Emi Murata Margetić

Department of Indology and Far Eastern Studies
Faculty of Humanities and Social Sciences
University of Zagreb
emurata@ffzg.unizg.hr
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The Past and Present of Japanese Language and Its Education Methods – Guidance for Learners and Educators

Abstract: In this paper it will firstly be given an overview of the characteristics and historical development of the Japanese language, followed by the history of Japanese language education in Croatia. Next, it will be described the training the author participated in as part of a program carried out by the Japan Foundation in 2018, presenting specific examples of teaching methods and practices using the CEFR and the JF Standards developed by the Japan Foundation which were introduced during the program. Lastly, a variety of useful teaching materials for Japanese language teachers, learners, and those interested in Japanese language education will be introduced.

Keywords: Japanese linguistics, Japanese language education, CEFR, JF Standard

1. Introduction

1.1 Features of the Japanese language

This chapter provides a brief overview of the main features of the Japanese language.

Japanese characters: In Japanese, there are three types of script: *hiragana*, *katakana*, and *kanji* (Chinese characters). The Latin alphabet, called *rōmaji* in Japanese, is also sometimes used, e.g. when writing the names of train stations in public spaces.

Q1. Do you know which of the following words is written in *hiragana, katakana,* and *kanji*? All of these words mean „Japan".

1）にほん　2）ニホン　3）　日本

The answer is,

1）にほん (*hiragana*)　2）　ニホン (*katakana*)　3）　日本 (*kanji*)

Hiragana is used for particles and words of Japanese origin, while *katakana* represents non-Chinese loanwords for the names of objects and people from abroad. In a sentence, they are typically combined in a way similar to the following:

❖ 「私は、クロアチアに行きます。」　I'm going to Croatia.

私	は	クロアチア	に	行	きます。
I	(particle: topic)	Croatia	(particle: direction)	go	non-past verb ending
kanji	*hiragana*	*katakana*	*hiragana*	*kanji*	*Hiragana*

In the Japanese language, as in all languages, the use of the same word is sometimes different depending on the situation. The choice of vocabulary written in a particular script influences the tone of the sentence in a given situation. *Hiragana* lends a gentle and sometimes youthful or childish impression, katakana gives off an angular, westernized feel, while kanji has the air of formality. For this reason, *katakana* is more frequently used in magazines and other non-academic publications, while kanji is more abundant in scholarly publications.

Grammar and Form: Japanese is an agglutinative language taking the form of SOV. In Japanese, predicates always come at the end of a sentence. Modifiers always appear in front of the word modified. The Japanese language is composed of verbs, adjectives, nouns, adverbs, conjunctions, particles, and other parts of the language. A particle is used after a word or at the end of a sentence to indicate the relationship between words. A particle can show direction, express purpose, form a question, or add a variety of meanings. Subjects and objects are sometimes omitted if they can be understood from the context.

Grammar: Japanese grammar has been studied in terms of syntax, morphology and discourse analysis. Grammar learned by Japanese compulsory school students is categorized differently from that of students studying Japanese as a non-first language. Students studying in Japanese elementary and middle schools learn grammar as a prerequisite for the advancement of the study of Japanese classical grammar in high school.

Grammar learned by those who study Japanese as a foreign language divides verbs into three types: (1) those ending in *-u*, (2) those ending in *-ru*, and (3) the irregular verbs of *suru* (*do*) and *kuru* (*come*). Adjectives are divided into two types: (1) those ending in *-i*, and (2) those ending in *-na*. Learners of Japanese as a foreign language mostly show difficulty in learning how to change perspective in Japanese, for example, when using giving and receiving expressions and the causative passive voice.

Keigo: *Keigo* (honorific speech) is difficult for both Japanese language learners and Japanese native speakers to master. Despite the opinion that the use of *keigo* reveals a person's level of education and insight, it is rarely overtly taught in schools. Native speakers are first required to use it when they need to speak in public and when they start working. In some cases, normatively incorrect honorifics used by young people in part-time jobs are widely used by older people as well.

Keigo refers to expressions used to show the speaker's respect for the listener or for another person. The speaker is expected to show a level of respect corresponding to the social status of the listener and/or the person about whom he or she is speaking. For example, (1) if the speaker is younger or has a lower social status, *keigo* is used to show respect towards another person who is older or of a higher status than the speaker; (2) if the speaker is not close to the listener, as is the case when meeting someone for the first time, *keigo* is used to show respect towards the listener.

