



JF Standard for Japanese-Language Education

Guidebook for Users [New Edition]

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Introduction

This is a guidebook for users of the JF Standard for Japanese-Language Education (hereafter referred to as the 'JF Standard') published by the Japan Foundation since 2010 based on the principle of 'Japanese for mutual understanding'. In promoting the Japanese language overseas, the Japan Foundation aims to achieve greater internationalisation of the Japanese language, and to that end, has worked toward developing various resources to support Japanese-language education. The JF Standard plays a central role in the development of such resources.

Against the backdrop of the diversification of values and increase of interpersonal contact in modern society, mutual understanding is becoming more and more important. We believe two competences are required in order to achieve mutual understanding through language: competence in accomplishing tasks, which involves what a person can do using language, and competence in intercultural understanding, which involves increasing understanding of and respect for other cultures through encounters with various cultures.

The JF Standard is primarily focused on the competence that involves what a person can do using Japanese, and presents levels of Japanese-language proficiency. It also highlights the importance of recording and preserving each learner's learning process so that they may reflect on it. By using the same framework to describe language proficiency in a wide variety of Japanese-language teaching and learning contexts, learners and teachers of the Japanese language around the world can see the level at which they are learning or teaching, wherever they are in the world. In addition, by assessing the learners' level of proficiency and reflecting on the records of their linguistic and cultural experiences, their competences in accomplishing tasks and intercultural understanding can be developed and assessed. If learners move to different places for college, study abroad programs, or employment, they can communicate their learning achievements and proficiency accurately. The 'JF Standard for Japanese-Language Education, Guidebook for Users [New Edition]' was created with a view to supporting such educational practices.

The development of the JF Standard began with a reexamination of the numerous research findings and educational practices accumulated over the years. Since then, we have received a great deal of advice and cooperation from Japanese-language education experts and institutions inside and outside the Japan Foundation, and applied these in Japanese-language teaching and learning contexts. We would like to express our heartfelt gratitude for their kind support. Going forward, we aim to enhance the content and improve the user-friendliness of the JF Standard based on the feedback received from a broad range of users around the world.

Against the backdrop of a rapidly globalising world, we sincerely hope that by providing, through the JF Standard, a common framework not only for learners and teachers of the Japanese language, but also for all people who are interested in communicating in Japanese, Japanese will become an easier language to learn and teach. Furthermore, through making the usefulness of the JF Standard clearer, we also hope to contribute to the further development of Japanese-language education and the promotion of international mutual understanding.

The Japan Foundation





Chapter 1

Background Information

Background Information

1.1 JF Standard for Japanese-Language Education

1.1.1 What does a 'standard' for language education entail?

Here, 'standard' for language education is broadly defined as 'a guidepost that provides some form of framework or guideline that is necessary for designing the environment for the teaching and learning of the language in question, in line with certain objectives and principles related to the teaching and promotion of the language'. In this context, what is of importance is the idea that a 'standard' provides a framework or guideline for designing the educational environment of a language, but is not mandatory and does not have any binding force.

1.1.2 European initiatives that served as a reference when developing the JF Standard

The Japan Foundation (hereafter referred to as 'JF') developed the JF Standard based on the concepts that underpin the CEFR, which serves as the basis of language education in Europe. CEFR stands for Common European Framework of Reference for Languages: Learning, Teaching, Assessment, and presents a framework shared by language education and learning institutions in Europe.

Since its publication in 2001, the CEFR has attracted attention not only in Europe, but also on a global scale, and has seen practical application with various languages. The development of the JF Standard was based on the concepts that underpin the CEFR, and Japanese-language proficiency levels are addressed using a similar approach.

1.1.3 The JF Standard and 'Japanese for mutual understanding'

The JF developed the JF Standard based on the principle of 'Japanese for mutual understanding', with the aim of positioning the Japanese language as one of many languages within a society where people of different cultures have to live alongside one another.

'Japanese for mutual understanding' has the following four characteristics.

