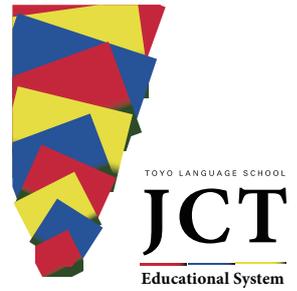




01

JCT Educational System

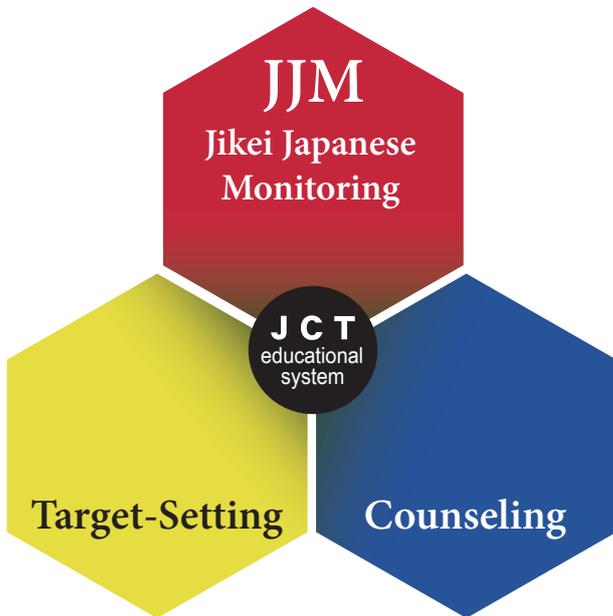
JCT 教育システム



A system of growth designed to help students reach their goals.

"Always have a goal when you start something,"
"Be aware and ready to change yourself," and
"Have good habits and stick to them."

To ensure the Japanese language proficiency of each student improves steadily, we have incorporated these growth principles into our educational system.



J:Jikei Japanese Monitoring

Knowing exactly what you are capable of now is the most important process for improving your abilities. The school's original tests are conducted every three months, allowing students to know not only the score but also a precise understanding of the specific areas of their abilities.



C:Counseling

Based on the counseling sheet created as a result of the monitoring, students will have a counseling with My Teacher. While listening to My Teacher's perspective on the current situation and challenges, students will proceed with self-analysis and understand what they can and cannot do.



T:Target Setting

After identifying the current situation, students set small goals for the next three months, keeping the overall study abroad objective in mind. Because My Teacher knows the student's growth process, it is possible to set goals that can be achieved with certainty, and students can make steady progress toward deciding on their future path.



My Teacher

My Teacher is your "personal" supporter who accompanies you from the time you enroll until you graduate. My Teacher will not change even if you change classes or levels. My Teacher will support you not only in your studies, but also in your career and daily life.



Counseling Sheet 1

カウンセリングシート表

In addition to the evaluation of language knowledge, which is indicated by stars for Japanese language proficiency by skill, which has been used up to now, we have added an evaluation of language proficiency based on the "Frame of Reference for Japanese Language Education" established by the Ministry of Education, Culture, Sports, Science and Technology, and language skills other than Japanese, to provide multiple perspectives of the abilities students possess.