The relationship between the speaker and the listener must also be taken into account. The speaker's family, company, or other group of people they belong to are referred to as *uchi* (*insiders*), while those outside the group are referred to as *soto* (*outsiders*). When the speaker speaks about an insider to an outsider, the insider is treated with the same level of respect the speaker would give themselves. Therefore, even when talking about a person who is your teacher and boss and older or of a higher status, but who is an insider because they belong to the same group as you do (your school, company, family, etc.) relative to the outsider you are speaking to, you cannot refer to the insider with respect. However, in the Kansai region, there are cases where people speak respectfully about their own family members as well. Nowadays, some researchers are suggesting that honorifics are only part of a broad spectrum of words showing politeness.

Dialect: It is difficult to clearly assign Japanese dialects to specific regions of the country. However, Japanese dialects can be broadly divided into mainland and Okinawan dialects. The mainland is further divided into the eastern dialect, the western dialect, and the Kyushu dialect. Okinawa is divided into the Amami dialect, the Okinawa proper dialect and the Sakishima Island dialect.

In order to propagate the standard version of the Japanese language, pupils caught speaking their own dialect in school from the late 19th to the early 20th century were forced to wear so-called „dialect tags". This punitive practice is said to have been more pronounced in Okinawa and Kagoshima.

In addition to „standard dialects", there is also the idea of a „common language" spoken only in a certain region or by a group of people.

Ethnologist Kunio Yanagida proposed the „center versus periphery" theory in 1930. If a dialect's elements, such as words and sounds, are distributed in concentric circles from a cultural center, it is presumed that they have changed sequentially from older forms on the outside to newer forms on the inside. The reason for this was that the language spoken in Kyoto in the past was found in Kanto and Shikoku, and the same language was found in Tohoku and Kyushu.

History of the Japanese language: *The development of the Japanese language is divided into the following phases:*

Periods with starting years	Language Names
710 – Nara	Old Japanese
794 – Heian	Late Old Japanese
1185 (or 1192) – Kamakura	Middle Japanese
1331 (or 1392) – Muromachi	
1603 – Edo	Early Modern Japanese
1868 – Meiji	Modern Japanese

During the Nara period (Old Japanese), many cultural elements came to Japan from China. Letters are one of them. The ancient script of *manyōgana* was made by borrowing sounds from the Chinese language (using Chinese characters solely for their phonetic value). This was the first time the Japanese language was written down phonetically. Around 794, in the Heian period (Late Old Japanese), *katakana* and *hiragana* (*sougana* – cursive *manyōgana*) were created from *manyōgana*. The famous Japanese novel *The Tale of Genji* was written at this time by a court lady Murasaki Shikibu using *hiragana* (*sougana*). During the Middle Japanese period, the capital changed from Kyoto to a new one in the Kanto region, and more and more people began to use the dialect of Kanto (the area around Tokyo in the present day). This was also the era when the samurai class seized power, followed by the spread of words that the samurai preferred to use. Catholic missionaries arrived from Europe in the 16th century, and diaries written by these missionaries record the language used by the Japanese at this time. From these diaries, we can see that the language used then was very similar to the language used in Japan today. For example, the word *karuta* means Japanese tradition-

al playing cards in Japan today, though this word came from Europe. Once the capital returned to Kyoto, the dialectal basis for Early Modern Japanese in this period moved back to Kanto. This was a time of nearly total national isolation when people within Japan did not interact with other countries, enabling the creation of a unique culture. The language developed after the beginning of the Meiji period is called Modern Japanese. After the end of national isolation, the Meiji government sought to westernize the country and started by abolishing the feudal system of the previous period. The contemporary school system was created and the policy of unifying language education in Japan was promulgated.

The historical phases of the development of the Japanese language delineated above form part of the courses of *Japanese Linguistics 1* and *2*, where students will also learn about the Japanese language in general, such as the origin of Kanji, word which differ according to gender, age, and social position, onomatopoeia and so on. We encourage interested students to join and experience the fun of the Japanese language and to reflect on the language of their own country.

Those interested in the particulars of Japanese linguistics are invited to enroll in our course. However, if you are unable to do so, we recommend the following as introductory reading: Shibatani (1990), *The Languages of Japan*, Cambridge University Press; and Frellesvig (2011), *A History of the Japanese Language*, Cambridge University Press.

2. Japanese language education

2.1. The history of Japanese language education

There is no single, absolute method of teaching Japanese as a foreign language. Various teaching methods have been used in Japan as well as abroad, and they vary depending on the purpose and situation of the learners. Japanese language teaching initially centered on the grammar-translation method, which was based on the learner's native language. This involved using the learner's native language, or a mediating language, to help the learner understand meaning and usage in the target language. However, according to Ogawa and Kobori (1982), this method of teaching based on the translation of the mother tongue or the medium does not allow learners to leave their native language behind and does not allow them to actually use the target language even if they understand its concepts. Subsequently, an oral approach to teaching Japanese was adopted. Teaching methods that originated outside of Japan are also known to be used in Japanese language education. One of them is the Verbo-Tonal Method (VT Method) developed by Professor Petar Guberina.

