

## A Public-Private Partnership for English Education: TOKYO GLOBAL GATEWAY, a New Approach

Akiko MORI<sup>A</sup>, Yoshihiro TAKIZAWA<sup>B</sup>

**Abstract:** This paper describes the planning scheme, features, and impacts of the new English immersion facility Tokyo Global Gateway (TGG), opened in September 2018. TGG is a project led by the Tokyo Metropolitan Board of Education and conducted via a public-private partnership. The facility's scale is 7,000 m<sup>2</sup> with environments and equipment that simulate practical English-speaking situations. On average, 70–100 English-speaking staff members from approximately 30 countries work there daily. Students from elementary to senior high school experience various practical programs, gain confidence, and enhance their motivation for further learning of the English language. The facility's impact during its initial period was great, and it has potential to be a national hub of English education. The authors have reported the details as administrative members of the Tokyo Metropolitan Board of Education.

**Keywords:** public-private partnership, English education policy, English language learners, CLIL, public sector leadership

### 1 What is TGG?

Opened on September 6, 2018, Tokyo Global Gateway, or TGG, is an English-language immersion facility led by the Tokyo Metropolitan Board of Education (Tokyo BOE) and conducted via a public-private partnership (PPP). TGG's vision and concept are to provide opportunities for students to realize the English language's utility as a communication tool and give them confidence to communicate with English-speaking people by providing successful experiences with the English language through practical and simulated real-life programs (details in Section 4). Despite this new approach and its brief 4-month implementation in Tokyo's English education, various positive impacts have already been observed. In this report, the authors describe why and how the Tokyo BOE launched this project, including its broad goal of public policy fostering global citizenship and the key factors in its success so far. The authors recognize that the PPP has worked well and explain TGG's attractive features.

### 2 Overview

Although TGG has various advantages, it is not the Tokyo BOE's sole improvement for English education, but rather part of a comprehensive strategy to *foster global citizenship among students*. Indeed, TGG was launched as one of the BOE's projects with the highest impact. Thus, this section overviews the public policy underlying and the formation of the TGG project.

#### 2.1 Formation of TGG as a Project

Fostering global citizenship is one of Tokyo Metropolitan Government (TMG) and Tokyo BOE's most important policies. Indeed, the Tokyo BOE plans and implements a wide array of measures for nurturing practical English-language skills and international perspectives based on the new direction of and revisions to Japan's course of study. After several years of discussion, in February 2018, the Tokyo BOE published "Tokyo Global STAGE '20," with "STAGE" standing for Strategic Targets for Activating Global Education,<sup>[1]</sup> a comprehensive plan covering the measures mentioned above.

For improving students' English-language learning, this plan specifies three courses of action: (1) enhance classes' quality, (2) increase learning time and

---

A: Tokyo Metropolitan Board of Education

B: Tokyo Metropolitan Board of Education

opportunities, and (3) increase motivation to learn and continue learning. The plan further establishes 20 measures for accomplishing these courses of action. These measures include the following: improving educators' teaching skills and students' learning environment, facilitating English as a subject in elementary schools, training teachers practically by sending them to overseas universities, placing Japan Exchange and Teaching Program-Assistant Language Teachers (JET-ALTs)<sup>[2]</sup> at all metropolitan public high schools, and implementing online English conversation classes with English-speaking teachers.

The Tokyo BOE also developed original English learning materials called "Welcome to Tokyo"; these materials cover the cultural identity of Japan and Tokyo, including traditions, culture, history, technology, and daily life. The Tokyo BOE also provides English on-demand video content covering current events and school subjects other than English through the Tokyo English Empowerment Project (TEEP).<sup>[3]</sup> Through such initiatives, students learn to think and communicate actively in English about a variety of subjects, from familiar topics to international issues that interest them. Furthermore, the Tokyo BOE facilitates a wide variety of international exchange programs, including sister-school relationships with overseas schools, outbound and inbound programs.

Despite all these efforts, opportunities for students to speak English practically in an immersive situation are limited. In view of this deficiency, TGG was launched to create a new service for students by providing successful experiences with the English language thorough practical programs.