(1) Considering communication as concerted action

Concerted action takes place when the sender and recipient of communications use the Japanese language to perform a specific task jointly in a certain area or place. The competence necessary for performing this task jointly is called the 'competence in accomplishing tasks'. Competence in accomplishing tasks is a concept that covers not only knowledge of the Japanese language, but also encompasses a wide range of competences focused on the language behaviour involved in doing something using the Japanese language.

(2) Areas or places where concerted action takes place

In areas or places where language users perform communicative tasks, they choose to use the Japanese language from among a wide range of options, such as various languages and their dialects.

(3) Encouraging communication among Japanese-language users regardless of nationality and race

Such communication includes not only communication between native speakers and non-native speakers, but also communication in the Japanese language among non-native speakers. Diverse use of the Japanese language that is not based on an idealised model of the Japanese language spoken by native speakers, is considered in a positive light.

(4) Through the study and use of ‘Japanese for mutual understanding’, learners gain opportunities for exposure to languages and cultures that are different from their own native tongue

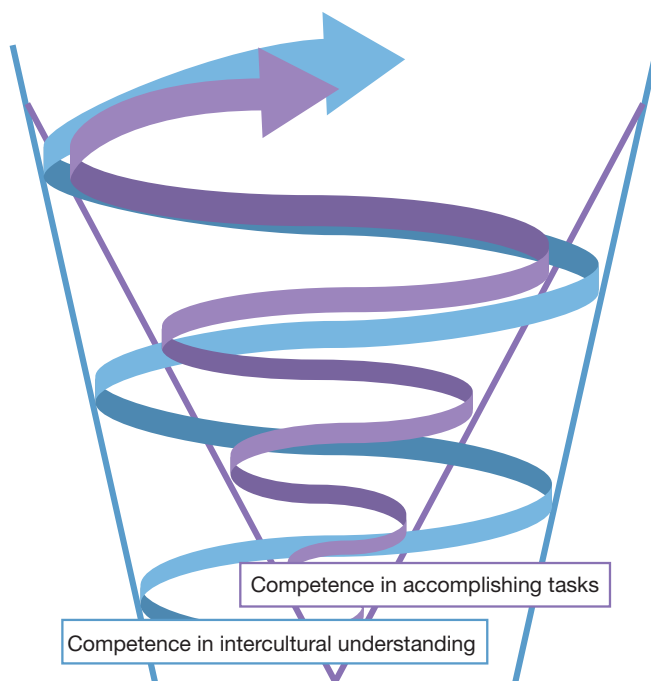
In this way, learners are able to gain new viewpoints by considering multiple perspectives and looking at their own cultures in a new light. The competence required to achieve this is called ‘competence in intercultural understanding’.

1.1.4 The development of competences in accomplishing tasks and intercultural understanding

The competences in accomplishing tasks and intercultural understanding are two competences necessary for learning ‘Japanese for mutual understanding’. Here, competence in intercultural understanding refers to the ability of senders and recipients of communications in the Japanese language to coordinate and make adjustments mutually in a flexible manner. The JF Standard believes that these competences can contribute to the creation of a society rich in diversity and can enable us to gain a spirit rich in humanity.

As shown in Figure 1-1, the JF Standard does not perceive the development of the two competences—competence in accomplishing tasks and competence in intercultural understanding—as a straight line that extends forward, but as a spiral that moves forward and backward. Furthermore, it considers that the two competences develop in a loosely intertwining relationship with each other.

Figure 1-1 View of the development of competences in accomplishing tasks and intercultural understanding