一言語熟達度

学籍番号	A123456	クラス	情報を伝えようRunning	名前	XXXXXXXXXX	さんの現在の日本語熟達度	↓	↓	その他の外国語熟達度			
	A1	A2	B1	B2	C1	C2	日本語	できたこと	先生	自分	スペイン語	フランス語
全体的な尺度 (TLS版)	日本の生活や文化の知識を深めるためのよく使われる日本語と基本的な文法を習得し、理解し、活用することができる。相手がゆっくり、はっきりと話して、取り合ってくれるなら簡単なやり取りをすることができる。日本語以外の共通の言語を習得し、問題を解決することができる。	よく基本的な個人情報や家族情報、買い物、住所、仕事など、直接的な関係がある領域に関するよく使われる文法や表現が理解でき、自分から他者へ働きかけ、目的を達成することができる。	学校、授業でふだん出会うような身近な話題について、共通語による話し方であれば、主要点を理解できる。身近で個人的にも関心のある話題について、簡単な方法で話かけられた、簡単な方法で返すことができる。必要に応じて追加された際には自分以外が関与する情報を	自分の専門分野に関する具体的な話題でも抽象的な話題でも簡単なテキストの主要な内容を理解できる。お互いに緊張しないで熟達した日本語話者や取り取りが、他者とのつながりを維持するために、どのような話題に関する際には自分以外が関与する情報を	いろいろな種類の高度な内容のかなり長いテキストを理解することができる。含意を把握できる。時に言葉を探しているという印象を与えるが、流ちょうに、また自然に自己表現ができる。それぞれの進路において、社会的、学術的、職業上の目的に応じた、柔軟な、しかも効果的な言葉使いができる。	読んだり、書んだりしたほぼ全てのものを容易に理解することができる。自然に、流ちょうかつ正確に自己表現ができ、非常に複雑な状況でも細かい意味の違い、区別を表現できる。	B1	学校、授業でふだん出会うような身近な話題について、共通語による話し方であれば、主要点を理解できる。身近で個人的にも関心のある話題について、簡単な方法で話かけられた、簡単な方法で返すことができる。必要に応じて追加された際には自分以外が関与する情報を引用し、テキストに根拠を持たせることもできる。			B2	B1
理解すること	身近な話題（自分・家族・学校など）について、ゆっくりはっきりした日本語であれば、理解できる。	自分の生活に関する話題で、大切なことについては、簡単なものであれば理解できる。	身近な話題であれば、普通に話しかけられても理解できるが、複雑な話題の場合は、ゆっくり話してもらうことで理解ができる。	講義やニュースなどの多数に向けて発信された順序だった一方の話が理解できる。	留学生に向けて書かれた文書だけだけでなく、話題を聞いていても苦勞せずにその内容が理解できる。	全ての状況で、日本語で話された内容は、その話し方に慣れる時間さえあれば問題なく理解できる。	A2	友達の過去の楽しい思い出を聞いた。 相手の気楽な話が理解できた。 日本の今日のニュースが理解できた。	A B B	B B B	B2	B1
読むこと	留学生のために書かれた短くて簡単な文や単語は理解できる。	留学生に向けて書かれた短い文章を理解することができる。	いつも目している言葉と話題で構成された文章ならば理解できる。	留学生に向けて書かれた文書だけだけでなく、話題を問わず、長く複雑な文章を読むことができる。	留学生向けに書かれた文書だけだけでなく、話題を問わず、長く複雑な文章を読むことができる。	留学生向けに書かれた文書だけだけでなく、話題を問わず、長く複雑な文章を読むことができる。	B1	ネットのニュース記事が読めた。 グラフから特徴を読み取れた。 貸与のある問題の記事が読めた。 星新一のショートエッセイが読めた。	A A A A	A B B B	B1	B1
話すこと	身近な話題（自分・家族・学校など）について、伝わらないときなど、相手が手伝ってくれると、簡単な質問に答えることができる。	身近な話題について、長く会話をするには十分なが、それについて質問をしたり、答えることができる。	留学生が日常に出会う場面においては、言葉を調べたり、準備をしないでも会話を続けることができる。	話し合いへの参加のルールを守ったうえで、社会の課題や問題に対して自分の意見を伝えることができる。	どんな話題でも自分の意見や考えを聞き手に対して効果的に伝えることができ、やり取りを継続させることができる。	どのような会話や議論でも参加することができ、詳細なニュアンスに配慮しながら、流暢に話することができる。意図をもってやり取りの場を維持することができる。	A2	回った状況に即座に対応し、興味のある話題ができた。 相手を促して、受けられる材料を揃えてもらうことができた。 起きている問題の根本を探る話し合いができた。	C C B	C C C	B1	B1
発表	身近な話題（自分・家族・学校など）について、簡単な単語を並べて伝えることができる。	身近な話題について、文の形で説明することができる。	自分のことや身近なことについて、理由や条件などを加えて、説明することができる。	他人の意見やメディアの情報を引用しながら、自分の考えを説明することができる。	複雑な話題を詳しく話すことができ、適切な結論をもって相手に伝えることができる。	相手や場所に合わせたスピーチスタイルを選ぶことができ、効果的な話し方で聞き手に重要な点を把握させ、コミュニケーションの目的を達成できる。	B1	理想の引越先を詳細に話せた。 議題決定について決定したプロセスを皆で先生に話せた。 宿題のあるニュースを読み、重要なポイントを強調して伝えられた。 自分のことを世界で一番不幸だと思ふ理由を伝えられた。	- A A A	- A B B	B1	A2
書くこと	身近な話題（自分・家族・学校など）について、習った単語を使って書くことができる。	親しんだ話題であれば、簡単な短い文を書くことができる。	来日の目的や日本語学習のきっかけなど身近で関心のある話題について、まとまりのある文章を書くことができる。	入学試験の小論文や志望動機など、興味関心のある分野であれば、相手に伝わる根拠を含む文章を書くことができる。	目的によって文体や構成を工夫して、文章を書くことができる。	流暢な文章を適切な文体と明確な構成を使い、効果的に読み手に印象を与え、コミュニケーションの目的を達成できる。	B1+	自分の性格の二面性を表す、短歌に登場して感動詞にかけた。 グラフから読み取れることを数行し、自分の解釈をまとめられた。 読み手が何を感ずる情報を行って話し言葉や文章が読めた。 グラフから読み取れることを数行し、自分の解釈を伝えられた。	A B B A	A B A A	B2	B1

