET) and learned Japanese, see if they would be interested in teaching Japanese part of the time. If a local university

or college offers Japanese-language programs, check whether students are available for some part-time work and then follow up as above by sending them on pedagogical workshops.

Investigate recruiting a teacher or monitor from Japan. The Asia Pacific Foundation should be contacted for assistance in these cases.

For the longer term, determine whether teachers in your school or board would like to recycle themselves. The JET program offers an opportunity for younger staff to spend up to two years in Japan teaching in junior or senior high schools. During their time in Japan, your staff should make every effort to learn and practise Japanese. You could supplement this experience by supporting their participation in a program to up-grade their Japanese-language skills and in a program specifically targeted to Japanese-language pedagogy.

**Japanese Culture**

Introducing courses on Japanese culture is a little less wearing, but current staff may need upgrading as well. Study tours are available such as the one at Douglas College, B.C. Workshops and seminars in their subject area should be pursued.

**5. Decide how to optimize your courses on Japan.**

In some schools or boards, teachers have learned some Japanese - enough to add some realism in their teaching of Pacific Rim modules or programs and to spark student interest in the language.

Monitors and interns from Japan bring their culture into the classroom and help create interest in both culture and language. School twinning and exchanges are also useful.



## 6. Develop an overall strategy to meet your needs.

One board pursued the following strategy:

- introduced Asian Studies;
- sent some teachers on study tours to Japan;
- familiarized teachers with the Japanese language so it could be used to enhance the cultural understanding components of the curriculum;
- brought interns (unpaid Japanese young people) from Japan to create student interest and help evaluate materials for language learning;
- surveyed students regarding interest in learning Japanese as part of the broader program;
- introduced a Japanese-language program.

## 7. If appropriate, investigate the use of distance education for students in your area.

Even Japanese language is being offered through distance education in Canada, and there are some computer-based programs available.

## 8. Determine the nature of community involvement in your program.

Two boards have used the introduction of Pacific Rim and Japanese-language studies to increase their partnership with the community. They set up an Advisory Committee composed of representatives from business, universities, government and ethnocultural communities to guide the introduction of these new study areas. This also offers opportunities to convince prospective employers of the need for and value of recruiting staff who are fluent in Japanese.

These are some of the ways used to date to meet the challenges facing Canadian educators in

introducing Japanese culture and language programs. It can be done. Remember to rely on the resources already available - and good luck.

## ENHANCING JAPANESE-LANGUAGE AND CULTURE PROGRAMS

If you are already offering programs in this area, you may still wish to enhance them. Development of teachers' language or pedagogical skills may be required. Perhaps you would like to supplement teaching staff with monitors from Japan. Or you may wish to expand the materials you are currently using. This GUIDE is designed to put you in touch with resources which are available to help you in your efforts.

## CURRICULA AND LEARNING MATERIALS

For the most part curricula and "made-in-Canada" learning materials are under development. Texts and materials from Japan, the United States, Australia and Asian countries are used to fill the gap. There is, however, more available than you might think. This section aims to give you a very quick overview of resources across the country. Please phone provincial ministries/departments and boards of education for more information.

## Quick Review of Provincial Curricula and Materials

### British Columbia

- a provincial Japanese-language curriculum and three curriculum guides : Japanese 9, 10, beginning 11; Japanese 11 and 12; Intermediate;
- the prescribed text "Alfonso and Gotoo" Japanese Books 1,2,3;
- "Let's Learn Japanese" video series with accompanying guide book;
- "Kintaro Sensei" computer-assisted instruction;
- a resource book to supplement texts;
- multimedia modules and resource books support Pacific Rim topics in Business Education, Economics 12, Social Studies;
- a Pacific Rim Resource Book.

### Alberta

- a provincial Japanese-language curriculum in place for September 1993;
- "Let's Learn Japanese" videotapes available to Alberta schools from the Access Network;
- "Active Japanese" textual materials available from the Learning Resources Distributing Centre of the Department of Education;
- distance learning materials are in use in the West Alberta Distance Education Consortium.

### Manitoba

- development of curricula and materials undertaken by the Fort Garry School Division (Vincent Massey Collegiate) and the Saint Vital School Division (Dakota High School) in conjunction with provincial authorities.

