JF Standard related sites

The JF Standard for Japanese-Language Education

Website introducing the JF Standard

Minna no"Can-do" website

https://www.jfstandard.jpf.go.jp/cando/

https://www.jfstandard.jpf.go.jp/

The Minna no "Can-do" website is a database of Can-dos that show levels of Japanese proficiency in the form of statements beginning with "I can ..."

Marugoto: Japanese Language and Culture

https://marugoto.jpf.go.jp/

Website introducing the Japanese language coursebook Marugoto: Japanese Language and Culture which was developed based on the JF Standard

The JF Standard tor **Japanese-Language Education**

What is the JF Standard for Japanese-Language Education?



The Japan Foundation Japanese-Language Institute, Urawa

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The Japan Foundation (JF) was established in October 1972 with the objective of promoting international cultural exchange through a comprehensive range of programs in all regions of the world.





Central to the JF Standard for Japanese-Lang uage Education is the idea that communication in Japanese can lead to mutual understanding among people.

We are now living in a global society where more and more people come into contact with other cultures as part of their personal and professional lives. In order to deepen mutual understanding through cross-cultural language communication the following two competences are needed.

Competence in accomplishing tasks: the ability to use language to complete specific tasks Competence in intercultural understanding: the ability to understand and respect one's own and other people's cultures

With the aim of cultivating these competences, the JF Standard for Japanese-Language Education has been developed in order to be practically useful in different educational contexts around the world. In order for people to understand each other both language and culture are important.

International student: Eri



Erin's teacher: Honigon

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Erin's Challenge ! I Can Speak Japanese. https://www.erin.jpf.go.jp/

The JF Standard displays levels using Can-do statements.

The levels of the JF Standard are not based on what kind of grammar you know, or how many words or kanji you know, but what kind of tasks you can accomplish using Japanese.

These **Can-dos**, beginning with "I can ...", describe ability at completing tasks, and are divided into six levels from A1 to C2. These six levels are the same as those used in the CEFR, so it is possible to understand your Japanese proficiency using levels that are common with those used for other languages.

The JF Standard consists of both CEFR Can-dos and JF Standard Can-dos. CEFR Can-dos are multipurpose abstract descriptors, while the JF Can-dos are examples of practical language activities related to situations where you use Japanese. By making these Can-dos learning objectives, you can plan your learning so that it focuses on actual communication.

B1 etc., at, for example, a planning meeting at one's workplace, if one has prepared Can introduce in some detail CEFR is an abbreviation of Common European Framework of Reference for Languages: Learning, teaching, assessment. It is being beforehand. famous sights, local specialwidely introduced as a common framework for language learning and education around the world. [JF Can-do] ties and other features when giving people a tour of, for ex You can search CEFR Can-dos and JF Can-dos at Con-dos at https://www.jfstandard.jpf.go.jp/cando/ ample, a famous sightseeing area as a professional guide, if preparations are made in ad Can make a short simple speech congratulating the [JF Can-do] bride and groom, explaining one's relationship to them, etc.at a friend's wed-Can say words of gratitude ding party or other events, with simple fixed phrases if one is allowed to occa such as "thank you for your sionally look at one's notes. kindness" in front of those [JF Can-do] present at one's farewell party held before one's transfer, retirement, etc. **B2** [JF Can-do] They are practical and **B1** easy to understand, so your learning objectives will become very clear! **A2** A1 By looking at the Can-dos you can understand what **Independent User Basic User** you need to be able to do at that level. Can understand and use familiar ev-Can understand sentences and fre-Can understand the main points of Can understand the main ideas of complex text on both concrete and ervday expressions and very basic quently used expressions related to clear standard input on familiar matabstract topics, including technical phrases aimed at the satisfaction of areas of most immediate relevance ters regularly encountered in work discussions in his/her field of spe needs of a concrete type. (e.g. very basic personal and family school, leisure, etc. cialisation. information, shopping, local geogra-Can deal with most situations likely Can introduce him/herself and oth phy, employment). Can interact with a degree of flueners and can ask and answer questo arise whilst travelling in an area cy and spontaneity that makes regtions about personal details such as Can communicate in simple and rouwhere the language is spoken. ular interaction with native speak where he/she lives, people he/she tine tasks requiring a simple and diers quite possible without strain for knows and things he/she has. rect exchange of information on fa-Can produce simple connected text either party miliar and routine matters. on topics which are familiar or of Can interact in a simple way providpersonal interest.Can describe ex- Can produce clear, detailed text on ed the other person talks slowly Can describe in simple terms asperiences and events, dreams, a wide range of subjects and exand clearly and is prepared to help. pects of his/her background, immehopes and ambitions and briefly plain a viewpoint on a topical issue diate environment and matters in argive reasons and explanations for giving the advantages and disad eas of immediate need. opinions and plans. vantages of various options. Common Reference Levels: global scale

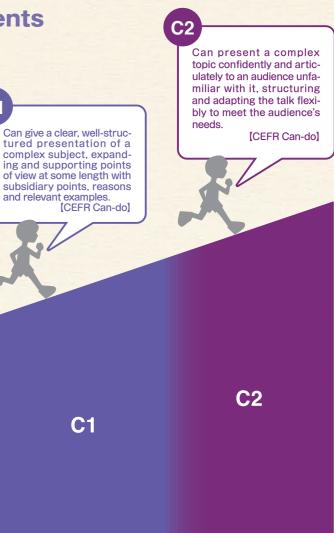
Examples of Can-do statements for each of the six levels.