According to the "Frame of Reference for Japanese Language Education", language proficiency is divided into "listening," "reading," "speaking (interaction)," "speaking (presentation)," and "writing," and evaluated at six levels from A1 to C2. Level A is said to be a "basic language user" capable of very basic communication, level B is an "independent language user" who is able to function in society, and level C is a "proficient language user" who acquires the language while studying specialized content at a higher educational institution, rather than simply studying Japanese.

The "What I was able to do" section shows the goals of the language activities that were actually carried out in TLS classes, and the teacher's evaluation and the students' own evaluation can be seen side by side to show what the students were able to accomplish in three months.

As one of the pillars of the view of language education in the "Frame of Reference for Japanese Language Education," Japanese language learners are considered to be "those who use Japanese to participate in a variety of social activities." This is not limited to the Japanese language, but means that more and more people are using multiple languages and living in multiple societies. For this reason, other foreign languages are also indicated so that students can be properly evaluated.

Counseling Sheet 2

カウンセリングシート裏

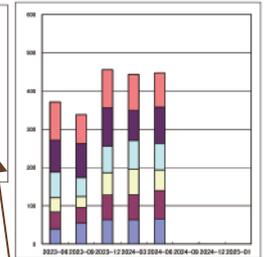
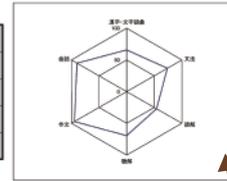
Even if students study in the same class or getting the same score on a certain test, the content is different. We clearly highlight the differences between students and make it easier for them to set goals through counseling.

<言語知識>

学籍番号 A123456 レベル 情報を伝えようRunning 名前 XXXXXXXX My Teacher _____

【到達度テスト】

クラス別	正答率	文字・語彙	文法的正確さ	読むこと
52.0	0 20 40 60 80 100	・漢字の書きの選択 ★★	・類似した表現の選択 ★★	・詳細な情報の読み取り ★★
		・漢字の読みの選択 ★★	・助詞の選択 ★★	・文章の大意理解 ★★★★★
		・語彙の使いこなし ★		
		合計 22 /50	合計 16 /30	合計 14 /20



