



【講演 1】

# フィリピンの中教育政策： 日本語教育及び教員養成

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○ヒエイダ Good afternoon everyone, I am Bernadette Hieida. 【スライド⑦-1】

I am from De La Salle University Manila of the Philippines. I'm teaching at the University level, and I'm also part of the teaching materials development technical team (教材作成) of the Japan Foundation Manila's program for High School (中教育), and I am also one of the advisers of the association of Filipino nihongo teachers. Thank you for inviting me to be part of this program. Today I will be doing this presentation in English although the PowerPoint is all in Japanese. Maybe later you will understand why I'm not as good as other teachers in terms of speaking the Japanese language. 【スライド⑦-2】

Today my presentation is about the brief language overview of the Philippines, number of Japanese language learners, features of secondary education, foreign language in secondary education, Japanese language program in secondary education and specifically the teaching materials and the teacher training that we have. And also, I'll be discussing educational system reforms for the K to 12 program and foreign language education and some future Japanese language program issues. 【スライド⑦-3】

Before we start, let's have a simple quiz. I'm not sure if you know about the Philippines very well but, in Japan, how do you say, "Good

morning” ? “Ohayo gozaimasu.” How about if you are from Hokkaido for example? Ohayo gozaimasu. How about all the way to Okinawa? Yes! Yeah, because I think in Japan, we speak, you speak standard Japanese, so wherever we go, we use standard Japanese language.

**【スライド⑦-4】**

However, in the Philippines we greet good morning in different local languages. These are just examples, so it depends on where you are because, geographically, although Philippines is only divided into 3 main islands, the country is further divided into around 7000 small islands and we have around 120 ethnic groups and we also have around 170 languages, not dialects, which is totally different from each other. **【スライド⑦-5】**

Filipinos are required to learn at least 2 languages. Although our official language is English and Filipino. Filipinos are required to learn at least 2 languages, some even knows a total of 4 languages, which is their native language, local language, Filipino and English. In my case, I am from Cebu, so my mother tongue is Cebuano. But at the same time, in common Filipino household family, we speak English from the start in our home. For example, like counting, praying, even the television programs and commercials are also common in English, so we basically grow up bilingual, Cebuano and English. And my mother is from another province so it's another language and when we start going to school, we also have to learn the national language which is Filipino. So ideally, a Filipino knows how to speak 3 or 4 languages, so that's already complicated. But, we make it more complicated by introducing the Japanese language. **【スライド⑦-6】**

The Japanese language in the Philippines began at the University of the Philippines in 1923, however it was for only offered for 1 semester and it was not offered again until 1942. From 1942 to around 1945, Japanese language education under the Japanese military system began. In 1964 a Japanese language course was offered again in the

University of the Philippines and from here on it was offered also into other universities or institutions but mostly just as an elective course, which is around 50 hours to 100 hours and this trend is still the same even until now. In 2009 the Philippine ministry of education targeted high school students and introduced the foreign language education as an elective course which I will be discussing about this later. 【スライド⑦-7】

According to the 2015 survey on report of Japanese language education abroad by the Japan foundation, the Philippines ranked 9th worldwide and 4th in South-East Asia with the most number of language learners, specifically the number of language learners in non-academic institutions which represents the skilled workers, increased more than 400% , especially in the last 2 years. This increase is because of the shift of the educational system in the Philippines and the on-going trend where Japan is now accepting foreign labor, to foreigners apart from nurses and caregivers or special skilled workers. 【スライド⑦-8】

So, from now I'll be discussing the high school program of Japanese language education in the Philippines. In 2009 the ministry of education in the Philippines implemented the special program of foreign languages or SPFL which initially targeted only 3rd year and 4th year high school students. But please take note that in 2009 we only had 10 years of basic education, 6 years elementary and 4 years in high school. That was in 2009. The SPFL program has the following objectives: To develop students' communicative competence in second foreign languages, to prepare students for meaningful interaction in a linguistically diverse global workplace and to develop an understanding and appreciation of other people's culture. Under the SPFL program, Japanese, French and Spanish was initially offered. And then in 2010 German language and in 2012 Chinese language were added. The program is only offered 2 hours a week with a total of 160 hours of elective foreign language subject for the students. In response to this

decision, partner organization of these language programs, for example, the Japan Foundation Manila for Japanese language started to make their own language program. 【スライド⑦-⑨】