The history of Japanese language education dates back to the Ming Dynasty in the 14th century because of the need to understand the Japanese language in the context of foreign policy. However, rather than learning the Japanese language, the purpose was to translate it into Chinese and understand its content.

Around the 16th century, missionaries arrived from Portugal. Not knowing Japanese, they made their own dictionaries and textbooks. This material gives us a picture of the Japanese language as used by the Japanese at that time.

In 18th-century Europe, the Japanese language was still an undiscovered subject of research. In Russia, it was sometimes taught by castaways. Japanese language schools were founded and Japanese were dictionaries created. At that time, Japan did not have a standardized language, so the dialects of the castaways were the ones taught. The late 19th century was marked by the Meiji Restoration. Diplomats and university professors came to Japan from Western countries. Their teaching and learning methods were incorporated into Japanese language education at this time.

After World War II, the National Institute for Japanese Language was established as an agency of the Agency for Cultural Affairs. After its establishment, the National Institute for Japanese Language Studies was entrusted with the task of conducting scientific research on the language life of the people and laying the foundation of the national language.

In the 1980s, the Japanese became the number -two most frequently learned foreign language in public schools in Australia. In 1983, the then Prime Minister of Japan announced the „100,000 Foreign Student Acceptance Plan". This was a plan to increase the number of foreign students studying in Japan to 100,000 by the year 2000, among them 10,000 government-funded students and 90,000 privately-funded students. In 2003, this aim was achieved. In 2008, the „300,000 International Student Acceptance Plan" was announced, aiming to increase the number of international students coming to Japan to 300,000 by the year 2020. Several programs meant to achieve this goal are currently underway. For example, 30 internationalization universities (the „Global 30 Project") have been set up in Japan, where teaching in English is being promoted. The previous plan for 100,000 students was based on the idea of students returning to their own country upon completion of their studies, but the current plan for 300,000 students involves extending their visas to make it easier for them to look for a job in Japan after graduation.

The 1980s saw an increase in the number of Japanese language learners due to Japan's economic development. The Japanese Language Proficiency Test (JLPT) was created to measure the language skills of non-native speakers and the Japanese Language Teaching Competency Test (JLTCT) was created to aid in the training of high-quality Japanese language teachers.

The number of foreign citizens living in Japan is currently on the rise. In the past, many people studied Japanese for work or further education, and teachers focused on how to improve their academic and business skills. Nowadays, however, there is a greater need for the instruction of the so-called „Easy Japanese[1]" for people living in Japan and as educational support for the children of foreign nationals in schools. Another problem to be addressed is that of technical interns, whose aim is to learn agricultural and industrial skills while working, but who are actually forced to work for cheap salaries and in unfavorable conditions. The Agency for Cultural Affairs and a Japanese language education research group held a workshop for people teaching Japanese to technical interns.

The JF Standard

More recently, Japanese language education has been conducted using teaching methods such as the audiolingual approach and the communicative approach. The types of textbooks have also changed from grammar study textbooks to enhanced materials based on the idea of a communicative approach. In the past couple of years, some of these have been created on a „Cando" foundation, based on the idea of the CEFR.

As of late, the CEFR's ideas have been influencing Japanese language education. As a result, the Japan Foundation created the JF Japanese Language Education Standards (JF Standards) based on the framework of CEFR. The JF Standards are a framework for course design, lesson design, and assessment. These standards support practices that foster task execution (the ability to use language to accomplish tasks) and cross-cultural understanding (the ability to understand and respect each other's culture), and aim to promote mutual understanding through the Japanese language. Learners are assessed according to a 6-level scheme: A1, A2, B1, B2, C1 and C2.

This summer, the Japan Foundation held a workshop on CEFR mediation. The author participated in the workshop, which focused on how to apply the CEFR's mediation skills, which were incorporated into the framework in 2018, in the field of Japanese language education.

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[1] 「やさしい日本語」Difficult sentences are rewritten in simple language that even a beginner can understand. This practice started with the Great Hanshin Earthquake in 1995, when many foreigners, victims of the earthquake, did not understand the information necessary during evacuation due to the difficulty of the language used.