【熟達度テスト】

クラス別	正答率	文字・語彙	文法的正確さ	読むこと	聞くこと
B1+	43.3	・漢字の交換 ★ ・漢字の書きの選択 ★ ・漢字の読みの選択 ★★★★★ ・使用語彙領域 ★★ ・語彙の使いこなし ★★	・類似した表現の選択 ★★★★★ ・助詞の選択 ★★★★★ ・ことばの並び替え ★★★★★ ・文章の読れに合った言葉の選択 ★ ・対話の中の適切な表現の選択 ★★	・2つの情報の読み比べ ★★ ・文章の大意理解 ・詳細な情報の読み取り ★★★★★★	・適切な応答の選択 ★ ・会話の流れの把握 ★★ ・耳と目からの情報整理 ★★ ・耳からの情報整理 ★★
B1	60.0	・漢字の交換 ★★ ・漢字の書きの選択 ★★★★★ ・漢字の読みの選択 ★★★★★ ・使用語彙領域 ★★★★★ ・語彙の使いこなし ★★	・類似した表現の選択 ★★★★★ ・助詞の選択 ★ ・ことばの並び替え ★ ・文章の読れに合った言葉の選択 ★★ ・対話の中の適切な表現の選択 ★★★★★	・2つの情報の読み比べ ★★ ・文章の大意理解 ・詳細な情報の読み取り ★★★★★★	・適切な応答の選択 ★★★★★★ ・会話の流れの把握 ★★★★★★ ・耳と目からの情報整理 ★★★★★★ ・耳からの情報整理 ★★
A2	76.7	・漢字の交換 ★★★★★ ・漢字の書きの選択 ★★★★★ ・漢字の読みの選択 ★★★★★ ・使用語彙領域 ★★★★★ ・語彙の使いこなし ★★★★★	・類似した表現の選択 ★★★★★★ ・助詞の選択 ★★★★★ ・ことばの並び替え ★★★★★★ ・文章の読れに合った言葉の選択 ★★ ・対話の中の適切な表現の選択 ★★★★★★	・2つの情報の読み比べ ★★★★★★ ・文章の大意理解 ★★ ・詳細な情報の読み取り ★★	・適切な応答の選択 ★★★★★★ ・会話の流れの把握 ★★★★★★ ・耳と目からの情報整理 ★★★★★★ ・耳からの情報整理 ★★★★★★
A1	91.7	・漢字の交換 ★★★★★★ ・漢字の書きの選択 ★★★★★★ ・漢字の読みの選択 ★★★★★★ ・使用語彙領域 ★★★★★★ ・語彙の使いこなし ★★★★★	・類似した表現の選択 ★★★★★★ ・助詞の選択 ★★★★★★ ・ことばの並び替え ★★★★★★ ・文章の読れに合った言葉の選択 ★★★★★★ ・対話の中の適切な表現の選択 ★★★★★★	・2つの情報の読み比べ ★★ ・文章の大意理解 ★★★★★★ ・詳細な情報の読み取り ★★★★★★	・適切な応答の選択 ★★★★★★ ・会話の流れの把握 ★★★★★★ ・耳と目からの情報整理 ★★★★★★ ・耳からの情報整理 ★★

ディスクロス能力	
書く力	話す力
問題把握能力 ★★★★★★	問題把握能力 ★★★★★★
一貫性と結束性 ★★★★★★	一貫性と結束性 ★★★★★★
正確な表現力 ★★★★★★	正確な表現力 ★★★★★★
アラビア ★★★★★★	アラビア ★★★★★★
伝えし力 ★★★★★★	伝えし力 ★★★★★★

総合				
文字・語彙	文法	読解	聴解	申請まで4科目合計
66	74	54	69	263
作文	会話	クラス別		
94	90	52		

出席率				
入学~3月	4月(月間)	5月(月間)	6月(月間)	入学~6月
100.0%	100.0%	85.7%	91.7%	98.4%

3カ月の学習の様子	
タスクの中で、Aさんの思い切った行動を起こせない理由を聞いて、私はとても同感できました。そうやって人に共感を起こせる日本語能力はとても素晴らしいと思います。最初は緊張をしていたように見えたのが、3カ月目になると、クラスの友達と週末に過ごしている話を聞いて、Aさんの変化を感じました。次は美術日本語クラスへ進みます。自分の作品の良さや作品にかける想いを私にも教えてください。出席率は途中ちょっと下がったので、気をつけてください。健康第一です。	

Achievement Test

This test checks how well you have learned the material covered in the most recent class.

Proficiency Tests

You will learn Japanese not only in the classroom. During your study abroad, your life will lead to your language development. All TLS students take a common test from level A1 to B1+ to check their overall Japanese language proficiency.

Each language ability at each level is further subdivided, and what specifically you can do and how well you can do it is indicated with a 5-star scale. Visualization makes it easy to understand your strengths and weaknesses.