For the Japanese language program, the Japan foundation manila created these 2 important points, which is the making of the new teaching material for high school as well as the teacher training for the high school teachers. Immediately the Japan foundation has worked on the following 2 points: We implemented the teacher training which is called course of Japan for high school and developed a set of teaching materials to immediately respond to the memorandum of the ministry of education to start the SPFL in high school. The teacher training program for high school teachers is specially designed to high school teachers who are not foreign language teachers. In the Philippines we do not have a foreign language course, specifically for Japanese or Nihongo. So like, in my case, my course is actually English and I just learned the Japanese language on my own and had a training with the Japan foundation, but we do not have a Bachelor of Arts in Nihongo course all over the Philippines, so it's really a challenging part, especially for this program for high school. 【スライド⑦-⑩】

The Japan foundation manila created a 3-year training program which starts with a 2-month intensive summer training course, from April to May, because that's our summer, and then by June teachers will be starting to teach already to their respective schools. Majority of the teachers have zero knowledge of Nihongo. The training actually consisted of the basic sentence patterns, introduction of hiragana and katakana, during the class, we will just be using very simple words and short sentences only. In the 3rd year of summer training it includes the immersion program to Japan, for 10 days only. 【スライド⑦-⑪】

In 2018 we already have 4 batch of teachers, however in 2019, for the batch 5, the program was shortened and there's a requirement already for teachers to pass at least JLPT N5 level, so that they can

continue in the program and join the immersion program in Japan. So maybe the big question is how can a teacher with zero knowledge teach already in high school just after the 2-month training? This is why the Japan foundation manila created the teaching material. **【スライド⑦-12】**

Let me introduce you to enTREE Halina be a Nihongojin! “Halina” in the Philippines means come, and the “enTREE” means to enter to the Japanese language community or to a community that speaks Japanese language, not limited to Japanese native speakers. While referring to the objectives of the SPFL by the Ministry of Education, the Kyouzai-Sakusei team, which actually composes of University teachers, we created a teaching material with the following concept; to discover and fulfil one’s mission. High school students in the Philippines need to acquire curiosity for people, culture and themselves, in the world including Japan and Philippines and aims to discover and fulfil one’s mission while promoting self-improvement. So maybe you think, Is that a Japanese language textbook” ? **【スライド⑦-13】**

EnTree materials are not ordinary teaching materials which comprise of intensive grammar explanations or exercises, but it includes detailed lesson plans for teachers and teaching kit like photo panels, flash cards, work-sheets and references so that the teacher can immediately teach in high school. Evaluation tools are also included to assess the student’s progress. So, with this teaching material the teachers can immediately teach. I have a sample here of the lesson plans, these are the lesson plans for the teachers. However, for the students in the Philippines, unfortunately due to some economic problems a student cannot buy their own textbook. So what we do is, the teacher gives worksheets to students, and the students make their own textbook using an old magazine where they compile all the worksheets and design their own textbooks. If you have time later you may have a look at these sample of the student textbook. **【スライド⑦-14】**

To give you an example on how a Nihongo class using enTree goes, so for example, in a topic about shopping, we teach the students how to read prices and basic expressions in shopping. But aside from that, we also do, add cultural and global issues like for example, online shopping, the use of recyclable materials, are also part of the discussion. In this way, the students can also develop their creative thinking, where at the end of the lesson, the students are encouraged to make their own product using recycled materials and they will have mini bazar in the class and they would try to sell it using the Nihongo expressions they learned in the class. So that's how a Nihongo class evolves. And after every session the students are given time to make a reflection of what they learned, not just the Nihongo expressions, but again we go back to what they discovered about themselves from the topic and also how can they improve themselves. These photos in the lower part are actually enTree books where the students made as their own textbook. **【スライド⑦-15】**

However, in 2010 the Philippines was replaced by a new administration and major educational reforms took place and from 2012 the education system reforms began. The secondary education in the Philippines shifted its educational system to K-to-12 law in response to global educational standards because actually I think it's only the Philippines who still have only 10-year Philippine basic education.

So, the main focus of this reform is the additional 1 year in kindergarten and additional 2 years in high school. So now, it is now required for 6 years elementary and 6 years of high school which totals to 12 years, which I think is the global standard now. **【スライド⑦-16】**

The change in K-to-12 is represented by the key words you see, for example, the primary education curriculum in 2002. The aim was to foster quality learners and graduates to encourage them to continue their lifelong learning. The 2010 curriculum includes understanding by design method and the goal was to develop functional literacy for all

and 21st century skills for international competitiveness. And for the last one, the recent one, the K-to-12 which aims to develop Filipinos who have acquired 21st century skills and grow holistically. **【スライド⑦-17】**

So as I've mentioned earlier, SPFL by the ministry of education was implemented in 2009, however when K-to-12 was made into law as the new basic education system there will be another 2 years in high school, which means the Nihongo lesson will become longer as compared to the old curriculum. **【スライド⑦-18】**