> E.g., in A1: Acceptance [listening to instructions and announcements]
> 【CEFR】Understandable if the instructions are spoken carefully and slowly to the person in question.
> 【JF Standard】If spoken to the patient slowly and clearly, he or she can listen to and understand the doctor's simple instructions, such as „Rest well" or „Take your medicine three times a day"

The guidelines for foreign language teaching in Japanese public schools are becoming increasingly similar to the ideas of the CEFR in Europe these days. It focuses on the development of human beings who are able to recognize each other's needs and solve problems.

Japanese Language Proficiency Test Preparation (JLPT)

Twice a year, in July and December, exams are held in Japan and other countries around the world to test the language skills of learners of Japanese as a foreign language.

JLPT Official Website (Japanese): https://www.jlpt.jp/index.html

JLPT Official Website (English): https://www.jlpt.jp/e/index.html

Two official JLPT question books are published, although no previous exams have been published as of yet. The links are listed below.

- Japanese-Language Proficiency Test Official Practice Workbook:
https://www.jlpt.jp/e/reference/books.html
In addition, the 3A Network publication „新完全マスター（Shin Kanzen Master）" series and Ask Publishing's „日本語総まとめNihongo sō matome" series are also popular with students studying for the JLPT.

2.2. The history of Japanese language education in Croatia

The following is a timeline of the development of Japanese language education in Croatia.

1996	Japanese language education began at the Zagreb Seventh High School and the Zagreb High School of Arts
1997	Japanese language education began at the Zagreb Secondary School, Sixteenth Gymnasium and Classical Gymnasium
2004	Japanese Studies Course at the Faculty of Philosophy, University of Zagreb is opened, Stjepan Radić Elementary School (Slavonia) begins teaching Japanese
2007	Japanese language course opened at a language school in Split
2008	The Japanese Language Teachers Association of Croatia established
2015	The Department of Japanese Studies opens at the University of Pula, offering the first officially accredited Japanology degree. A course for adults is also available.
2014/2015; 2017/2021	Japanese language course opened at a Center for Foreign Languages, University of Zadar
2019	Master's program established at the University of Pula[2]

See the Japan Foundation Overseas Agency Survey Croatia (2019)

Students at the University of Zagreb are studying abroad at Japanese universities as government-sponsored students, working as Japanese language tour guides and Japanese language teachers.

Some graduates have gone on to further their Japanese studies at universities abroad, such as the University of Ljubljana (Slovenia) and several universities in Japan, and some have found work in Japan.

3. Current trends in teaching Japanese as a second language

3.1. Training program in Osaka

This chapter describes the Japanese Language Program for Sakura Network Member Institutions in 2018, in which the author participated.

Two faculty members and one student from the University of Zagreb were invited by the Japan Foundation to participate in a training program on Japanese language education at the Foundation's training center in Osaka (Japan) for one month from July 2018.

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[2]   In 2020, graduate courses at the University of Pula have begun.

The purpose of this training was:

1) To deepen the students' understanding of the JF Japanese language education standards and task-based lessons and to broaden their teaching methods;

2) To collect resources for future classes and the creation of teaching materials;

3) To deepen the students' understanding of Japanese people, culture and society;

4) To deepen the teachers' understanding of Japanese language education around the world and to build a network of participants from other countries.

During the training, students participated in activities to enhance their Japanese language skills and cross-cultural understanding. Teachers were provided with activities to understand the JF standards. After the training, both students and teachers were required to submit a report on the training.

3.2. Details of the training

Date: 3rd July to 31st July 2018

Place: Japan Foundation Japanese-Language Institute, Kansai

Participating countries and participants

COUNTRY	Student	Professor
CHINA	1	2
CROATIA	1	2
KYRGYZSTAN	1	2
MYANMAR	2	4

3.3 Activity details

Activity 1. Create your own can-do from an existing can-do.

Example

【A2】JFS activity Can-do production [telling stories and experiences]

While handing out souvenirs, you can tell your friends in short, simple words about the places and events you visited during the holiday.

→ MY CAN-DO

While showing pictures, you can tell your friends about your summer vacation trip in short and simple words.

【B1】JFS activity Can-do production [telling stories and experiences]

While handing out souvenirs, you can tell your friends a coherent story about the places and events you visited during your vacation

→MY CAN-DO

While showing them pictures, you can talk about the camps you attended over the summer, explaining the content and the reasons for attending.

Activity 2. Sharing Materials

The materials collected were shared among teachers. Discussions were held on what kind of classes can be given to students at what level, based on the collected materials.

(Photo) The author collected photos of recycling at the airport. Used when talking with students about environmental issues.