You can check the balance of your language knowledge ability with the radar chart and the degree of growth with the bar graph.

Timetable

授業時間割

Morning or afternoon classes will be decided based on JJM results and counselling.

	Day of week (曜日)	Monday (月)	Tuesday (火)	Wednesday (水)	Thursday (木)	Friday (金)	Saturday (土)
Morning class	9:10 ∩ 10:40	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	9:00 ∩ 17:00 Opening hours
	Break						
	10:55 ∩ 12:25	Career Path (Electives)	Competency (Japanese)	Career Path (Electives)	Competency (Japanese)	Career Path (Electives)	
Afternoon class	13:10 ∩ 14:40	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	Competency (Japanese)	
	Break						
	14:55 ∩ 16:25	Career Path (Electives)	Competency (Japanese)	Career Path (Electives)	Competency (Japanese)	Career Path (Electives)	



Electives

選択授業

Each student has different Japanese language abilities, goals, and objectives. In order to efficiently improve the Japanese language skills of a diverse range of students, each semester they choose 3 elective classes from 5 areas and 50 topics.



First, I want to be able to converse, so I will choose an elective class where I can talk with Japanese people!

Career Preparation

- Finding Employment I , Finding Employment II
- Graduate School Guidance
- Japan and the World
- Mathematics in Japanese
- Science in Japanese
- N2 JLPT Comprehensive
- N3 JLPT Preparation (grammar and reading)



Being able to speak!



- Introduction to Japanese Conversation
- Beginner Conversation I , Beginner Conversation II
- Fluent Japanese Lessons
- Let's do role-plays
- Let's read and talk
- Let's talk on themes! Intermediate / Advanced
- Shadowing and Conversation, Elementary / Intermediate
- Let's speak Keigo fluently
- Micro Debate

Leveling up Japanese!

- Japanese in the News
- Intermediate Vocabulary
- Discover Japanese Tourist Spots
- English to Japanese Business Conversation
- Correct and Incorrect Japanese in Conversations
- Polite Japanese for Customer Service
- From Awkward Japanese to Nice Japanese
- Expressions Reflecting Japanese Value
- Introduction to Academic Writing

- Common Japanese Mistakes Made by International Students
- TIPS for Living in Japan
- Advanced Reading / Vocabulary

Overcoming weaknesses!



- N5 Kanji, N5 Reading
- N4 Kanji, N4 Reading
- Beginner Grammar Enhancement, N3 Grammar Enhancement, N2 Grammar Enhancement, N1 Grammar Enhancement
- N2 Reading Enhancement, N1 Reading Enhancement
- N1 Listening Enhancement
- Intermediate Kanji and Vocabulary, Intermediate Vocabulary Enhancement, N2 Kanji and Vocabulary Enhancement

Reviewing!

- "Let's Start Level" Review
- "Let's Take a Step Forward Level" Review
- Beginner-level Kanji Review and Reading
- N2 Grammar Review



CHANGE

TLS Original Textbook

We named it "CHANGE" with the wishes of changing world, Japanese language education, and ourselves.



英語でも簡単に語彙のメモ

Lesson 13 どこへ行きましたか
Where did you go?

漢字の練習

帰帰帰
東西線
Ferre schools
Aquariums
食食食
東京駅
都営地下鉄
大と

こんなタスクだったという自分のための備忘録

教科書タスクの拡張メモ

自分でサマリー作成

授業中にクラスメートから出た質問メモ

先生が授業中によく書く簡単な日本地図

GRAMMAR 1 場所の表現
ACTION 2 話しましょう。 [GRAMMAR 2]
GRAMMAR 3 環境と期間

9時	10時	11時	12時

Judgment from Content

This is a textbook for "using" Japanese, not "memorizing" it!



A Textbook for International Students

This textbook is designed for everyday use by international students by including situations that they can use in their real lives. By imagining situations commonly faced by international students, it's easier to picture how to use the Japanese you've learned. There are plenty of exercises for practicing speaking about yourself and using Japanese in real-world contexts.

A Portfolio only for you

CHANGE is designed with a grid-like layout that integrates the textbook and notebook into one. You can write notes and what you've learned in the margins. These notes will become your personal portfolio, summarizing the results of your study after 3 months. By actively taking notes, you'll find it easier to recall what you've learned in class. Especially at the beginner level, reviewing and using the Japanese you've learned is essential.