The K-to-12 has revised its basic education to cover shortcomings of the previous curriculum. One is the seamless curriculum that ran continuously from primary to secondary education; a curriculum that focuses on cultivating comprehensive skills; and aims at an education that is not overloaded; provide appropriate content to meet the needs of the community; and provide rich learning contents that can enhance the learners' ability and finally; a learner centered curriculum. **【スライド⑦-19】**

In response to the K-to-12 program, the enTree material will also be revised expanding its content to fully support the new curriculum which includes now the 21st century skills. So, it may be difficult, to put everything in a Nihongo class. It's challenging but we try to incorporate in our enTree materials just like the earlier topic, about shopping. So, we do not focus only on the linguistic part but also socially, culturally, how can a student develop his creativity and at the same time global awareness. So, this is how the curriculum goes for the Japanese language in high school and although the enTree topic is up to 30, there are 30 topics, we divided it to cover the high school curriculum. **【スライド⑦-20】**

However, because of the situation of the teachers, as I discussed earlier, the high school curriculum using enTree does not and cannot target any JLPT level at all. We tried to achieve at least an A1 level, but

still, for now our goal is for our teachers to actually pass N5, so for the students we're still trying to work it out, to find ways on how to improve it. 【スライド⑦-21】

So for our high school graduates there's no evidence, facts nor figures about where the high school graduate goes, but usually when they proceed to college they would take different courses. As, I mentioned earlier at different universities Japanese language is only offered as an elective course. In De La Salle University, where I teach, De La Salle university is one of the few universities in the Philippines that offers most number of hours of Japanese language for students under the Japan studies program. So, this is a Japan studies program, not a Japanese language studies program. So, for the Japanese language subject, that's 300 hours and the target level for JLPT is only N5 or N4. For students who have the opportunity to join exchange programs in Japan, they can get a higher JLPT level, but in our classes alone, for the curriculum in university N5 or N4 level is only our target. Other subjects like Japan's politics, economics and culture are taught in English. So I think with the programs you have here in the Rikkyo University, majority of the Filipino students would really love to study in Japan, even my students at the university, so if you ask them maybe 90 % of them would say I want to go to Japan, I want to study. However, one main problem or challenge is again, the economic reasons especially the tuition fee and the daily expenses. In our university we have some exchange programs, where the students can get some support from the scholarship fund or from the partner university itself so maybe we can consider this in the future. In terms of motivation of the students to come to Japan and study here, there is no question and it's not a problem, but maybe we can think and find ways how we can sustain this kind of program and invite students to come here. 【スライド⑦-22】

So just a recap what I presented, in 2009 foreign language education



for secondary education was introduced. The goal of the program was not only to improve communication skills but also to develop intercultural understanding. To meet this goal, the Japan Foundation Manila together with the Philippine Ministry of education created the enTree teaching materials and also conducted teacher training for the high school teachers. But in 2012 a major reform of the educational system took place and the new educational curriculum is called K-to-12. The students are expected, who has acquired 21st century skills, grow holistically and ready to work or go on higher education. **【スライド⑦-23】**

It's been 10 years since the program was implemented and this is the following situation now. For the teachers there's a consistent increase on the number of teachers, before the focus was only metro manila, that's the capital of the Philippines but now we extended the program to different provinces so there are more teachers now who are a part of the program. We also created a core group where the high school teachers are part of the Japan embassy or Japan foundation in planning, Japanese language activities locally and internationally, or serve as the faculty adviser of some programs. We also have the instructor program where Senpai teachers are now the one training the Kouhai teachers in terms of the use of enTREE materials. Before, the trainers were university teachers who do not have the experience in teaching high school. Now, the Senpai teachers are training the Kouhai teachers on how to use the enTree based on their personal experiences. In terms of the training, during the first two batch, the focus of the training was only to use the enTree but this time we have to upgrade and made a goal for them to pass JLPT and it's now a major part of the training. Teachers are also able to participate in different teacher training, short term and long term by the Japan foundation in Urawa Training Institute. **【スライド⑦-24】**

For the enTree teaching materials, we have included 21st century

skills in each session and the websites are also made available so that the teachers can download the materials. Before we need to print photo panels, flashcards, etc. but since we have teachers from the provinces it's very hard to send to them the teaching kit and sometimes there is also a problem, like it can be easily damaged or peeled off, so now we have the websites where the teachers can download the photo panels and design their own lesson using PowerPoint, etc. In 2020 we'll be starting also with the enTree synergy project. This project is just about to start, and it is still in the planning stage. This time we're going to add more linguistic aspect. We will still be using the enTree but we will enhance it more in terms of the linguistic aspects so maybe when you saw our lesson plan, for one lesson we only have around 5 vocabularies and one sentence pattern, so we plan to add more linguistic aspect of the program. **【スライド⑦-25】**