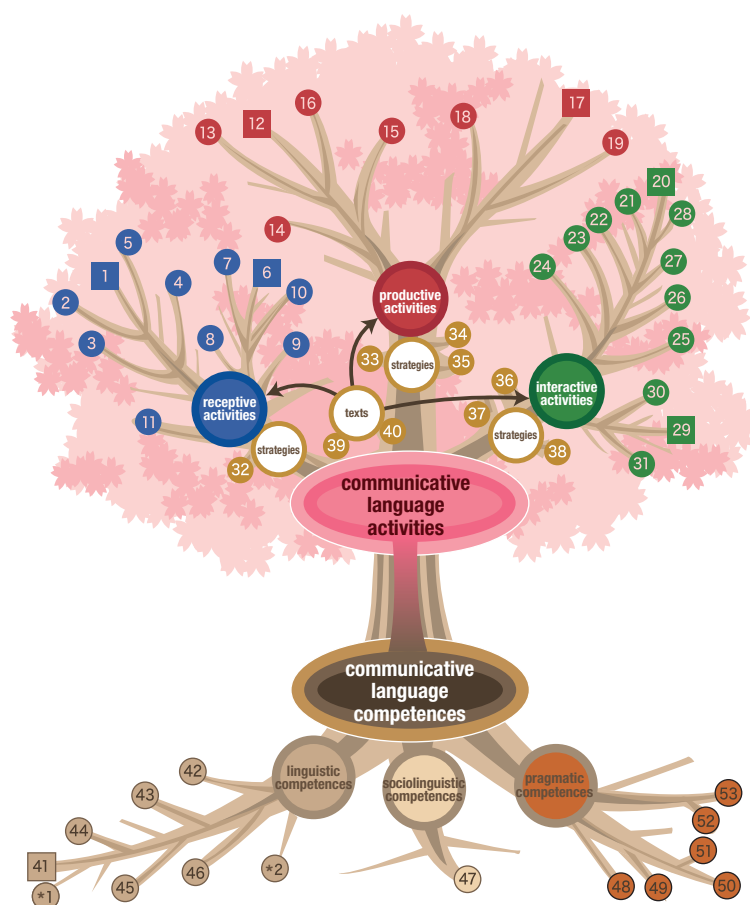
In particular, the important elements of the JF Standard are the JF Standard Tree and the six levels of language proficiency, including the Can-do database for each level, which place the focus on the development of the competence in accomplishing tasks; and the portfolio, which is intended to foster competence in intercultural understanding. These elements will be explained in greater detail on the following pages.

1.2 Understanding the JF Standard Tree¹

The JF Standard was developed with the principle of ‘Japanese for mutual understanding’ at its heart. To achieve mutual understanding, it is necessary to have the following two competences: competence in accomplishing tasks and competence in intercultural understanding. The former considers what one can do using the Japanese language and how one does it, and the latter considers how to increase one’s understanding of and respect for other cultures through encounters with various cultures.

Based on this idea, the relationship between the CEFR concepts of ‘**communicative language competences**’ and ‘**communicative language activities**’ has been organised and expressed as a single tree as shown below. The purpose of this is to facilitate educational practice that is aimed at improving learners’ competence in accomplishing tasks in various teaching and learning contexts. The diagram shown in Figure 1-2 is called the ‘**JF Standard Tree**’.

Figure 1-2 JF Standard Tree



Communicative language competences are depicted as the roots of the tree, and they support communication through language. The JF Standard Tree shows examples of the **components of communicative language competences**. Communicative language activities have their foundation in communicative language competences, and spread like the branches of the tree. Actual language use activities are widely varied, and examples of the **main communicative language activities** are shown in the JF Standard Tree.

The components of communicative language competences and main communicative language activities expressed by the individual roots and branches of the JF Standard Tree are described as ‘**categories**’. There are 53 categories of communicative language competences and communicative language activities in total.

¹ The concepts and structure of communicative language competences and communicative language activities are based on those set out in the CEFR.

1.2.1 Communicative language competences (hereafter referred to as ‘language competences’)

There are various ways of thinking about language competences. Based on the CEFR concept, language competences in the JF Standard Tree are composed of the following three components: linguistic competences², sociolinguistic competences, and pragmatic competences³.

• Linguistic competences

Linguistic competences are competences related to elements such as vocabulary, grammar, phonology, Japanese characters, and orthography. Language education has traditionally placed emphasis on these competences. They comprise the following six areas of competences: lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoepic competence⁴.

• Sociolinguistic competences

Sociolinguistic competences are concerned with the appropriate use of language according to the relationship with the other party or situation, and in accordance with various rules.

• Pragmatic competences

Pragmatic competences are captured by two competences: discourse competence and functional competence. Discourse competence is the ability to assemble and control discourse (conversations). Functional competence is the ability to use language appropriately in communication based upon an understanding of the roles and objectives of language use (for example, to report facts, to persuade others, etc.).