### Saskatchewan

- Japanese-language curriculum is locally-developed by the Saskatoon Board of Education within its Asian Studies thrust. The Regina School Division offers some introductory Japanese-language instruction within its Pacific Rim Studies Program.

### Ontario

- curriculum development and materials preparation have been undertaken by the following school boards: Toronto, Carleton Ottawa, North York, Peel and Wentworth County.

### Quebec

- developing a curriculum to examine the increasing interdependence of the Quebec economy emphasizing inter alia the Asia Pacific influence, industrial restructuring and the challenge from Asia and competitiveness.

### Newfoundland

- considering development of curricular materials on Japanese culture and introductory Japanese language for local level senior high use.

Other provinces and territories include studies on Japan within more general programs.

### Reference Works

For more complete information on what is available, you may wish to consult the following:

#### The Asia Pacific Foundation's Curriculum Resources Database

Designed for use within the primary and secondary school systems and community colleges in Canada, this database aims to assist teachers and curriculum experts in planning courses with Asia Pacific content. There are two components to the database.



- The Course Outlines Database describes existing and proposed courses prepared by educators, school boards and provincial ministries of education, which could serve as models to aid in curriculum development.
- The Curriculum Resources Database contains descriptive evaluations of recommended source material on the Asia Pacific region and includes books, films, videotapes, audiotapes, maps, multimedia information kits and key periodicals. Each item is evaluated according to its strengths and weaknesses and suitable grade level and includes information such as geographic focus, subject focus, availability and cost.
- A third data base available in September 1993, "The Directory of Canadian Educators", includes identified individuals and institutions currently involved in Asia Pacific educational initiatives at the K-12 level

### **Preliminary Bibliography of Japanese Learning Materials**

Produced by Alberta Education but available to anyone in Canada for a nominal fee.

For further information please contact the Learning Resources Distributing Centre, Alberta Education.

### **Programs of Assistance**

- The Pacific 2000 Secondary School Activities Fund; please refer to the "Government of Canada Programs" chapter;
- Japan Foundation Programs; please refer to the "Japan Foundation" chapter.

## **TEACHER TRAINING AND DEVELOPMENT OPPORTUNITIES**

A list of pre-service programs and in-service workshops and courses can be found in **JAPANESE LANGUAGE TEACHER DEVELOPMENT: OPPORTUNITIES IN CANADA, AUSTRALIA, JAPAN AND THE U.S.**, published by the Asia Pacific Foundation of Canada. The following are some key opportunities in Canada:

### **1. Asia Pacific Educational Studies in Language, Culture and Curriculum Faculty of Education, University of British Columbia**

B. Ed. (Modern Language Education): 12-month program for B.C. Certification

M.Ed., M.A., Ph.D.: 12-month program; starts January, May, July or September.

### **2. Faculty of Education, University of Victoria**

B.Ed.: B.C. Certification with Japanese as a designated teaching subject.

### **3. Teaching of Japanese as a Foreign/Second Language Program**

**Department of Languages, Literatures and Linguistics; York University**

Pre- and in-service training: currently students receive university credits; Ontario Certification for pre-service training is not yet available.

### **4. International Education, British Columbia Ministry of Education**

Workshops and in-service training: please refer to the chapter "Provincial Programs". Note that while these activities are directed primarily at B.C. teachers, some workshops have been opened to teachers from other provinces.

## 5. Language Services Branch, Alberta Education

Workshops and in-service training: offered on an ad hoc basis during the school year or summer break to Alberta teachers.

## 6. Canadian Association for Japanese Language Education

Three seminars/workshops per year and an annual conference in June.

## 7. Japan Foundation Language Centre, Santa Monica

Japan Foundation's language-related programs in North America. Please refer to the chapter on the Centre.

The Asia Pacific Foundation (APF) and Japan Foundation also provide ad hoc training seminars. Be sure you are on their mailing list.

## HOW TO RECRUIT TEACHERS AND MONITORS FROM JAPAN

Boards and schools in Canada have relied upon teachers and monitors from Japan to meet a number of different needs:

- Where qualified Canadian teachers of Japanese have not been available, teachers from Japan have been hired to permit introduction of Japanese-language programs.
- Monitors have taught classes in Japanese culture, offering a glimpse of real-life Japan to students and enhancing the cultural understanding components of the curriculum.
- Monitors assist Canadian Japanese-language teachers and help place the language in its cultural context.