The goal of the Philippine ministry of education based on the new curriculum is to develop a holistic equipped student with 21st century skills, to be adequately prepared for the world of work or entrepreneurship or a higher education. But the number of class hours for the new curriculum gets longer and even other language programs, the German, Spanish, they also have the same issues, problems on how to go with this, so these are the 3 issues. Of course, one is the teaching materials, how can we extend it to meet the needs of the new curriculum. And for the number 2, the teachers' abilities, since there will be longer hours, the level of the Nihongo proficiency of the teachers must also improve so that they can handle the Nihongo class with confidence and pride. And finally, securing the teachers. It is important to secure the teachers for the continuity and sustainability of the program. This is a very big problem in the Philippines. Especially since there is an increase of learners, but we don't have teachers because now, we only get teachers from different field, so we really don't have a teacher for Nihongo. There is a dramatic increase of learners especially for the

special skilled workers, and it is now a very big challenge to produce Nihongo teacher who are qualified. So, we're hoping that the Ministry of Education together with maybe other agencies, such as Japan foundation or Universities, can finally create a Japanese language education course, so that we can develop new Nihongo teachers in the Philippines. That's all from my presentation. 【スライド⑦-26, 27】

## 質疑応答

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○丸山 ジェン先生、ありがとうございました。それでは、質疑応答に参りたいと思います。今、ジェン先生にお尋ねしたところ、日本語でご質問も受け付けてくださるということです。私たちにとって本当に新しいことをたくさん教えていただき、わからないことなどもあると思いますので、ぜひご質問いただければと思います。いかがでしょうか。

○池田 お話ありがとうございました。立教大学の池田と申します。一つ教えていただきたいのですが、高校で日本語を選択する生徒さんは、いくつか外国語の選択があると思うんですけど、どのくらいあって、その中で、日本語の人気、つまり例えば、中国語とか、ドイツ語とか、フランス語とか、スペイン語とかがある中で、日本語を選ぶ生徒さんというのはどのくらいいるのかということと、もしもチャンスがあったら、高校を卒業したら、日本の大学で勉強したいというふうに思っている高校生は結構いるのかどうか、その2点について、お願いします。

○ヒエイダ In terms of the popularity of the foreign language in our survey from 2018, actually Japanese language comes as number 1 favorable for the high school students. I think when we check the reason again it's because of their interest in J-Pop, drama, anime, and Yes, and maybe they also learned or heard from their sempai, for example, the use of enTree materials. They're using very casual Nihongo, so not the formal, so that's what they hear usually maybe in the anime. But the problem is we cannot offer the Japanese language to as many students as possible because of the limited teachers and

that's the main problem. So, in terms of popularity, it's the Japanese language. And then in terms of the interest in coming to Japan definitely as I mentioned earlier it's really like 90% , who really want to pursue studies in Japan. However, the main problem or challenge would be the economic reasons, in terms of the tuition fee and the cost of living here in Japan. Even for the university, when we open programs for exchange, especially if there's scholarship there are really lot of students who would wish to apply. But if there's no scholarship you can see the difference in numbers of the applicants, so motivation to go to Japan is not a problem in the Philippines.

○丸山 ありがとうございます。ほかにいかがでしょうか。じゃあ私から。現在、教員研修を積極的展開されているというお話ですね。Teachers Training Program、何人ぐらいの先生が参加されていますか。

○ヒエイダ Total numbers of teachers, we already have 5 batches, total number of teacher all over the Philippines is 112 only. So, it's still very small actually. In terms of the foreign language, I think the Spanish language has more teachers because in the Philippines during around 70s or 80s Spanish language is required subject in the university, so there are already existing Spanish speaking teachers. But in terms of the other foreign languages it's very small.

○丸山 あともう一つなんですけれども、今度は学生さんのことについて、教えていただきたいのですが、高校で日本語を勉強しているフィリピンの学生さんは、日本に留学したら、どんなことを勉強したいと思っていますか。

○ヒエイダ I don't have the specific answer based on the students but based also on the surveys that we had before, the students take different courses when they go to university level, but majority is more on the arts side than science, especially those who are interested in language. More on the arts, like the liberal studies, of course the language part. Of course, there are students also who would pursue science courses but not as much as those with interest in the arts side.

○丸山 今のお話は、本学としてはとてもうれしいお話で、大変ありがとうございます

います。

○ヒエイダ I hope I can get more specific data for that, maybe that's one, Shukudai, homework for me also.