Activity 3. Mock classes

Teachers described the issues and improvements related to each institution. Then teachers made a lesson plan that would solve the problems. After creating the lesson plan, teachers held a mock class in front of other teachers.

The authors set the target students to intermediate-level Japanese language learners. Using a pamphlet about traditional crafts from a Japanese museum as a resource, the class was designed to encourage students to think critically about traditional crafts. For example, students were told that the number of people taking over the production of traditional crafts from their parents is decreasing. Then students were asked whether they agreed with this and what they thought could be done to solve this problem.

Activity 4. Website

A lecturer provided links to websites useful for Japanese language education. The teachers chose two of these sites and talked to the other teachers about what they could do with the selected sites. Afterward, a discussion was held with the other teachers.

Example: How to use a website in Japanese class

1. Use it as a teaching aid in education and homework
2. Search for photos, illustrations, textbooks, etc. to use for teaching materials

3. Use it as a tool for learning Japanese

4. Use it as a tool for communication

5. Other: Web sites introduced in class are listed below.

■ Useful Resources for Japanese Language Learning

1. Learn the Japanese language

1.1 MINATO: https://minato-jf.jp/

JF Japanese e-Learning Minato is a Japanese language learning platform provided by the Japan Foundation. Minato means „port". Here at Minato, a place to learn and meet other like –minded people, learners are invited to expand their understanding and knowledge of Japan, Japanese people, and the Japanese language.

1.2. Japanese Online Course: https://www.marugoto-online.jp/info/jp/

Learning Japanese (speaking, listening, writing, reading). Learn about Japanese culture, whether on a PC or a smartphone.

1.3. Hiragana Course/katakana Course

Practice reading and writing *hiragana* and *katakana*. Read simple words and phrases.

1.4. Japanese Language Course in Anime and Manga

Learn how to use character greetings. Students learn to greet each other as characters in a live lesson.

2. Exchange with the community.

Connect with people who share your interests. Create a community on your favorite theme.

The Japan Foundation's Minato website is a great way to connect with other people. Here you can connect with people who share your interests or create a community on a topic of your choice.

3. Learning through apps and websites

3.1. NIHONGO e-na: https://nihongo-e-na.com/

3.2. HIRAGANA Memory Hint

Learn *hiragana*, *katakana* and *kanji* through illustrations. Quizzes and games to check your knowledge.

3.2.1. Hiragana Memory Hint

3.2.2. Katakana Memory Hint

3.2.3. Kanji Memory Hint 1 & 2

3.3. Marugoto+ (plus)

Practice communication through drama. Read grammar explanations to do a quiz to check the grammar Practice listening skills.

3.4. Hirogaru, various sources related to Japan and the Japanese language

There are 12 topics in total, e.g. calligraphy, temples and shrines, and supermarkets. This website enables learners to watch videos, come into contact with natural Japanese language, and learn about Japan itself. They can also practice reading a large amount of texts written in simple Japanese.

3.5. Japanese in Anime and Manga: https://anime-manga.jp/

Learn how to express characters. Read Manga. Play word quizzes and kanji games.

3.6. Erin's challenge! I can speak Japanese: https://www.erin.jpf.go.jp/

High school student Erin learns about the Japanese language and culture. Japanese learners can learn about Japanese culture through games.

3.7. Erin's Challenge! Japanese Language Test, Challenge with Erin – Japanese Language Test: https://www.apperin.jpf.go.jp/

Learn vocabulary and expressions, check learning progress through games, comics and quizzes.

4. Searching for helpful information on teaching

4.1. KC Clips: https://kansai.jpf.go.jp/clip/

Introduction of course design, classroom practice and teaching materials for training at the Kansai Center. Provides information on presentations and papers on training and e-learning.

4.2. Everyone's Educational Resource Site: https://minnanokyozai.jp/kyozai/top/en/render.do

Find materials and ideas for your classes. Option to see example sentences and explanations of grammar.

4.3. Genki activities: http://genki.japantimes.co.jp/

Resources for the textbook „Genki". The site includes activity examples and printable character cards.

4.4. The Japan Foundation's resource page for each organization

JF Japanese Language International Center

The Japan Foundation Japanese-Language Institute, Urawa: https://www.jpf.go.jp/e/urawa/index.html

The Japan Foundation, Sydney: https://www.jpf.org.au/

The Japan Foundation, London: https://www.jpf.org.uk/language/

The Japan Foundation, Budapest: https://japanalapitvany.hu/en/library

5. Use useful websites and apps.

❖ Various Tools & Dictionaries, tools for adding ruby characters (*hiragana* readings added to *kanji*)

5.1 YOMOYOMO: http://yomoyomo.com

Enter the URL of the page you want to read and *hiragana* will be added to the *kanji*.