Can explain articulately

and in detail one's own pro-

posal and respond appro-

priately to questions, while showing diagrams, graphs.



Proficient User

 Can understand a wide range of demanding, longer texts, and recognise implicit meaning.

 Can express him/herself fluently and spontaneously without much obvious searching for expressions.

 Can use language flexibly and effectively for social, academic and professional purposes.

Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The JF Standard tree shows what Japanese language proficiency consists of.

The part of the tree where the branches spread out and produce flowers shows specific **communicative language activities**, divided into **receptive activities**, **productive activities** and **interactive activities**.

The Can-dos represented by the flowers are examples of communicative language activities.

The roots show **communicative language competences**, which correspond to knowledge of the Japanese language, such as knowledge of Japanese characters, vocabulary, grammar, etc., and these support the communicative language activities.

By looking at the JF Standard tree, you can see which communicative language activities your learning objectives are, and which communicative language competences support such activities. A1: Creative Writing

Can write in short, simple sentences where one went, what one did, etc. on that day for a blog entry.

> productive activities

> > interactive activities

communicative language activities

communicative language competences

linguistic competences

Japanese characters

receptive

activities

sociolinguistic competences pragmati

ability to choose language depending on the situation and who one is speaking to

grammar

lots of different

places with my

Japanese triends

pronunciation

vocabulary

B1: Reading for Information &

Argument

Can read and understand

the plot of a comic,

if the dialogue is

written in simple terms.



Can discuss in short simple terms destinations, time to meet, etc. to go cycling with friends on the weekend.

> So what's important for you is being able to chat with your friends in Japanese really well. Look, there's a Can-do that says "I can go cycling with friends at the weekend."

ability to put together coherent conversations or written texts appropriate to one's objective

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Marugoto: Japanese Language and Cul ture is a Japanese language coursebook that is based on the JF Standard.

Marugoto: Japanese Language and Culture aims to be a course of Japanese language study that contributes to mutual understanding among the people of the world through competence in accomplishing tasks and competence in intercultural understanding.

Marugoto: Japanese Language and Culture is based on the JF Standard.



Learning objectives are shown as Can-do statements.

16, Zt. Kt

Can-do

Can make comments in short simple terms such as "How cute" and "I want that" when shopping with a friend. It sounds pertect tor me 🕊 'íou'll be able to do that after you've studied unit 16.

It places an emphasis on intercultural understanding.



You can study language and culture together. You can do this not just by learning about Japanese things, but by looking back and reflecting on your own culture too.

Overseas Edition

Latest information on the publication of Marugoto overseas can be found from the following link.

#3:2 https://marugoto.jpf.go.jp/en/about/oversea/

*Marugoto is currently published in areas including India, Indonesia, Korea, Thailand and many more.

You use the portfolio to manage your own learning.



In your portfolio you can put, for example, self-assessment checklists, reflections on lessons and cultural experiences, compositions and recordings of speeches. By managing your own portfolio you can develop your approach to independent study. By showing your portfolio, you can also share your own learning processes and successes with teachers, classmates, and your family.

The Japan Foundation carries out a range of activities centred around the JF Standard in order to develop Japanese education overseas.

Marugoto: Japanese Language and Culture

Marugoto: Japanese Language and Culture is a coursebook based on the JF Standard.



Materials Development

Coursebook **Companion Website**

Marugoto +

Marugoto + is a website where you can study Japanese language and culture following the contents of the coursebook.



https://marugotoweb.jp/

Marugoto Japanese Online Course

This is a course for learning Japanese language skills comprehensively, offered in the Japanese learning platform JF Japanese e-Learning Minato

MARUGOTO

https://www.marugoto-online.jp/info/

The JF Standard for

Japanese- Language Education

aims to cultivate competence in accomplishing tasks and competence in intercultural understanding.



|F日本語教育スタンダード

https://www.jfstandard.jpf.go.jp/

The JF Standard website provides an overview of what JF standard is and how it can be utilized, as well as related materials and performance samples of each JF standard levels.

ALSO Con-dos and Can-dover Can do Eller

Con-do yrh https://www.jfstandard.jpf.go.jp/cando/

The Minna no "Can-do" website is a database of Can-dos. It provides support for practical aspects of Japanese language education, such as course design, lesson planning, and materials development.

Teacher Training JF Language Courses are Japanese language and culture course **Educa tional** The Japan Foundation offers based on the JF Standard. teacher training courses based **Prac tice** on the JF Standard for over-seas teachers of Japanese. Course Design Curriculum Development

Assessment

Test Creation Development of Assessment Methods