For the most part, the experience of Canadian educators with their teachers or monitors from Japan has been positive. However, you will want to bear in mind the following:

- Japanese teachers have been trained in a different tradition and may not be used to North American pedagogical approaches or to North American students. An orientation session prior to the start of the school year is useful.

- Often, language skills do not permit the Japanese teacher to teach subjects other than Japanese. Since few schools have enough classes in Japanese to fill a timetable, the teacher's time may not be fully utilized. You might consider sharing a teacher with a neighbouring school or board, introducing non-credit evening courses which the teacher could offer or taking advantage of the teacher's expertise to prepare learning materials and tests.

- Depending on their competency in English and familiarity with North American culture, the teachers or monitors will feel more or less comfortable in Canada. It is important to ensure that there are support systems in place to assist them in settling into Canadian life, especially because guests in Japan usually receive more structured attention than is the custom here.

Some boards recruit teachers on their own, going to Japan to interview graduates of programs such as English-as-a-Second-Language. The Asia Pacific Foundation may be able to assist you in this. There are, however, several programs which can help you in a direct manner to find a teacher or monitor.

**The Japanese Language Initiative in Canada (J-LINC program)** brings monitors to Canada to help teaching assistants in providing Japanese-language programs. Some financial support is provided by the Government of Canada. Boards are expected to provide the basic salary and housing. Three monitors came to Canada for the 1992-93 school year.

The **Japanese Language Teacher Development Program** provides funding for recruitment of Japanese teachers to overcome the short-term lack of qualified Japanese-language teachers.

For information on the above two programs, please refer to the chapter on "Government of Canada Programs" and contact the Asia Pacific Foundation of Canada.

The **Regional and Educational Exchanges for Mutual Understanding Program (REX)** of the Japanese Ministry of Education and Culture sends fully qualified Japanese teachers abroad for two years.

For further details, please refer to the chapter "Government of Japan Programs".

If you are in British Columbia, you should apply to the International Division of the Ministry of Education if you would like a REX teacher. Generally, two REX teachers are provided to B.C. each year. If you are in Alberta, contact the National and International Division of your Department of Education.

In other provinces, you should contact the International Affairs Bureau of the Ministry of Education of Japan to find out how you might receive a REX teacher.

In addition, every year some 4,000 Japanese between the ages of 18 and 30 come to Canada on the Working Holiday Program, and another 300 come under arrangements with the Council on International Exchange in Tokyo. Almost all speak English, and some are very fluent. Once in Canada they search for jobs. The Canadian Federation of Students (CFS) Toronto office and one of the CFS Travel Cuts offices in Vancouver provide notice boards for posting job advertisements for these young people. (Please see key address Chapter.) You may wish to consider this source of Japanese expertise to assist teachers in the classroom.

## HOW TO SET UP SCHOOL TWINNINGS

Twinning has proved to be an important element of school programs on Japan. Many schools which are twinned with a Japanese partner do not offer Japanese language programs but use twinning to support social or cultural studies, musical or sports activities, business programs or art programs.

Schools make use of twinning for various reasons:

- to create interest in Japanese language and/or culture and learn about a country of paramount importance to Canada;
- to motivate students through interactions with their Japanese counterparts;
- to provide opportunities to practice language skills;
- to help students appreciate cultural diversity and gain tolerance of other ethnic groups.

If you have decided it would be beneficial for your school to twin with a partner in Japan, you may wish to follow these steps:

1. Determine the level of interest of students, parents, teachers, the school administration and the community.

Will these groups be prepared to support the twinning in an active and holistic manner? What resources - people and money - will be available?

2. Determine if you will be able to obtain the necessary approval within your school system.
3. Establish a small committee with representatives from the student body, administration, the teaching staff and the community. Representatives with some experience of Japan would be very useful to you.

4. Determine the nature of the twinning arrangements to pursue.

To what type and level of activity will you commit yourself? Do you envisage activity throughout the year or a once-a-year festival or visit? If your twinning will be limited to written communication, will this be by mail or does your institution have the capacity to use electronic messaging? Will your twinning include student exchanges?

Which grade levels or special activities such as musical, artistic or athletic activities will form the basis for interchange?

Identify the personality of your institution. Twinning will work best with a counterpart that shares your interests as well as the level of commitment to the relationship.