5.2. Furigana tsukemasu Hira hira no megane : http://hiragana.jp/

Enter the URL of the page you want to read and *hiragana* will be added to the *kanji*.

5.3. Learning Chuta. Japanese Language Reading Tutorial System: http://language.tiu.ac.jp/

Copy & paste the text you want to read. It comes with a dictionary for English and other languages. Chuta's Multilingual Dictionary has a Croatian language version as well.

Find the correct accent:

5.4. OJAD-Online Japanese Accent Dictionary: http://www.gavo.t.u-tokyo.ac.jp/ojad/

❖ Kanji – Vocabulary
5.5. Kanji alive: https://kanjialive.com/
5.6. Tangorin: http7s://tangorin.com/
5.7. Handwritten kanji recognition: https://kanji.sljfaq.org/drawj.html
5.8. Jisho: https://jisho.org/
5.9. GCSE PICTURE KANJI CARD: https://www.jpf.org.uk/language/kanjifiles/kanjicard.html

Illustrated resource.
5.10. Kanji Dictionary: https://kanji.jitenon.jp/
5.11. Character Navigation: https://mojinavi.com/tegaki

❖ Memorize words
5.12. Quizlet: https://quizlet.com/login
5.13. Anki: https://apps.ankiweb.net/

❖ Practice typing
5.14. Flash Typing Sushi-Da: http://typingx0.net/sushida/

❖ Read/listen
5.15 NHK NEWS WEB EASY: https://www3.nhk.or.jp/news/easy/
5.16 NHK Radio News: https://www.nhk.or.jp/radionews/
5.17 Learning Japanese through Kanji: https://www.ajalt.org/kanmana/
5.18 Aozora Bunko: https://www.aozora.gr.jp/
5.19 Old stories of Japan: https://www.tsunagujapan.com/10-classic-japanese-stories/
5.20. Digital EHON Site: http://www.e-hon.jp/index2.htm
5.21. Hukumusume fairy tales Collection of fairy tales – Hukumusume:
http://hukumusume.com/douwa/index.html
http://hukumusume.com/douwa/pc/kaidan/01/10_jh.html

5.22. Konjaku Monogatari into Modern Languages:

https://hon-yak.net/

https://hon-yak.net/20171128074959-2/

5.23. Reading a lot of Japanese books: https://tadoku.org/japanese/en/

❖ Grammar, Listening & Speaking

5.24. NHK WORLD – JAPAN – LEARN JAPANESE:

https://www3.nhk.or.jp/nhkworld/en/learnjapanese/

5.25. Aizuchi (back-channeling) – A key to smooth conversation:

http://www2.sal.tohoku.ac.jp/nik/aizuchi/

5.26. LangMedia: https://langmedia.fivecolleges.edu/

5.27. Japanese language: https://www.ajalt.org/rwj/

5.28. Online Japanese Language Learning: https://study.u-biq.org/

5.29. Wai Wai Japanese: http://www.yynihongo.jp/

5.30. Erin's challenge! I can speak Japanese: https://www.erin.jpf.go.jp/

❖ Culture / Society, Culture & Other

5.31. Web Japan: https://web-japan.org/

5.32. MATCHA: https://matcha-jp.com/jp

5.33. KKN: https://www.tjf.or.jp/clicknippon/ja/

5.34. Travel Japan: https://www.japan.travel/en/

5.35. Origami Club: https://en.origami-club.com/

Reference for Japanese learners and teachers

In the last section, I will provide information for those who want to know more about Japanese language education and Japanese language learning. In the previous chapter, useful websites were mentioned, so in this chapter I will describe several Japanese language textbooks, supplementary learning materials, and books for preparing for the Japanese Language Proficiency Test.

Japanese Language Textbooks

1. „Genki" series: The Japan Times https://genki.japantimes.co.jp/

This is a textbook for beginners published by The Japan Times. The book contains instructions in English. On its website, you can find additional materials to help you study. For example, there are applications to help students learn words and *kanji*, video

materials for self-study, and links to support teachers. „The Self-Study Room" contains online study materials. This allows students to study on their own.

1. 『GENKI 1』 An Integrated Course in Elementary Japanese I
2. 『GENKI 2』 An Integrated Course in Elementary Japanese II
3. 『GENKI 1』 An Integrated Course in Elementary Japanese I Workbook
4. 『GENKI 2』 An Integrated Course in Elementary Japanese II Workbook

2. 『中級からの日本語』 **(2009) The Japan Times** http://ij.japantimes.co.jp/en/

This is a textbook for beginners and intermediate students from the same company that published „Genki". You can study „Conversation," „Reading", „Grammar", „Listening", „Speed Reading" and other multifunctional subjects.