1.2.2 Communicative language activities (hereafter referred to as ‘language activities’)

When learning and using a language, language competences are expressed in the form of language activities that take place in real-life situations where language is used. These activities are classified into receptive activities (hereafter referred to as ‘**reception**’) such as reading and listening, productive activities (hereafter referred to as ‘**production**’) such as a ‘long turn’ when speaking and when writing individually, and interactive activities (hereafter referred to as ‘**interaction**’) such as engaging in conversations and exchanging letters⁵. Examples of the respective language activities of reception, production, and interaction have been classified into detailed categories and presented in the JF Standard Tree.

There are also two language activities that are difficult to classify under reception, production, or interaction. These are note-taking and summarising or transcribing of texts. These have been included as text-related language activities (hereafter referred to as ‘**texts**’), as examples of language activities that involve both reception and production.

Examples of **communicative strategies** (hereafter referred to as ‘**strategies**’), which facilitate the performance of language activities through the effective use of language competences, are also shown for each of the three categories of reception, production, and interaction. The role of strategies is to connect language competences and language activities.

² While ‘linguistic competences’ can be translated into various Japanese terms including ‘言語構造の能力’, ‘言語能力’ and ‘言語学的能力’, the JF Standard uses ‘言語構造の能力’.

³ While ‘pragmatic competences’ can be translated into various Japanese terms including ‘語用能力’, ‘語用論的能力’ and ‘言語運用能力’, the JF Standard uses ‘語用能力’.

⁴ Lexical range and reading ability are included as elements of linguistic competences, but there are no Can-do descriptions of these competences for now.

⁵ In the CEFR, in addition to these three categories, there is a fourth category of mediation, which includes translation and interpretation activities.

1.2.3 Applications of the JF Standard Tree

In different teaching and learning contexts, thinking about which part of the JF Standard Tree to set as the learning objective helps to clarify educational goals and makes it easier to capture the needs and learning achievements of diverse learners. For example, it can help beginner learners of the Japanese language who live overseas and have few opportunities to use the Japanese language to make progress with their learning, while remaining aware of what they can or want to do using the Japanese language. Based on the needs and objectives of the learners, there may also be situations where it is necessary to learn by focusing intensively on a section of the branches or roots.

Among the learners, there may also be some who, despite acquiring separate competences and knowledge, find it difficult to accomplish tasks through the complex combination of separate competences and knowledge to suit the situation and context of language use. This is because they have not had sufficient opportunities to use the Japanese language in real-life situations. In such cases, teachers can use the JF Standard Tree to check the competences and knowledge that learners have already acquired, come up with a concrete idea of the language activities that they can carry out using these competences and knowledge, and create more practice opportunities for the learners.

Furthermore, when thinking about Japanese-language competences needed by university students studying specialised disciplines in Japanese, for example, the JF Standard Tree can also be used to set out the concrete language activities necessary for the target learners, and to set learning goals that are related to the language competences supporting these activities.