○丸山 まだ、もしかしたらそんなに多くはないかもしれませんが、フィリピンからの高校生の学生さん、生徒さんが、日本の大学に留学して、勉強して、卒業した後のケースについて、何かご存じでいらっしゃいますか。

○ヒエイダ After they graduate college? Umm, right now very few would pursue for the Japanese language, maybe because the opportunity to learn Japanese language, higher level, is also limited in the Philippines. There are language schools that offer Japanese language for the higher level, but in the university level there is not much. Not unless if it's required by the company, then they pursue the Japanese language. For example big companies like Fujitsu or Denso, they have in house training for the Japanese language but to pay it for their own, although they are very interested, it's quite difficult.

○丸山 勉強になりました。ありがとうございます。ほかにいかがでいらっしゃいますか。


○藤田 日本語教育センターの藤田です。初めて知ったことばかりで、とても勉強になりました。ありがとうございます。特に先生のレベルとか、JLPT のレベルに関連して、ああこのような日本語教育もあるんだなということを知りました。先生、最後に、10 年後の現状で、今年からスタートするプロジェクトについてのお話がありましたけれども、これからどのようになっていくのか、教えていただけませんか。

○ヒエイダ For example the enTree 2020 synergy project, so we will retain the lesson plans, the ones we have now, but we will add more linguistic aspects, for example for topics 1 to 5, because in the teaching material that we have now, there is no grammar explanation at all in the our teaching material. So that's what we're going to add, so we are going to add for example sentence patterns, we will have grammar explanation and we will add some vocabulary where they can use the pattern and we will also require hiragana and katakana reading and

writing, because, of course you cannot pass JLPT N5 if you do not have those level of proficiency, so we will add more the writing part also and will now be the requirement. But it's really, we have to plan it, because we only have few teachers and the teachers now enjoy the program but we don't know, if it becomes more difficult they might back out or give up so we have to balance, because these teachers are not teaching Nihongo only. They are teaching their own subjects also at the same time, so like in one week they have 3 hours Nihongo class and maybe 5 hours of their own specialization subject so it's another challenge, so, Hai. When I go back to Philippines on Monday, we will have our meeting for the project first, so we target to start this year.

○丸山 ジェン先生、どうもありがとうございました。

【スライド⑦-1】





## フィリピンの中等教育政策： 日本語教育及び教員養成


立教大学日本語教育センター講演会  
正規学部留学生受け入れの新時代  
フィリピンの中等教育を学ぶ-


【スライド⑦-2】

### 日永田 ベルナデット ジェン

 デ・ラ・サール大学マニラ

 国際交流基金マニラ：中等教材作成

 フィリピン日本語教師会



【スライド⑦-3】

## 発表の流れ

1. フィリピンの言語概観
2. 日本語学習者数
3. 中等教育の特徴
4. 中等外国語教育の歴史概観
5. 中等日本語教育
  - 現行の日本語プログラムの紹介
- 『enTree』で 目指している「人間教育」
  - 現行の日本語教師研修の紹介
6. 教育制度改革 K to 12 と外国語教育
7. 今後の日本語プログラム課題