1. 『AN INTEGRATED APPROACH TO INTERMEDIATE JAPANESE』
1. 『AN INTEGRATED APPROACH TO INTERMEDIATE JAPANESE』 (WORKBOOK)

3. „Tobira" series:

https://tobiraweb.9640.jp/
This textbook also has a dedicated website. There is a variety of topics ranging from Japanese geography and history to pop culture. On the home page, students can practice vocabulary and watch videos. There is also a haiku contest, where students can submit their own haiku, and dedicated content for teachers, which includes listening scripts and suggested teaching aids.

1) „Door to Advanced" (this volume)
      TOBIRA: Gateway to Advanced Japanese
2) „Encouraging Kanji Power"
      TOBIRA: Power Up Your KANJI
3) „The Grammar Skills You Can Learn With This"
      TOBIRA: Grammar Power - Exercises for Mastery
4) A Teacher's Guide to Teaching Intermediate Japanese
      TOBIRA: Teaching Intermediate Japanese - A Teacher's Guide

4. „Marugoto" the Japan Foundation.

Dedicated website: https://www.marugoto.org/
A textbook produced by the Japan Foundation. It is centered on the CEFR-based can-do approach. On its website, there are supplementary materials for each level, as

well as useful downloadable content for Japanese language teachers, including a page for teachers. There is also a dedicated website called MARUGOTO+, which is designed to help learners study in a way that is close to real-life communication.

The Japan Foundation also offers e-Learning using Marugoto. Training it provides consists of different classes for different levels and languages. Some of the classes are based on self-study, while others are supported by the teacher.

1)『まるごと』入門A1　かつどう

Marugoto: Japanese Language and Culture Starter A1 Course Book for Communicative Language Activities

2)『まるごと』入門A1　りかい

Marugoto: Japanese Language and Culture Starter A1 Course Book for Communicative Language Competences

3)『まるごと』初級１Ａ２　かつどう

Marugoto: Japanese Language and Culture Elementary 1 A2 Course Book for Communicative Language Activities

4)『まるごと』初級１A2　りかい

Marugoto: Japanese Language and Culture Elementary 1 A2 Course Book for Communicative Language Competences

5)『まるごと』初級２A2　かつどう

Marugoto: Japanese Language and Culture Elementary 2 A2 Course Book for Communicative Language Activities

6)『まるごと』初級２A2　りかい

Marugoto: Japanese Language and Culture Elementary 2 A2 Course Book for Communicative Language Competences

7)『まるごと』初中級A2/B1

Marugoto: Japanese Language and Culture Pre-Intermediate A2/B1

8)『まるごと』中級１B1

Marugoto: Japanese Language and Culture Intermediate 1 B1

9)『まるごと』中級２

Marugoto: Japanese Language and Culture Intermediate 2 B1

5. „Minna no Nihongo" series

Summary: This has been the most popular Japanese language textbook in the world since its publication in 1998. The separate volumes provide detailed grammatical explanations. There are also a number of textbooks for composition practice and *kanji* study based on the „Minna no Nihongo" textbook.

1)『みんなの日本語』初級Ⅰ第2版　本冊

„Minna no Nihongo" Beginner's Class I, Second Edition, main textbook

2)『みんなの日本語』初級Ⅰ第2版　翻訳文法解説英語版

„Minna no Nihongo", Vol. 1, No. 2 Translation Grammar Guide English Version

3)『みんなの日本語』初級Ⅰ第2版　本冊ローマ字版

„Minna no Nihongo", Vol. I, No. 2, this volume, *rōmaji* version

4)『みんなの日本語』初級Ⅰ第2版（第1課〜第25課語彙帳）クロアチア語版

„Minna no Nihongo", Beginner's Class I, Second Edition (Lesson 1-25 Vocabulary Book), Croatian version

5)『みんなの日本語』初級Ⅱ第2版　本冊

„Minna no Nihongo" Beginner's Class II, Second Edition, main textbook

6)『みんなの日本語』初級Ⅱ第2版　翻訳文法解説英語版

„Minna no Nihongo" Beginner's Class II 2nd Edition English Translation Grammar Guide