Find out whether your municipality, province, school board or local Chamber of Commerce is already twinned with Japan. If so, you have a ready-made opportunity to facilitate your initiative and to complement on-going activities.

Review the resource requirements in light of the decisions made on the types of activities to pursue. Costs will be relatively modest for written communication -postage, some gifts, perhaps a video of the school.

5. Seek the necessary approval from your school system.
6. If there is no local twinning already in place, determine who or what organization can assist you in finding a partner.

If you do not have contacts in Japan, arranging twinning can be difficult. If you are in British Columbia, the International Division of your Ministry of Education will assist you. If you are in Alberta, ask the National and International Education Division of your Department of Education for the brochure and application forms for the Alberta International School Partnership Program.

If you are in another province, you will have to do a bit more work. Perhaps someone in your board has participated in the Japan Exchange and Teaching Program or a study tour and could put you in touch with a school which would be right for you. The JET Alumni Association might be of assistance to you. Or contact the Canadian Embassy in Japan or the Japanese diplomatic mission closest to you, but make sure you provide the information they will need to help make the best match.

The area responsibilities for Japanese missions in Canada is as follows:

*Quebec and the Atlantic Provinces*  
Consulate-General, Montreal

*National Capital Region*  
Embassy of Japan, Ottawa

*Ontario*  
(except National Capital Region)  
Consulate-General, Toronto

*Alberta, Saskatchewan, Manitoba and the Northwest Territories*  
Consulate-General, Edmonton

*British Columbia and Yukon Territories*  
Consulate-General, Vancouver

7. Once you have the name of your partner, decide what you will send as an opening greeting such as: photos; yearbooks; some school pins, crests or flags; perhaps a videotape of school activities or an audiotape with messages from key players; some information on your community, province and Canada more generally. There is a tradition of exchange of gifts in Japan which is important to bear in mind.

Then, begin your partnership.



## HOW TO SET UP STUDENT EXCHANGES

There is no question about it - first-hand experience of different cultures provides numerous benefits to your students:

- promotes a deeper understanding and appreciation of the host culture;
- provides vital opportunities to develop language skills in a real-life context;
- sparks an interest in learning the language of the host country;
- enriches students' personal lives - exchanges are fun.

Because Japan is so different from Canada, it is particularly useful to use exchanges as a way to enrich classroom learning. In some jurisdictions, credit may be offered for participation in an exchange.

Where exchanges are reciprocal, other students, parents and members of the community have an opportunity to share in the experience when students from Japan arrive in Canada. This can bolster community support for your programs. Exchanges can also provide opportunities for teacher, trustee and administrator participation.

### Reciprocal School-based Exchanges

Most school-based exchanges flow from a twinning arrangement with a school in Japan. This longer-term relationship provides for easier organization of exchanges and for an optimal match of students.

Please refer to the preceding chapter or help in setting up twinings.

Similarly, most exchanges are short-term visits, but some have evolved to include longer visits for students who are especially interested in Japan. In some cases, students may spend three-months in the host country; in other cases, year-long exchanges have emerged with special intensive courses in Japanese and English being offered at the host-country high schools.

If you are twinned with a school, you will be making arrangements with your counterpart. However, you will still need to give thought to the following:

- Most exchanges are based on home-stay programs. Will your students and parents agree to that type of arrangement, both for your students while they are in Japan and for provision of lodging for the Japanese students while in Canada?
- Decisions will be required as to the nature of the activities underpinning the exchange. There may be a special event or events such as concerts or sports competitions. Beyond that, will the Japanese students be attending classes at your school? Have you thought of arranging some special English-as-a-Second-Language classes or classes on Canadian culture? Are you planning special sight-seeing trips and/or community activities? Is there a special interest in areas such as the environment or culture that calls for visits to appropriate sites?
- What type of arrangements have been made for the teachers or officials accompanying the students? A visit to a local college or university, Faculty of Education, Board or Ministry/ Department of Education offices might be interesting for them along with the more general visits.
- With respect to your visit abroad, you will want to consider the nature of any extra trips you want to make outside of the exchange framework.
- Exchanges require a lot of commitment, time, organization and money. It is important to ensure sufficient resources are available. You will need to consider how funds will be raised, not only for travel to/from and within Japan for Canadian

students and for the gifts you will want to bring to Japan, but also for the special activities and visits for your Japanese guests.