【スライド⑦-4】

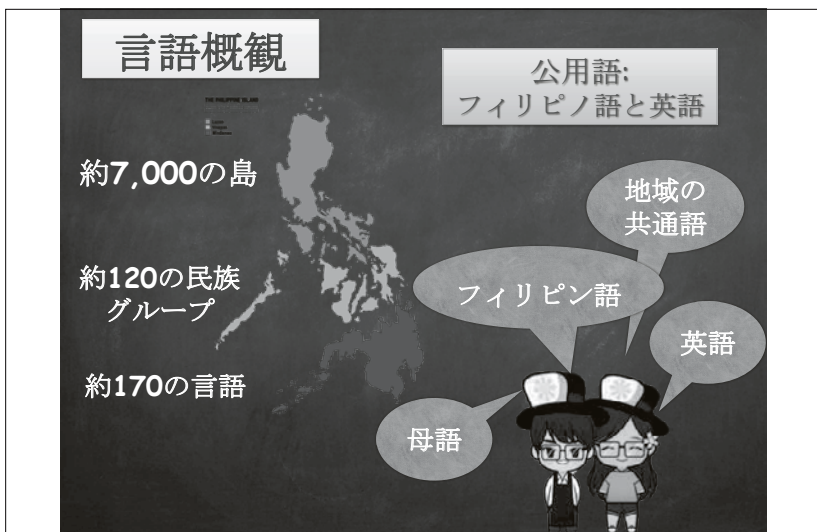




【スライド⑦-5】



【スライド⑦-6】



## 【スライド⑦-7】

## フィリピンの日本語教育の歴史



2009年～

- 高校のカリキュラムに外国語教育プログラム導入
- 公立高校で日本語講座開始

1964年～

- フィリピン大学で日本語講座開設
- 大学や様々な機関での日本語講座開始
- ほとんどは選択科目としての3単位～6単位の講座

1942年～1944年頃

- 日本軍制下における日本語教育開始

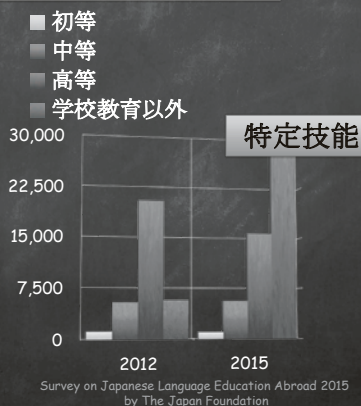
1923年

- フィリピン大学で1学期のみ開講

## 【スライド⑦-8】

フィリピンの日本語学習者数：  
就労目的と中等が増加中

	Country
1	China
2	Indonesia
3	South Korea
4	Australia
5	Taiwan
6	Thailand
7	United States
8	Vietnam
9	Philippines
10	Malaysia



【スライド⑦-9】

## 中等外国語教育の概観

2009年6月：  
高校のカリキュラムに試験的に導入  
「Special Program in Foreign Language (SPFL)」

目標

1. 第2外国語におけるコミュニケーション能力の向上
2. 世界中の様々な就業の場で活躍する力
3. 異文化への寛容的な態度の育成

日本語、西語、仏語  
(2010年 ドイツ語、  
2012年 中国語)