## 2.2 How the TGG Project Began

### 2.2.1 Why PPP was adopted for the project

In April 2015, to discuss the project's direction, the Tokyo BOE formed an advisory panel of persons well informed about global education. To take advantage of creativity and management skills, the panel's October 2015 report advised that the private sector should manage and operate the project proactively according to

some public sector requirements.

Taking into account various opinions, the Tokyo BOE considered the project's scheme. Should it be direct management, commission, subsidized project, or more flexible PPP? Utilizing the private sector was reasonable because if the public sector managed and operated the facility completely directly, personnel, costs, and estimated time for preparation would be enormous and unrealistic.

In many cases, when the public sector utilizes the private sector, schemes are: (i) a commission wholly funded by the government or (ii) subsidies to existing private services.

If similar or ideal services already exist, using one of them is reasonable because the public sector can easily predict and manage it. However, the Tokyo BOE did not find the complete, ideal services it wanted for students when it researched various existing examples of "English-immersion facilities" and "English villages." Therefore, this project's service details would likely be created through collaboration between public and private sectors.

If the public sector fixed the amount of revenue in advance, as in the case of a commission project, it was uncertain whether the efficient Plan, Do, Check, and Act (PDCA) cycle<sup>[4]</sup> was worded adequately; the private sector might not motivate the project's expansion or improvement in later years.

On the other hand, if the project were subsidized for existing private services, the public sector's involvement would be limited. Whether the ideal of public policy could be realized was uncertain. Targeting, theme setting, and the scale that the Tokyo BOE desired might be too broad, and the collaboration with school education might be too complex for the general private sector.

Therefore, the Tokyo BOE determined use of the following PPP scheme:

- 1) The Tokyo BOE provides essential but partial funding for management. The private sector manages and operates the facility independently. The private sector is allowed to profit (see 3.1).
- 2) The Tokyo BOE leads the entire project in

terms of public policy. The Tokyo BOE reserves the authority to approve or decline specific contents of programs, especially for schools.

### 2.2.2 Requirements for the private sector and the process of PPP

In March 2016, a request for proposals was released, including project objectives, targets, and scope of work as follows:

As background for the project, the Tokyo BOE recognized that many Japanese students do not have enough opportunities to immerse themselves in the English language with English speakers beyond input via textbooks or role-play in their English classes at school. As a result, students do not have adequate motivation to learn and use English. At the same time, they feel their English-speaking skills are inadequate and are thus hesitant to communicate with English-speaking people.

Based on this recognition, the Tokyo BOE prioritized the potential facility's provision of practical, realistic situations in which students speak English throughout their visit to the facility. In addition, students would not be unilaterally "taught" English, but English-speaking staff would facilitate and elicit their responses.

As the facility's target, the Tokyo BOE chose elementary to senior high school students—beginners to advanced English learners.

Students are expected mainly to visit the facility as part of trips in schools' educational curriculum. Although each school can decide when and how to use the facility, students would likely visit in large groups, for instance, as a school's entire grade level.

Through experiences the facility would provide, students would likely realize that English is an open tool that everyone can use to communicate worldwide. They would also gain more confidence in their English skills because even with imperfect English, they could still somehow communicate their meaning. The Tokyo BOE believed that a successful experience would enhance students' motivation to further their learning. In short, the TGG project's objectives are twofold: to establish a facility that motivates students while helping them acquire speaking proficiency.

To realize these objectives, specific requirements for programs were: (1) for the facility to provide specific elements, so students would gain as many opportunities as possible to speak English through practical experiences and (2) to operate with small groups, probably one English-speaking staff member per 10 students at the most.

In advance of the bidding process, the Tokyo BOE decided to locate the facility in Tokyo's bayside area, on the first to third floors of an existing office building—an area of approximately 7,000 m<sup>2</sup>. The BOE expected the facility's operational period to run from 10 to 15 years, but the private sector would establish the specific period.

Facility users were expected to pay fees because the program would be voluntary rather than mandatory. However, the Tokyo BOE provided the private sector certain funding in order to set fees at the minimum. The Tokyo BOE and TMG would subsidize (1) half the cost of refurbishing the facility, (2) the total rent over the private sector's period of operation. The private sector would manage later project costs by collecting fees from users, sponsors, and other private financing.