- Student orientation will be important, both for your students going to Japan and for Japanese students when they arrive.

### **Student Visits**

You may not be planning to set up a school exchange or visit but may have students who wish to visit Japan. The following publication lists Canadian organizations involved in national and international, individual and group exchanges at all age levels: Exchange Opportunities for Canadians, published by the Canadian Studies and Special Projects Directorate, Secretary of State Canada. In Ontario, you may wish to contact the Ontario Student Exchange Foundation.

To obtain information and resource materials on Japan, please contact the Japan National Tourist Organization in Toronto.

### **JAPAN FOUNDATION LANGUAGE CENTRE**

#### **SANTA MONICA CALIFORNIA**

Established in 1992, the Centre is responsible for the Japan Foundation's language-related programs in North America including:

- organizing and conducting seminars and training courses on Japanese language, culture and teaching methods;
- conducting consultations on Japanese-language materials, teaching methods and curriculum planning,
- offering library and information services.

Its staff are willing to attend, join, or assist workshops, conferences, or support other Japanese-language related needs. The Centre will be

compiling a newsletter to help Japanese instructors network.

Canadian institutions and teachers of Japanese language may use the services of the Centre. A 1-800 number for a trouble-shooting hotline for Canadians is currently under discussion.

### **THE ASIA PACIFIC FOUNDATION OF CANADA**

The Asia Pacific Foundation is an independent non-profit national organization established in 1984 by an act of Parliament. Core funding is provided by External Affairs and International Trade Canada (EAITC), and support also comes from several provincial governments and the private sector. The Foundation manages a variety of initiatives designed to help Canadians become more competitive in the Asia Pacific region (including Japan) and acts as a catalyst and information source for Canadian business, education and other sectors. The Foundation has five offices across Canada and three in Asia.

### **GOVERNMENT OF CANADA PROGRAMS**

#### **EXTERNAL AFFAIRS AND INTERNATIONAL TRADE CANADA (EAITC)**

The Government of Canada has recognized the urgent need to improve Canadians' knowledge of Japan, competence in the Japanese language and capacity to prosper from increasing ties in trade, investment, tourism, culture and education. The following programs are those relevant to secondary education in Canada. While External Affairs and International Trade provides the funding for these initiatives, the Asia Pacific Foundation manages the funds and the programs.



## Pacific 2000

Introduced in 1989 as part of the Going Global strategy, the Pacific 2000 program is based on an integrated approach to international trade, culture and education, science and technology, and investment. Pacific 2000 seeks to improve Canada's visibility in the Asia Pacific region and foster exchanges and linkages through technology transfer, international education, culture and language awareness, tourism, investment and sectoral export development.

The Pacific 2000 Asian Language and Awareness Fund was established to assist Canadians in becoming "Asia-literate" through the encouragement of Asian studies and language programs. The key components of interest to the secondary school level are:

- **Secondary School Activities**

The Secondary School Language and Awareness Program aims to encourage educators to develop Asian Studies and Asian language programs in secondary schools. Support can go toward curriculum materials and development, creating links between the private sector and secondary schools and selective teacher and student exchange programs. Most of the initiatives funded would become pilot projects for future application at other schools.

- **Japanese Language Teacher Development**

The Japanese Language Teacher Development Program is designed to overcome the current shortage of teachers in this area. In the short-term, support will go toward recruiting teachers from Japan. Afterwards it will go toward developing teacher training programmes in Japanese as a foreign language and scholarships to study abroad for prospective teachers of Japanese.

## J-LINC Program

The Japanese Language Initiative in Canada is a new program, currently in a pilot phase, which aims to bring greater Japanese language and cultural awareness to Canada and to strengthen ties between the two countries. The program brings Japanese teachers to Canada to work as monitors (teaching assistants) in secondary schools or in the general education program in CEGEPS.

## SECRETARY OF STATE CANADA

### Canadian Studies

Under the Canadian Studies Program, application may be made to develop teaching modules on Japanese communities in Canada. For information, please contact the Canadian Studies and Special Projects Division of Secretary of State Canada.

## JAPAN FOUNDATION PROGRAMS

The Japan Foundation was established in October 1972 by the Government of Japan with the aim of furthering mutual international understanding through the introduction of Japanese culture overseas and the promotion of cultural-exchange activities between Japan and other countries, thus enhancing world culture and contributing to the welfare of the human race. The Japan Foundation opened an office in Toronto in November, 1990.