週2時間 x 2年間  
= **160 時間**

2010年に  
教材開発開始

2009年から  
現職高校教師対象  
外国語教員養成研修

【スライド⑦-10】

## 現行の日本語プログラムの紹介

・ 「人間教育」を目指している教材：  
『enTree』



・ 現行の日本語教師  
研修：『CJH』  
Course on Japan for  
High School



【スライド⑦-11】

## 現行の日本語教師研修：1～4期生

### 『Course on Japan for High School (CJH)』

1年間：E1 Course

Summer

Follow Through

2年間：E2 Course

Summer

Follow Through

3年間：E3 Course

Summer  
Immersion

Follow Through



体育  
社会  
英語

国語  
理科



【スライド⑦-12】

## 現行の日本語教師研修：5期生

### 『Course on Japan for High School (CJH)』

1年間：E1 Course

Summer


Follow Through

PASS JLPT N5

2年間：E2 Course


Summer  
Immersion

Follow Through



体育  
社会  
英語

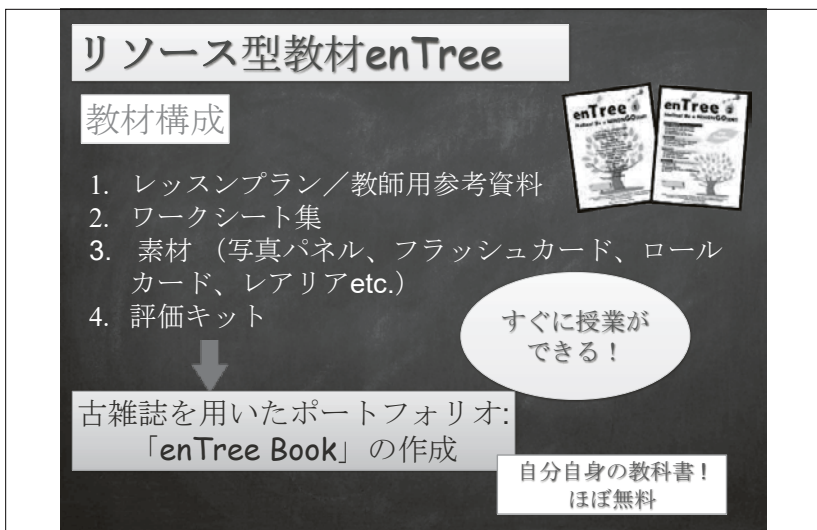
国語  
理科



【スライド⑦-13】



【スライド⑦-14】

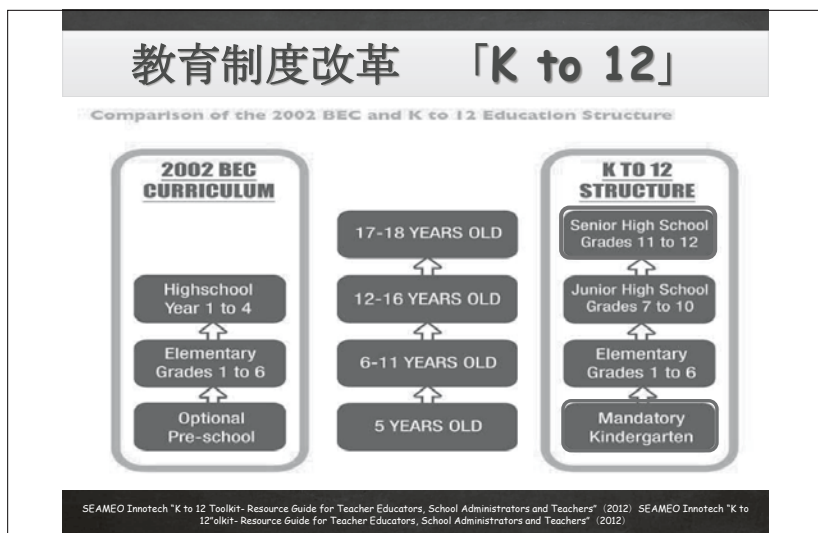




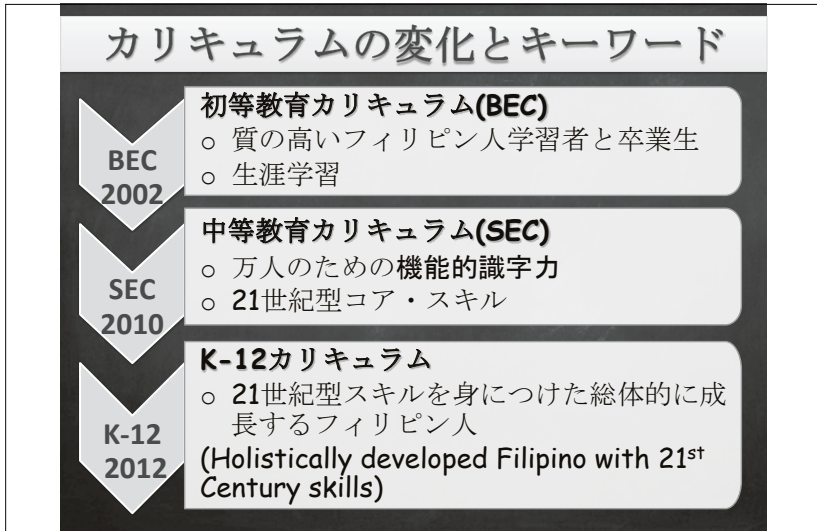
【スライド⑦-15】



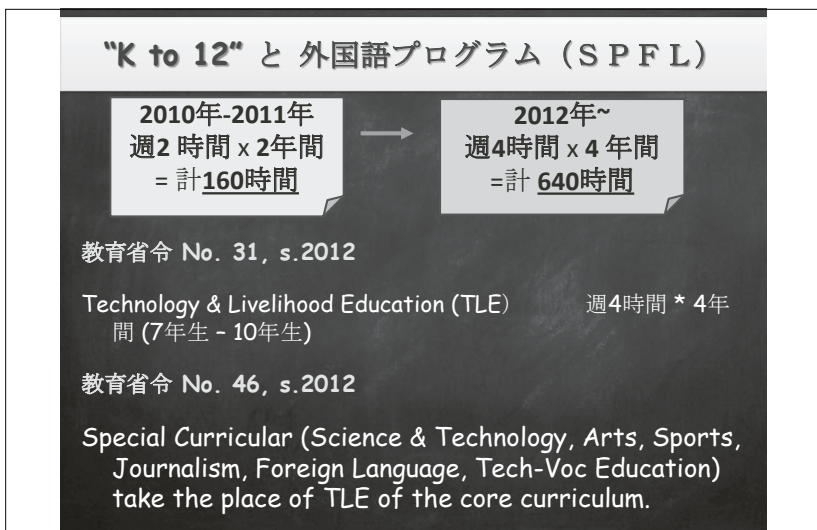
【スライド⑦-16】



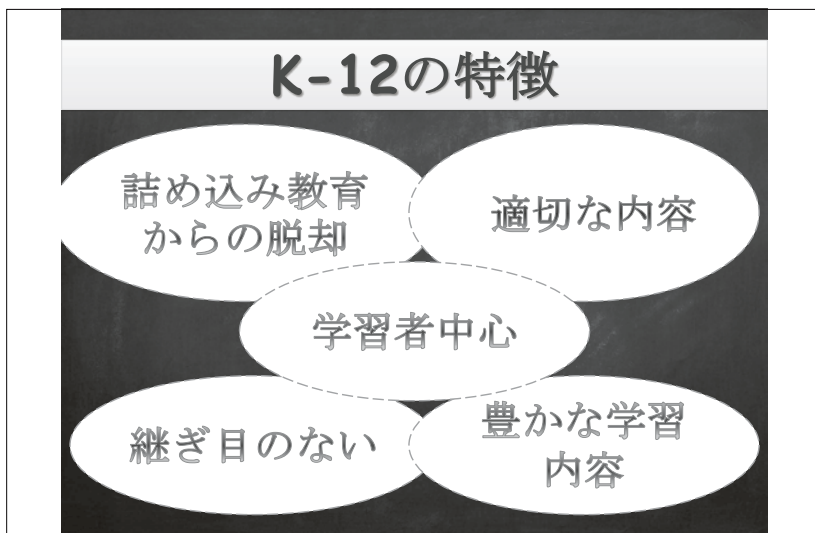
【スライド⑦-17】



【スライド⑦-18】



【スライド⑦-19】



【スライド⑦-20】

**21世紀型スキル**

- 。 様々な考える力：創造性と好奇心、批判的思考法、問題解決等
- 。 様々な仕事力：コミュニケーション、協力、協同作業技術
- 。 仕事のためのツール：情報、メディアおよびテクノロジー技術、メディア・リテラシー
- 。 世界で生きるためのスキル：シティズンシップ、ライフとキャリア、個人的と社会的責任

<http://atc21s.org/index.php/about/what-are-21st-century-skills/>



## 【スライド⑦-21】


中等教育：日本語カリキュラム			
enTree	学年	Level in CEFR	Can-do goals
enTree 1 Topic 1-10	Grade 7/8	A1	<ul style="list-style-type: none"> <li>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> </ul>
enTree 2 Topic 11-20	Grade 8/9	A1	<ul style="list-style-type: none"> <li>Can interact in a simple way provided the other person talks slowly and clearly.</li> <li>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> </ul>