The Tokyo BOE received three proposals, and in September 2016, a third-party evaluation board selected a joint proposal by five companies<sup>5)</sup>. After the selection, the Tokyo BOE and the discussed details of each other's roles and responsibilities, management plans, and program designs for the next 10 years, based on the submitted proposal. The five companies established a new company for facility management through co-funding, and it was named TGG Co. Ltd. The facility's name was also decided as TGG. Then, the Tokyo BOE and TGG Co., Ltd. reached a PPP agreement, signed in March 2017.

In April 2017, specific program designs, building refurbishment, and advertisement to schools began. In September 2017, schools started making reservations at the facility. By the end of May 2018, the facility's refurbishment was complete. During the following summer, program trials with students were conducted to fine tune scenarios and operations. Then, on September 6, 2018, the facility held its grand opening. As of this writing,

the facility is expected to operate until the end of March 2029.

Table 1. Timeline of events

Date	Event
March 2016	Release of request for proposal (RFP)
September 2016	Selection of the best offer
	Start negotiation with the offer
March 2017	Approval of the offer
	Agreement between Tokyo BOE and TGG Co., Ltd.
	Decision of the name of the facility- "TOKYO GLOBAL GATEWAY"
April 2017	Begin construction (refurbishment)
	Starting of creation of programs and promotion to schools
September 2017	Reservation opens to schools for 2018
September 2018	Grand opening
	Expected operation period—until March 2029

### 3 The TGG Project's Key Factors

The TGG facility's various features and uniqueness originate from collaboration between public and private sectors. Each sector capitalizes on the other's strengths. This section discusses certain key factors—the two categories of framework and management—in the collaboration's achievements.

#### 3.1 Framework Factors—Control and Autonomy

At the project's beginning (see 2.2.2), especially because the Tokyo BOE provided the essential subsidy for the facility's initial and running costs to TGG Co., Ltd., the Tokyo BOE maintained its involvement in the project's detailed planning. Pursuing public benefit was important, for instance, both high-quality education and relatively low price, wide-range targeting, and expanding participants' capacity as much as possible. Keeping the fee low for users means programs planned for school use are not profitable. On the other hand, the Tokyo BOE allows TGG Co., Ltd. to provide autonomously through the facility other products and services to individual users or to any entities, so long as those activities do not impede the facility's use by schools. Soliciting sponsorships is also allowed. These possibilities for gaining revenue motivate TGG Co., Ltd., consequently realizing both public benefit and private profit.

### 3.2 Management Factors

#### 3.2.1 The Project Team's Diversity

Project members both in the Tokyo BOE and in TGG Co., Ltd. evince great diversity.

Members of the Tokyo BOE have studied abroad and been involved in international business and relations. These members recognized a gap between educational methods used overseas and those in Japanese schools. They also realized the importance of collaboration with globally diverse businesspeople. In addition, these members are administrators and educators. Administrators have the advantage of forging practical links with their wide networks and coordination skills. Educators are familiar with pedagogical methods and practices and the reality of schools and students overseas.

As mentioned in 2.2.2, TGG Co. Ltd. was established by five companies, each belonging to a discrete business domain as follows: a publisher of wide-ranging educational materials; an owner and operator of institutions for educational training, especially for entrance exams of universities and colleges; a founder and operator of an English-immersion primary school; a provider of professional development modules for English teachers; and an advertising firm. Many employees of TGG Co. Ltd. were loaned by their originating companies. Thus, they had accrued multi-faceted experiences in their previous companies. Their varied strengths and viewpoints were effective in discussions during the planning process and in the allocation of roles.

#### 3.2.2 Leadership by the public sector

The Tokyo BOE continued to steer the project, including the support by top executive members in the Tokyo government and management of details at a practical level as follows: As top executives, the Governor of Tokyo and the Director General of the Tokyo BOE regularly delivered messages to the public and to parliament. They mentioned that English proficiency was important for students and that TGG was Tokyo's priority project in English education. Such communication effectively enhanced TGG's recognition among schools and the public and also helped maintain motivation of TGG Co. Ltd.