Different Lesson Structures Every Time

The structure of all the lessons will change according to the content of study, with lessons starting from listening, reading, speaking, and thinking. One of our goals is to help students who are just starting to learn Japanese to find the best way to study depending on the content.

Japanese Language Education Curriculum

日本語教育カリキュラム

Frame of Reference for Japanese Language Education

With the increase in the number of foreign residents in Japan, a law was established in 2019 to be used to promote Japanese language education with the aim of “contributing to the realization of a vibrant and symbiotic society that respects diverse cultures, promoting exchange with other countries, and maintaining and developing friendly relations”.

The Frame of Reference for Japanese Language Education is a framework for learning, teaching, and evaluation that can be referred to by all those involved in Japanese language education, including students and teachers, with reference to the CEFR (Common European Framework of Reference for Languages), and is intended to clarify the content and methods of education according to the stage of acquisition and to ensure that learners can continue to receive appropriate Japanese language education. The purpose of this framework is to clarify the contents and methods of education according to the stage of learning, so that learners can continue to receive appropriate Japanese language education.

Can-Do

Toward the realization of a symbiotic society, Japanese language education has also changed its evaluation criteria from “what do you know about the Japanese language” to “what can you do with the Japanese language.” This is called the “Can-Do” language ability statement. The Can-Do of Toyo Language School, which was created with the Frame of Reference for Japanese Language Education, can be checked on a counseling sheet created each semester. Students can continue their Japanese language study with a concrete grasp of what they have become able to do at each learning stage.



1-12 months

- Ability to handle a part-time job interview
- Ability to encourage a friend who is feeling down
- Ability to read and respond to an email about a schedule change
- Ability to explain the process leading up to a career decision

13-24 months

- Ability to understand news content, express one's own opinion, and engage in discussion
- Ability to write purpose-oriented texts, such as statement of purpose or essays

Let's start (A1)



This stage helps students facing real-life issues in Japan, focusing on the challenges they encounter as they begin their Japanese studies.

This is a step for those who have just started learning Japanese to turn 0 into 1. This first step will connect you to the next level in a fun and shortest way.

Representative integration tasks

Working at Restaurant

The most common part-time job for international students is working in restaurants. In class, students role-play as restaurant staff and guests. The guests practice ordering, while the staff listen and take notes using various counters, then pass the order to the manager.



話す 30%	聞く 40%
書く 15%	読む 15%

TOPIC

Conversations and vocabularies in class room and restaurant, responding requests, manners to throw gavages, rules in Japan, travel episode, email etc.

What you will be able to do in 3 months' time

Based on the results so far, the most noticeable change after completing the course is in the ability to listen to Japanese. Of course, the language and grammar they know is very limited and they will not be able to understand all the Japanese they hear, but they are able to hear the words they know in normal speed Japanese.

Japanese Language Education Curriculum

日本語教育カリキュラム

Let's take a step forward (A2)



Learn Japanese while putting 2 or more grammatical constructions into 1 sentence. Particularly focusing on mastering verb conjugations and using communication to engage with others. Once students understand well this level, it is very helpful to learn intermediate and above Japanese. This is the most important level in building a solid foundation for the Japanese language.

話す 40%	聞く 30%
書く 20%	読む 10%

TOPIC

Dealing with Keigo (honorific), the way Japanese people speak, instructions and signs, sickness, future goal, interviews etc.

What you will be able to do in 3 months' time

After learning basic grammar, such as passive, causative, honorific, and giving and receiving expressions, students will be able to clarify conjugations and rules. The actual practice of using these begins at the next level. "Understanding" at this level leads to "doing" at the next level.

Representative integration tasks

Expressing emotion in native way Direct Japanese usage by international students occasionally surprises Japanese people. Students will listen to the teacher's explanations and compare them with their own expressions, learning the differences. They will practice speaking like a native Japanese by repeatedly using the summarized materials.



Let's make human relationship (B1)



From being able to live in Japan, the goal will be to create better relationships with other people and enrich your life. This is the level where the image of Japanese language learning shifts from simply conveying facts to learning Japanese that includes one's own feelings and consideration for others.