enTree 3 Topic 21-30	Grade 9/10	A1	<ul style="list-style-type: none"> <li>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>

## 【スライド⑦-22】

## 大学に入学

### 日本研究課程コース


- 日本語科目 300時間
- 政治・経済科目
- 文化科目



JLPT N5-N4

他の大学：日本語科目（選択科目）

50~100時間



【スライド⑦-23】

## まとめ

### ◆2009年に中等教育への外国語教育導入。

目標：「コミュニケーション能力の向上」だけではなく  
「異文化への寛容的な態度の育成」も重視されている。

⇒「人間教育」を目指した教材『enTree』の制作  
⇒『enTree』を使用した授業が教えられる教員研修

### ◆2012年に教育制度の改革が行われた。

「K-12カリキュラム」で育成したい人材：  
「就業あるいは高等教育進学への準備の整った」、  
「よりよい所得の可能性を持つ、法的にも就業可能な」人材  
「21世紀型スキルを身につけた総体的に成長するフィリピン人」

【スライド⑦-24】

## 10年後の現状

### 教師

- ・ フィリピン全国で日本語教師が増加
- ・ コアグ教師グループ、インストラクター教師

### 教師研修

- ・ 3期生enTreeの教え方のみ。4,5期生：  
JLPT目標の文法授業も研修で実施
- ・ 日本での教師研修（JF）への参加

【スライド⑦-25】

## 10年後の現状

### 教材

- それぞれのセッションに**21世紀型スキル**が盛り込まれた
- ウェブサイトでのサポート
- 2020年から **enTree Synergy Project**

【スライド⑦-26】

## 今後の課題

ゴール:

「21世紀型スキルを身につけた総体的に成長するフィリピン人」の育成

問題:

新設されたシニアハイスクールを含めた新カリキュラムが未発表のため、授業時間数が不明

しかし、外国語教育の授業時間数が長くなることは必至

課題:

- ① 新カリキュラムに合わせた教材 ⇒ 『enTree』の改善
- ② 現在の教師の日本語能力 ⇒ 日本語強化コース
- ③ 教員の確保 ⇒ 外国語支援機関と比教育省が大学や高等教育委員会と連携し、「日本語教育専攻」を開設

【スライド⑦-27】

## 参考文献・資料

SEAMEO Innotech “K to 12 Toolkit- Resource Guide for Teacher Educators, School Administrators and Teachers” (2012)

大船ちさと・和栗夏海・パルマヒル、フロリンダ アンパロ A.、A.、パルマ ヒル・ヴェントウーラ、フランチェスカ M. (2011) 「評価ツールで学習者の自律性は育めるかーフィリピンの高校生向け日本語リソース型教材『enTree』の挑戦ー」、『国際交流基金日本語教育紀要』第7号、135-150

大船ちさと・和栗夏海・松井孝浩・須摩亜由子・パルマヒル、フロリンダ アンパロ A.、パルマ ヒル (2012) 「「プログラムの継続性」と「学習の継続性」を目指した日本語教育導入の試み」、『国際交流基金日本語教育紀要』第8号、151-168

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【スライド⑦-28】



ご静聴ありがとうございました！

マラミン サラマツポ