At a practical level, the Tokyo BOE accomplished the following: maintained involvement in creating content and publicity activities; provided milestones and continuously tracked the schedule; employed transformational rather than transactional leadership to generate close communication.

Leadership by the Tokyo BOE functioned to raise awareness of TGG's presence and credibility and, after the facility's opening, to accomplish its vision in the initial operational period.

### 3.2.3 Sharing of the project's vision and common values

During various phases, the Tokyo BOE explained its vision for the TGG project to TGG Co., Ltd.: to provide opportunities for students to realize the utility of English as a communication tool and to give them confidence to communicate with English speakers by providing successful experiences. The Tokyo BOE believes that it is crucial for Japanese students to become global citizens. Therefore, TGG is not a language training center, but a space where students experience the realistic global world using English. TGG's ultimate objective is to develop an innovative platform for new English education in Tokyo and, hopefully, in the whole of Japan. TGG Co., Ltd. has acknowledged the project's value, impact, and public benefit. Throughout the project, this common fundamental value has influenced every team member's dedication.

### 3.2.4 Identifying strengths of public and private sectors and maximizing advantages

The Tokyo BOE and TGG Co., Ltd. realized each other's strengths through frequent, in-depth communication. Specifically, the Tokyo BOE recognized the ideals and limitations of teaching in classes and the reality of students. It was also familiar with effective approaches of promotion or advertisement to schools and better public policy practices. In addition, the Tokyo BOE realized that the public sector has a strong reputation for requesting cooperation with private and non-private organizations. In contrast, TGG Co., Ltd. possesses advantages in interior design, teaching materials, operating facilities, recruiting and training English-speaking staff, managing

websites, flexible personnel, and business management.

In all activities, TGG Co., Ltd. has respected and considered the Tokyo BOE's opinions and comments. However, the Tokyo BOE does not simply pass its opinions to the private sector but has effectively involved itself in publicity activities and drafted some programs by itself.

One of TGG's great achievements, in which the PPP has worked effectively, is a program called "Queensland's Class." Since November 2016, the Tokyo BOE and the Department of Education in Queensland, Australia, have an educational relationship under a Memorandum of Understanding<sup>[6]</sup> through which the two entities, and especially Education Queensland International (EQI) as part of the Department, have worked collaboratively on various projects. Based on this relationship, EQI and the Tokyo BOE reached a new agreement by which EQI transferred two incumbent Queensland teachers, who mainly cover subjects in science, technology, engineering, and mathematics (STEM),<sup>[7]</sup> to TGG in shifts for 3 months around the year. These teachers provided the same lessons they conduct in Queensland. This exchange greatly benefits Japanese students who experience actual classes as taught overseas, using student-centered instruction, without traveling abroad. The Queensland government also benefits from the opportunity to expose their education's attraction to students from all over Japan via TGG. Additionally, TGG Co. Ltd. can provide stable, high-quality classes by employing guaranteed Queensland teachers selected by EQI. This is the first time that Queensland's educational instruction has been provided in Japan.

Figure 1. Queensland classroom in TGG



### 3.2.5 Close communication: Generating reliance and managing conflicts

For TGG, the Tokyo BOE and TGG Co., Ltd. held frequent meetings to discuss the project's details—every two weeks, on a weekly basis, or sometimes even more often. The main meetings between the Tokyo BOE and TGG Co., Ltd. were held with many participants responsible for the project's different dimensions. This strategy effectively shared and spread precise information generated new ideas, and, most of all, united members. Along with these meetings, the two entities held various daily telephone and email discussions. In the early period of the collaboration, this regular communication contributed to bridging any gaps in understanding and resolving any conflicts among members.