話す 30%	聞く 30%
書く 20%	読む 20%

TOPIC

At family restaurant, stereotype, questionnaire, internet shopping, information from internet etc.

What you will be able to do in 3 months' time

At the end of these three months, students will have acquired a study method for future intermediate and advanced Japanese language acquisition. In addition to the factual expressions that you were able to say at the beginner level, you will also be able to use Japanese that includes your own feelings and consideration for others.

Representative integration tasks

Let's chat Even if students want to talk to Japanese people in Japanese, it won't be possible without the opportunity to do so. In this class, students focus on starting and continuing conversations, learning effective ways to keep the conversation going.



Japanese Language Education Curriculum

日本語教育カリキュラム

Let's send information (B1)



A particular focus at this level is on reading texts. As they present the information they have acquired through reading to the class, they change the way they learn by dividing it into "understanding" and "using" the text for others.

Representative integration tasks

Write an opinion essay
Instead of starting from scratch, you start by reading a model sentence. Knowing what to write in which position, you write opinion statements that show cause-and-effect relationships according to the order indicated by the model.



話す 25%	聞く 10%
書く 25%	読む 40%

TOPIC

Travel essays, food culture, convenience stores, business, politics, etc.

What you will be able to do in 3 months' time

When you reach this level, you will no longer have any problems with Japanese when living in Japan. In addition to the input of listening and reading, you will also have a rich output of speaking and writing. You will be able to express your opinions not only on everyday topics but also on social issues.

Let's expand knowledge (B1)



We believe students should reach the B1 level during their study in Japan. That's because this level is the minimum required to effectively use the Japanese you've started learning in your career. Therefore, if you feel that you're not yet prepared for the next level, it's important to take a step back and deepen your understanding of the material up to this point.

Representative integration tasks

Mumbling
"Mumbling" means speaking in a low, unclear voice. Mumbling means to mumble. It is an exercise to start reading a textbook by listening to the text through your ears, following the text with your eyes, and reading along in a quiet voice. This is a great way to develop both listening and speaking skills while feeling the sense of speed in Japanese.



話す 25%	聞く 15%
書く 25%	読む 35%

TOPIC

Differences between humans and animals, diverse work styles, discrimination, Japan's future, issues related to children, etc.

What you will be able to do in 3 months' time

This class is unusual at Toyo Language School as the textbooks are used very frequently. The reason is that we want students to build up their knowledge and have a sense of having completed one book. Unlike previous classes, the class focuses on reading, so students acquire the reading comprehension skills to be able to read even slightly difficult texts.

Activity

アクティビティ

TLS students also learn from activities. Teamwork, time management, service mindedness, and each individual's personality and characteristics are used to achieve success.



We invite you to participate in exchange events with members of the Jikei Gakuen Group of colleges.

Shinden Area Fureai Festival



Students set up an International food booth

Sports festival



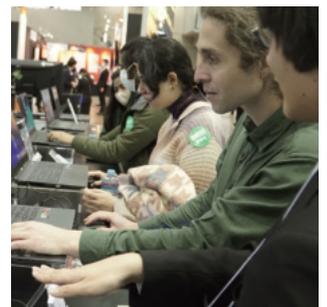
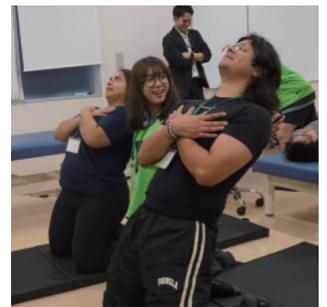
Best opportunity for teamwork

School trip



Making Last Memories Before Graduation

Professional Training College Exchange Events



Work Experience Festival

Digital contents

デジタルコンテンツ



As times change, so do learning tools. Things that were not possible in traditional education are now possible. Using tools that are appropriate for the times also maximizes the effectiveness of student support.



Microsoft TEAMS

Teams is used as a communication tool between students, teachers, and school staff, and as part of classes. Depending on the purpose, classes teams, My Teacher teams, dormitory teams, etc. are formed to exchange information and materials.