7)『みんなの日本語』初級Ⅰ・Ⅱ第2版　教え方の手引き

„Minna no Nihongo", Beginner's Level I & II, 2nd Edition, Teaching Guide

8)『みんなの日本語』初級Ⅰ・Ⅱ第2版　第2版　標準問題集

„Minna no Nihongo" Beginner's Level I & II 2nd Edition, Standard Practice Book

9)『みんなの日本語』初級Ⅰ・Ⅱ第2版　第2版　書いて覚える文型練習帳

„Minna no Nihongo" Beginner's Class I & II, 2nd Edition (2nd Edition) Write and Learn Grammar Practice Book

10)『みんなの日本語』初級Ⅰ・Ⅱ第2版　導入・練習イラスト集

„Minna no Nihongo" Beginner's Level I & II, 2nd Edition Illustrations for Introduction and Practice

11)『みんなの日本語』初級Ⅱ第2版　漢字英語版

„Minna no Nihongo" Beginner's Level II Second Edition Kanji – English Version

12)『みんなの日本語』初級Ⅰ・Ⅱ第2版　聴解タスク

„Minna no Nihongo", Beginner's Level I & II, Second Edition, Listening Comprehension

13)『みんなの日本語』初級Ⅰ・Ⅱ第2版　初級で読めるトピック２５

„Minna no Nihongo" Beginner's Level I and II, Second Edition, Topic 25 for Beginner's Readers

14)『みんなの日本語』初級Ⅰ・Ⅱ第2版　漢字練習帳

„Minna no Nihongo" Beginner's Class I and II Kanji Practice Book, 2nd Edition

15)『みんなの日本語』初級Ⅰ・Ⅱ第2版　絵教材CD-ROMブック

„Minna no Nihongo" Elementary I & II 2nd Editions, Picture Teaching Aid CD-ROM Book

16)『みんなの日本語』初級第2版　やさしい作文

„Minna no Nihongo", 2nd ed. Easy Composition

18)『みんなの日本語』中級Ⅰ・Ⅱ　本冊

„Minna no Nihongo" Intermediate I and II, main textbook.

19)『みんなの日本語』中級Ⅰ・Ⅱ　翻訳文法解説英語版

„Minna no Nihongo" Intermediate I & II, Translation Grammar Commentary English Version

20)『みんなの日本語』中級Ⅰ・Ⅱ　教え方の手引き

„Minna no Nihongo" Intermediate I & II Teaching Guide

21)『みんなの日本語』中級Ⅰ・Ⅱ　標準問題集

„Minna no Nihongo" Intermediate I & II Standard Practice Book

22)『みんなの日本語』中級Ⅰ・Ⅱ　くり返して覚える単語帳

„Minna no Nihongo" Chukyuu I & II Repeatedly Learning Vocabulary

23)『みんなの日本語』中級Ⅰ　翻訳文法解説英語版

„Minna no Nihongo" Chukyuu I: Translation Grammar Commentary English Version

The main textbooks in the „Minna no Nihongo" series are listed above. Some have been omitted due to spatial constraints. The 3A Network's website includes worksheets, audio materials, and a list of transitive and intransitive verbs. „Topics for Beginners" and „Easy Composition" are easy to use without using „Minna no Nihongo" in class.

6. Conclusion

Currently, Japanese language educators are examining how the idea of CEFR, which was developed in Europe, can be applied to Japanese language education. The creation of the JF Standard, based on the European CEFR concept, is one example.

One thing that was new to the author was that the CEFR ideas can be introduced via activities even when grammar is overtly taught in a textbook. Introducing grammar and vocabulary in an existing textbook and then doing activities related to familiar topics is one way of applying the CEFR way of thinking. Especially for university students, it is said that they need to have critical thinking. They need to be able to be aware of a problem and consider how to resolve it.

In the summer of 2020, the Japan Foundation hosted a study session on the CEFR's mediation skills, which were added to the framework in 2018, under the auspices of CEFR researchers. Japanese language teachers from across Europe met online to learn about the CEFR's framework and to deepen their knowledge of the newly added mediating capacity. We also explored what kind of additional activities are possible in Japanese language education.

Internet sources

3A Network:

https://www.3anet.co.jp

Japan Foundation:

https://www.jpf.go.jp/j/project/japanese/survey/area/country/2019/croatia.html

JF Standard for Japanese Language Education:

https://jfstandard.jp/summaryen/ja/render.do

Japanese Language Proficiency Test (English): https://www.jlpt.jp/e/index.html

CEFR:

https://www.coe.int/en/web/common-european-framework-reference-languages

https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989

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Ogawa Y., Hayashi O. 1982. 『日本語教育辞典』(*Nihongo kyouiku jiten / Japanese Language Education Dictionary* Tokyo, Taishukan Publishing co., Ltd.

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