## 4 Key Features of the Venue

Figure 2. Flow of standard course for school use

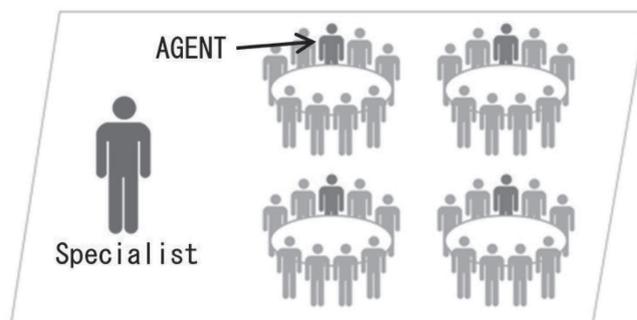


Figure 2 displays an overview of TGG's services. The following are TGG's main features.

### 4.1 Devices for Creating a Realistic and Practical Global Space

TGG provides a realistic and practical global space both through its physical interior and its English-speaking staff. The interior simulates various situations using real equipment and sets, including an airplane, a restaurant, TV station, overseas' classroom, rooms for STEM programs, a terminal center for financial investors, and many others in the 7,000-m<sup>2</sup> facility. At the time this paper is being written, more than 250 English-speaking staff members from more than 30 countries are registered at TGG as full- or part-time workers. On average, 70–100 staff members are on duty at any given time. Many work as “Agents” and each attends a group of eight students to support and elicit speaking. Others work as “Specialists” who facilitate specific programs and possess special knowledge in each program's academic and practical fields (see Figure 3).

Figure 3. English-speaking staff: Agent and Specialist



#### 4.2 Wide Variety of Programs at Different Levels as Scaffolding from the Classroom to the Real World

TGG programs have more than 20 themes with three to five language levels. Target users include elementary to senior high school students. Program levels have been set according to the Common European Framework of Reference-Japanese (CEFR-J) standard.<sup>[8]</sup> Levels range from beginner (under the A1 CEFR-J standard) to advanced (above the B1 CEFR-J standard). Divided into two types, one program is the “Attraction Area” that simulates daily life environments, and the other is the “Active Immersion Area” where students can learn new topics in English. Especially, the Active Immersion Area uses the Content and Language Integrated Learning (CLIL) approach. Students learn programming, sustainable development goals (SDGs), dance performance, Japanese culture, financing, and marketing, among others.

In the Attraction Area, each student receives a “mission card” with a task to complete. In the Active Immersion Area, groups of eight students receive an open-ended task, and they must discuss it among themselves and with their Agent to reach a conclusion. At the end of the program, they must present their ideas and their work.

Some program content, equipment, and other resources are provided by entities such as overseas educational governmental organizations, foreign embassies in Tokyo, an international cooperation agency, a financial data and media company, an airline, a pharmacy, and so on.

In addition to the Australian EQI example (see 3.2.3), various entities have contributed to TGG, including Education New Zealand, the British Columbia Trade and Investment Representative Office in Japan, the Embassy of Canada, All Nippon Airways Co. Ltd., and Bloomberg L.P. Their cooperation has helped generate an authentic reality that opens students’ eyes to the world and perhaps even to their future path of study or career.

Although programs are designed to attract students’ attention and interest, they also provide high-quality English education beyond entertainment. To

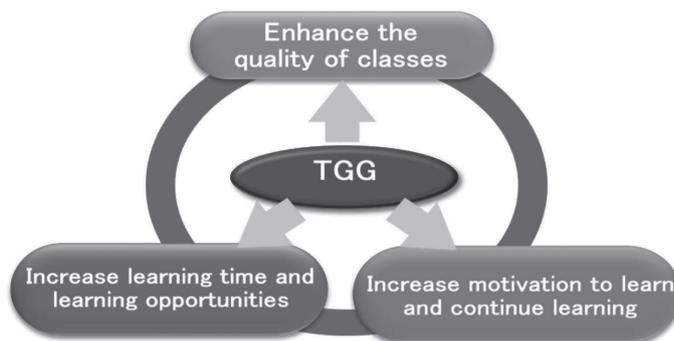
guarantee the quality, TGG Co., Ltd. has formed a third-party committee composed of scholars and experts who supervise the programs. These diverse programs and level adjustments aim to give students confidence and motivation.