My Study

From daily class review to preparation for the JLPT and EJU examinations, we offer a wide variety of content that you can study on your own 24 hours a day, 365 days a year. If you are having trouble deciding what to study, just ask the chatbot "MyStudy".



My Career

"My Career" provides information on what kind of preparation is necessary for your desired career path within the 6 plans, information on companies and schools, interview tips and preparation tools, and more.

My Days

There are many documents that must be submitted to the school and immigration authorities and many rules that must be followed in order to live as a foreign student. You may also get sick or injured. "My Days" provides information to help you solve problems in your daily life.

TEAMS also has a translation function, so when you need help, you can chat right away!



Genjou chousa

Japanese language schools are obligated to keep up-to-date information on each international student, and TLS conducts a status survey twice each semester to confirm addresses, telephone numbers, information on visa status, and information on part-time jobs.

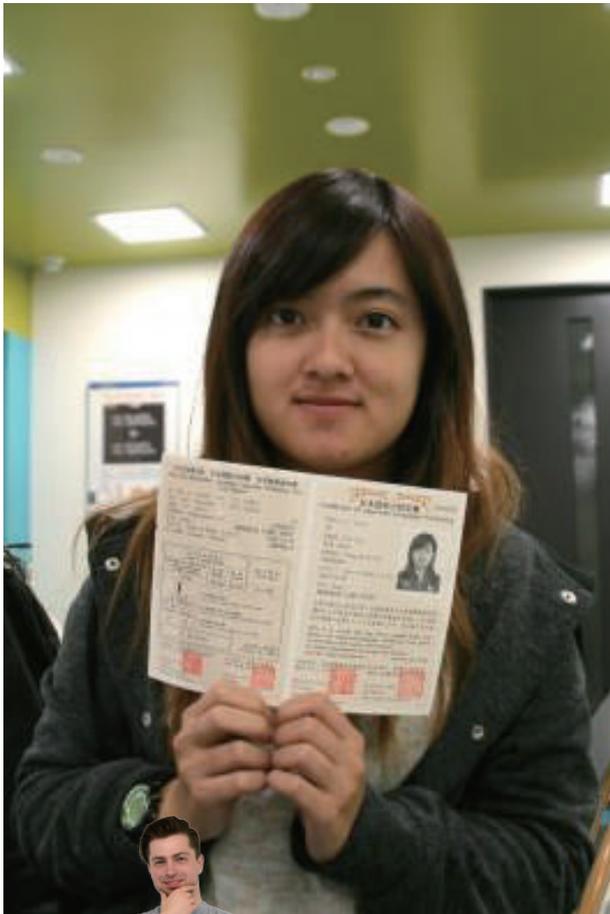
Safety check

In the event of a sudden earthquake or disaster, TEAMS is also used to confirm everyone's safety. In the event of an emergency, the school gathers information to ensure it can be quickly shared with those on-site.

JLPT / EJU Records

JLPT / EJU 実績

JLPT and EJU are proof of your efforts, and are also widely used for entering higher education and finding a job. In order to broaden your future options, we support you through elective classes and mock exams.



If you get a high score on the EJU, you may have a chance of receiving a scholarship.

日本語能力試験 | JLPT

	Level	Total Percentage Certified	TLS Certified	TLS Percentage Certified
2024 Dec.	N1	28.7%	13	81.3%
	N2	33.1%	35	83.3%
2024 Jul.	N1	33.3%	16	72.7%
	N2	38.3%	61	75.3%
2023 Dec.	N1	30.9%	23	67.6%
	N2	38.7%	28	80.0%
2023 Jul.	N1	34.0%	18	69.2%
	N2	42.1%	48	72.7%
2022 Dec.	N1	30.8%	13	54.2%
	N2	33.1%	28	84.8%
2022 Jul.	N1	30.2%	10	66.7%
	N2	37.3%	37	78.7%

日本留学試験 | EJU

	Average Score	TLS Average Score	
2025 Jun.	233.2	300.0	+66.8
2024 Nov.	239.7	280.0	+40.3
2024 Jun.	237.3	316.8	+79.5
2023 Nov.	242.1	281.0	+38.9
2023 Jun.	235.3	311.6	+75.8
2022 Nov.	245.7	285.3	+39.6