Programs of specific interest for the secondary school/CEGEP general stream level are:

### **TRAINING PROGRAM FOR TEACHERS OF THE JAPANESE LANGUAGE\***

Japanese-language teachers are invited to Japan for intensive training in teaching and administrative skills.

**Duration:** long-term program - 10 months  
short-term program - 2 months

**Application:** educational organizations

### **TRAINING PROGRAM FOR TEACHERS OF THE JAPANESE LANGUAGE (FOR JAPANESE ABROAD)\***

Japanese-language teachers working abroad are invited back to Japan for intensive training in teaching and administrative skills.

**Duration:** 1 month  
**Application:** educational organizations

### **JAPANESE-LANGUAGE PROFICIENCY TEST**

An examination conducted in Japan and abroad to test and certify the Japanese-language ability of non-native students. The test is administered in North America at Douglas College in Vancouver by the British Columbia Centre for International Education. For information call (604) 527-5493 or fax (604) 527-5516.

**Application:** individuals wishing to take the test

### **STUDY-TOUR AWARDS FOR OUTSTANDING FOREIGN STUDENTS OF THE JAPANESE LANGUAGE**

Students who have scored exceptionally well on a standardized language test are invited to Japan to attend lectures and take study tours to deepen their understanding of Japan.

**Application:** individuals wishing to take the test

### **JAPANESE-LANGUAGE TEACHING MATERIALS DONATION PROGRAM\***

The Foundation donates Japanese-language teaching materials (instructors' manuals, dictionaries, tapes, audio-visual materials etc.) to institutions with Japanese-language programs.

**Application:** institutions

### **TEACHING RESOURCES AND METHODOLOGY FELLOWSHIP PROGRAM\***

Japanese-language education specialists are invited to Japan to develop and produce Japanese-language teaching resources and teaching methods appropriate to their educational systems, in cooperation with Japanese specialists

**Duration:** project must be completed within 1 fiscal year

**Application:** education ministries; educational institutions

### **ASSISTANCE PROGRAM FOR THE DEVELOPMENT OF JAPANESE-LANGUAGE PRINTED TEACHING MATERIALS\***

Partial assistance to help defray the printing and binding of Japanese-language texts that are to be published overseas.

**Application:** non-profit institutions with Japanese-studies programs or publishers

\* The deadline for submission of applications for these programs is December 1.

Further information on the Japan Foundation and its programs is available from the Japan Foundation Office in Toronto.

All applications should be presented to the appropriate office as follows:

*Quebec and the Atlantic Provinces*  
Consulate-General of Japan, Montreal  
*National Capital Region*  
Embassy of Japan, Ottawa

Ontario  
(other than National Capital Region)  
Japan Foundation, Toronto  
Alberta, Saskatchewan, Manitoba  
and the Northwest Territories  
Consulate-General of Japan,  
Edmonton  
British Columbia and Yukon Territory  
Consulate-General of Japan,  
Vancouver

## GOVERNMENT OF JAPAN PROGRAMS

### Regional and Educational Exchanges for Mutual Understanding Program (REX)

The REX was established in 1990 by the Japanese Ministry of Education and Culture (Monbusho). Under this program, Japanese secondary school teachers, usually teachers of English, spend two years teaching abroad. All REX teachers have both formal teaching qualifications and teaching experience and receive a supplemental four-month training in Japan prior to assuming their positions abroad.

Candidates are sponsored by individual prefectures. In 1990, the first year of the program, 13 teachers were sent to four countries: Canada, United States, Australia and New Zealand. By 1992, 21 candidates were selected of whom four were sent to Canada -two to British Columbia and two to Alberta.

Teachers are often sent to cities twinned with Japanese partners. For more information, contact the International Affairs Bureau, Ministry of Education of Japan.

### Japan Exchange and Teaching Program (JET)

JET's primary aim is to foster mutual understanding among young people around the world. Each year, some 500 young Canadians work in Japan either as Assistant Language Teachers (ALTs) in junior or senior high schools or as Coordinators for International Relations (CIRs) in municipal

government offices. They are part of a much larger group of young people - some 3,000 - from around the world who participate in JET. Canadian educators may take advantage of this program to develop or enhance their Japanese-language skills.