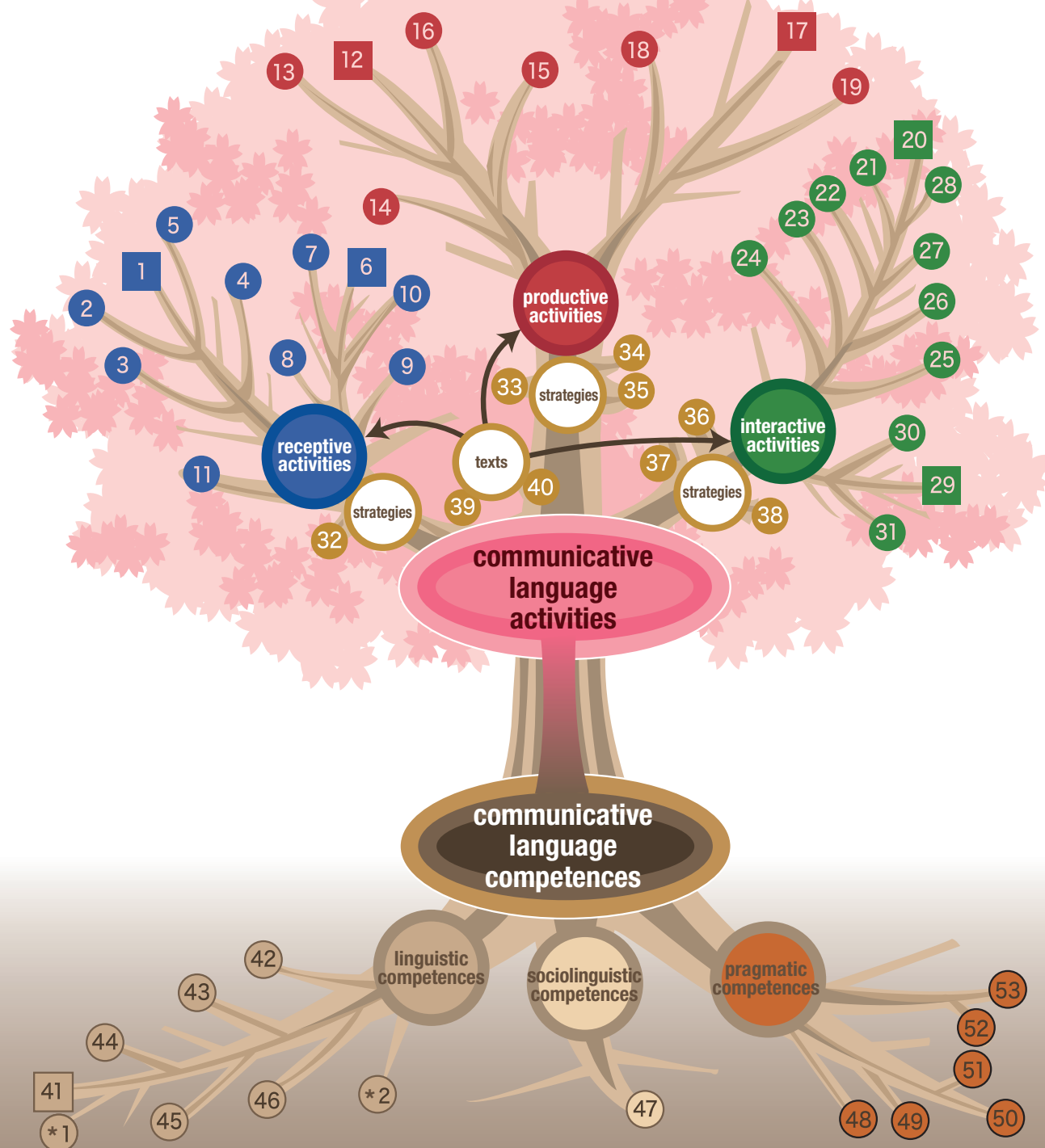
Hence, we consider it important to apply the JF standard flexibly to suit the learning environment and needs of diverse learners in various teaching and learning contexts.

Note that the language competences and language activities shown as the branches and roots of the JF Standard Tree are not intended to be exhaustive or cover all aspects of communication through language; rather, they are examples aimed at making it easier to understand and cope in language education settings. Corresponding to the needs and learning environment of each teaching and learning context, new branches and roots may be added to create new categories, while branches and roots that are considered to be no longer necessary may be removed.

Moreover, when learners use language to communicate, they will have to accomplish tasks not only through the language-related competences set out in the JF Standard Tree, but also through a complex combination of non-linguistic abilities, such as the various knowledge and skills they have acquired through their personal experiences. In Japanese-language education, there is a need to handle these competences in a flexible manner suited to the learning environment and the requirements of the learners in each teaching and learning context.