#### 4.3 Consideration of Linkage and Synergistic Effect with School Education

As a public educational project, the Tokyo BOE has especially considered TGG’s linkage to school education. This feature sets TGG apart from any other private English-immersion facility. Specifically, each program considers objectives and ideal approaches stipulated by the national government’s course of study guideline. In addition, TGG provides schools with learning materials to prepare students ahead of time, so their experience at TGG is not a standalone event. Furthermore, information sessions covering case studies and schools’ professional development have been held.

Thus, TGG contributes to all three courses of action that form the Tokyo BOE’s overarching pursuit: enhance classes’ quality; increase learning time and opportunities; and increase motivation to learn and continue learning.

Figure 4. TGG and three courses of action in Tokyo’s school education



### 5 Impact of TGG

From September 6 to the end of December 2018, after only 4 months of operation, various impacts have been observed at TGG.

#### 5.1 TGG’s Usage Status

For TGG’s first 7 months of operation, until the end of March 2019, (the end of the fiscal and school years

in Japan), approximately 50,000 students from approximately 400 schools have already used or reserved TGG, mainly through their schools. For the next school year, from April 2019 to March 2020, the number of users is highly predicted to double. This prediction includes elementary schools to senior high schools, public and private, from inside and outside Tokyo. The Tokyo government and the public recognize this figure as relatively positive.

Some schools use TGG as part of English classes or classes in other subjects, or as part of school events. Some municipal governments in Tokyo that govern public elementary and junior high schools have allocated funds to pay for students to visit TGG.

In addition to school use, individuals are expected to use the facility through other programs provided by TGG Co., Ltd. (see 3.1.2) and further increase the future number of users.

Interested in TGG, many schools outside Tokyo are considering visiting TGG as part of their school educational trips, with all their grades, in tour programs known as *Shu-gaku Ryoko*. Undoubtedly, such visits will also boost the number of users.

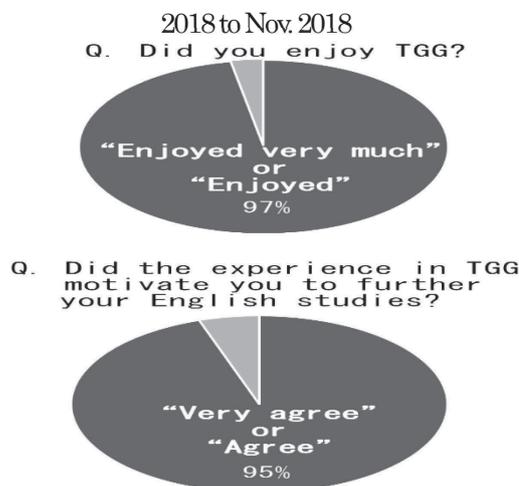
## 5.2 User Satisfaction

According to a student survey on the day of facility use, more than 90 percent responded “enjoyed” or “enjoyed very much” on visiting TGG. Additionally, more than 90 percent answered, “agree” or “strongly agree” to “Did the experience at TGG motivate you to further your English studies?” In the comments section, many students expressed positive opinions such as “I found communication using English very fun”; “I felt happy when I was able to communicate in English”; “It is very different from usual lessons in schools”; and “I want to learn English more.”

Another survey was administered to schoolteachers who visited TGG as chaperons on the day of their visit and also several days afterward. More than 90 percent answered “yes” to the question, “Did you gain anything for yourself?” In the comments section, many teachers wrote comments such as “Seeing my students

being active left a vivid impression” and “The ways in which the English-speaking staff facilitated and elicited speaking gave me hints on how to improve my own instruction.”

Figure 5. Survey of students who visited TGG from Sep.



## 5.3 Suggestions for English Education in Japan

As shown in the comments by students and teachers in “User Satisfaction” (5.2), TGG’s practical-experience activities, open-ended communication, and task-based approach offer various suggestions for improving English education in Japan. In addition, TGG is a pioneering project of PPP in English education that focuses on enhancing and stimulating student motivation. Because of these features, various domestic and international visitors including policy makers, administrators, scholars, educators, parent associations, and the press have already visited TGG.