The primary responsibility for the program rests with the Council of Local Authorities for International Relations (CLAIR) which initiated JET as part of its internationalization strategy. Local authorities are responsible for schools in their area and for municipal functions and are the employers of ALTs and CIRs. Airfare and salary for ALTs and CIRs are covered under the program.

The program is open to Canadian citizens, generally under 35 years of age, who will have obtained a first university degree by the time of take-up of their duties. CIRs must be competent in Japanese, but ALTs are not required to have any knowledge of the language. A teaching certificate is not a requirement either, although many ALTs are qualified teachers. Participants must be flexible and adaptable, must have good oral and written communication skills in English and must, for ALTs, have a genuine desire to assist Japanese students to learn English. There is a two-tier evaluation process. Written applications are assessed in late fall of each year. Those selected in the first round are then interviewed in February and learn of the results in March. JET participants travel to Japan in mid-summer, stopping first in Tokyo for a week's orientation session with their new colleagues from around the world and then proceeding to their host prefecture. Participants may renew their contract for a second year, if their employer agrees.

Information/application forms:  
Embassy or Consulates-General  
of Japan in Canada.

## KEY ADDRESSES

### Asia Pacific Foundation of Canada

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### The Japan Foundation

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Fax: (416) 362-8639

### External Affairs and International Trade Canada

External Affairs and International Trade Canada  
Lester B. Pearson Building  
125 Sussex Drive  
Ottawa, Ontario  
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Fax: (613) 943-8167 (Pacific 2000)

### Secretary of State Canada

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15 Eddy Street  
Hull, Quebec  
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### Japanese Diplomatic Missions in Canada

Embassy of Japan  
255 Sussex Drive  
Ottawa, Ontario  
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Tel: (613) 236-8541  
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Consulate-General of Japan  
900 Board of Trade Tower  
1177 West Hastings Street  
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Tel: (604) 684-5868  
Fax: (604) 684-6939

Consulate-General of Japan  
2480 ManuLife Place  
10180-101 Street  
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Tel: (403) 422-3752  
Fax: (403) 424-1635

Consulate-General of Japan  
(Information Centre)  
Suite 2702, Toronto Dominion Centre  
P.O. Box 10  
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Tel: (416) 363-5488  
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Consulat-Général du Japon  
1785-600 rue de la Gauchetière ouest  
Montréal, Québec  
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Tel: (514) 866-3429  
Fax: (514) 395-6000

### **The Japan Foundation Language Centre**

The Japan Foundation Language Centre  
The Water Garden, Suite 650E  
2425 West Olympic Blvd.  
Santa Monica, California  
90404-4034  
Tel: (310) 829-3172  
Fax: (310) 829-9510

Ministry of Education of Japan  
Ministry of Education  
International Affairs Bureau  
2-2 Kasumigaseki, 3-chome  
Chiodo-Ku, Tokyo, Japan 100

### **Ontario Student Exchange Foundation**

Ontario Student Exchange Foundation  
Box 86, 80 Bradford Street  
Barrie, Ontario  
L4N 3A8  
(Ms. Beatrice Harper)  
Tel: (705) 739-7596

### **Training Organizations**

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### **Provincial/Territorial Ministries/Departments of Education**

British Columbia  
Ministry of Education and Ministry  
Responsible for Multiculturalism and  
Human Rights  
Parliament Buildings  
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Alberta  
Alberta Education  
West Tower, Devonian Building  
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Saskatchewan  
Saskatchewan Education, Training  
and Employment  
2220 College Avenue  
Regina, Saskatchewan  
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Manitoba  
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Curriculum Services  
1181 Portage Ave., Room 409  
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Quebec, Quebec  
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P.O. Box 6000  
Fredericton, New Brunswick  
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Box 578  
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Prince Edward Island  
Department of Education  
Box 2000  
Charlottetown, Prince Edward Island  
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Tel: (902) 368-4600

Newfoundland and Labrador  
Department of Education  
Confederation Building, West Block  
Box 8700  
St. John's, Newfoundland  
A1B 4J6  
Tel: (709) 729-5097

Northwest Territories  
Department of Education  
P.O. Box 1320  
Yellowknife, Northwest Territories  
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Tel: (403) 873-7529

Government of the Yukon Territory  
Department of Education  
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### Japanese Diplomatic Missions in Canada

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