## 6 Conclusions

TGG was opened only about 4 months ago. Details regarding its value and benefits, including the PPP scheme and educational impact, should be analyzed in the future. At this moment, the project can be described as follows:

- i) TGG realizes unprecedented specialized services as public policy in Tokyo via PPP. The 7,000-m<sup>2</sup> facility services a wide range of students and is estimated to accommodate up to 200,000 students a year.
- ii) The private sector shoulders TGG’s design,

financing, and operations. The specific private sector companies involved will stay on the project for its complete period of operation. The public sector steers the project, including subsidizing the rent and half of the initial refurbishment cost to lower the price for users.

As this project's founders, we discovered that an elaborate, careful PPP scheme is very important for utilizing the strengths of the public and private sectors, as well as for motivating each of them. However, especially in a project expected to create new models and methods, no matter how carefully and ingeniously the scheme is designed, uncertainty and unpredictability are inevitable. The quality of output cannot be guaranteed. In such a case, sharing the mission and fundamental value of the project, close communication, continuing to move forward, and reliance on one another are essential to achieving ideal results. Of course, the Tokyo BOE and TGG Co., Ltd. have faced various conflicts due to priorities differing between public and private sectors. However, the two parties have overcome these conflicts based on their common values and mutual reliance. Best of all, their efforts have provided students amazing experiences. But in addition, TGG will contribute to changing and, hopefully, improving the educational scene in Tokyo and Japan.

## Note

- [1] Tokyo Global STAGE 20 (STAGE = Strategic Targets for Activating Global Education) is a comprehensive plan covering a wide array of measures to nurture practical English skills and international sensibility based on the new direction of and revisions to Japan's course of study.
- [2] JET (the Japan Exchange and Teaching Program) is administered through collaboration of Japan's local government authorities and ministries of national governments. The JET Program invites young college graduates from around the world to participate in internationalization initiatives and be involved in foreign language education at Japan's local government offices, boards of education, elementary schools, junior high, and senior high schools. JETALTs are positions for JET Program participants, that is, assistant language teachers, who are placed mainly in public schools or local boards of education. JETALTs assist with classes taught by Japanese

Teachers of English/Language (JTEs/JTLs) and are thus involved in preparation of teaching materials and in extracurricular activities like English clubs or sports teams. See: <http://jetprogramme.org/en/positions/>

- [3] TEEP is an acronym for the Tokyo English Empowerment Program. The Tokyo Metropolitan Board of Education designates 20 schools as TEEP schools. They are expected to introduce active ways of learning so that students can learn English communication skills outside the classroom.
- [4] PDCA is an acronym of Plan, Do, Check, and Act. The term stands for a management method to improve work efficiency.
- [5] The members of the five companies are Gakken Holdings Co. Ltd., Ichishin Holdings Co. Ltd., Edure LCA Co. Ltd., The English Language Education Council, Inc., and Hakuhodo Inc.
- [6] The Memorandum of Understanding between the Tokyo Board of Education and the Department of Education in Queensland an agreement on comprehensive cooperation related to exchange between schools, including building relationships such as sister or friendship schools, student and teacher exchanges, and information exchange. See: [http://www.kyoiku.metro.tokyo.jp/press/press\\_release/2016/release20161117\\_02.html](http://www.kyoiku.metro.tokyo.jp/press/press_release/2016/release20161117_02.html) and <http://tokyo-portal-edu.com/international.html>
- [7] STEM stands for Science, Technology, Engineering, and Mathematics. STEM education aims to foster human resources that contribute to industries in these areas.
- [8] Based on the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, and Assessment), the CEFR-J standard is a new customized criterion to measure the level of English proficiency of students and to gauge their suitability for English Education programs in Japan.

## References

- 1) Tokyo Portal for International Education  
[http://tokyo-portal-edu.com/evillage\\_en.html](http://tokyo-portal-edu.com/evillage_en.html)  
<http://tokyo-portal-edu.com/evillage.html>
- 2) TOKYO GLOBAL GATEWAY  
<https://tokyo-global-gateway.com/>

Received on 15<sup>th</sup> January 2019 and accepted on 16<sup>th</sup> March 2019