JF Standard for Japanese-Language Education

JF Standard Tree



About the category numbers of language competences and language activities

The category numbers of communicative language competences and communicative language activities in the JF Standard Tree start from the branches, which represent language activities, and increase towards the roots of the tree, which represent language competences. Also, the numbers enclosed in squares signify general or comprehensive activities or competences, while the numbers enclosed in circles stand for categories in which the activities and competences are further classified in more detailed groups. (receptive activities: 1–11, productive activities: 12–19, interactive activities: 20–31, strategies: 32–38, texts: 39, 40 competences: 41–53)

The JF Standard presents sentences that describe the levels of Japanese-language proficiency as what the learner 'can do' in Japanese, which are classified in the abovementioned categories. Can-dos within each category are further divided into six levels. '*1 semantic competences' and '*2 orthoepic competences,' which are categorised as linguistic competences, are listed but presently have no Can-do entries.

Categories for communicative language competences and communicative language activities

コミュニケーション言語活動 communicative language activities

産出 production

活動 activities

- 12 話すこと全般 overall oral production
- 13 経験や物語を語る sustained monologue: describing experience
- 14 論述する sustained monologue: putting a case (e.g. in a debate)
- 15 公共アナウンスをする public announcements
- 16 講演やプレゼンテーションをする addressing audiences

- 17 書くこと全般 overall written production
- 18 作文を書く creative writing
- 19 レポートや記事を書く reports and essays

方略 strategies

- 33 表現方法を考える planning
- 34 (表現できないことを) 他の方法で補う compensating
- 35 自分の発話をモニターする monitoring and repair

受容 reception

活動 activities

- 1 聞くこと全般 overall listening comprehension
- 2 母語話者同士の会話を聞く understanding conversation between native speakers
- 3 講演やプレゼンテーションを聞く listening as a member of a live audience
- 4 指示やアナウンスを聞く listening to announcements and instructions
- 5 音声メディアを聞く listening to audio media and recordings
- 11 テレビや映画を見る watching TV and film
- 6 読むこと全般 overall reading comprehension
- 7 手紙やメールを読む reading correspondence
- 8 必要な情報を探し出す reading for orientation
- 9 情報や要点を読み取る reading for information & argument
- 10 説明を読む reading instructions

方略 strategies

- 32 意図を推測する identifying cues and inferring (spoken & written)

やりとり interaction

活動 activities

- 20 口頭でのやりとり全般 overall spoken interaction
- 21 母語話者とやりとりをする understanding a native speaker interlocutor
- 22 社交的なやりとりをする conversation
- 23 インフォーマルな場面でやりとりをする informal discussion (with friends)
- 24 フォーマルな場面で議論する formal discussion and meetings
- 25 共同作業中にやりとりをする goal-oriented co-operation (e.g. repairing a car, discussing a document, organising an event)
- 26 店や公共機関でやりとりをする transactions to obtain goods and services
- 27 情報交換する information exchange
- 28 インタビューする/受ける interviewing and being interviewed
- 29 文書でのやりとり全般 overall written interaction
- 30 手紙やメールのやりとりをする correspondence
- 31 申請書類や伝言を書く notes, messages & forms

方略 strategies

- 36 発言権を取る(ターン・テイキング) taking the floor (turn-taking)
- 37 議論の展開に協力する co-operating
- 38 説明を求める asking for clarification

テキスト texts

- 39 メモやノートを取る note-taking (lectures, seminars, etc.)
- 40 要約したり書き写したりする processing text

コミュニケーション言語能力 communicative language competences

言語構造的能力 linguistic competences

- 41 使える言語の範囲 general linguistic range
- 42 使用語彙領域 vocabulary range
- 43 語彙の使いこなし vocabulary control
- 44 文法的正確さ grammatical accuracy
- 45 音素の把握 phonological control
- 46 正書法の把握 orthographic control
- *1 意味的能力 semantic competences
- *2 読字能力 orthoepic competences

社会言語能力 sociolinguistic competences

- 47 社会言語的な適切さ sociolinguistic appropriateness

語用能力 pragmatic competences

ディスコース能力 discourse competences

- 48 柔軟性 flexibility
- 49 発言権 turn-taking
- 50 話題の展開 thematic development
- 51 一貫性と結束性 coherence and cohesion

機能的能力 functional competences

- 52 話しことばの流暢さ spoken fluency
- 53 叙述の正確さ propositional precision

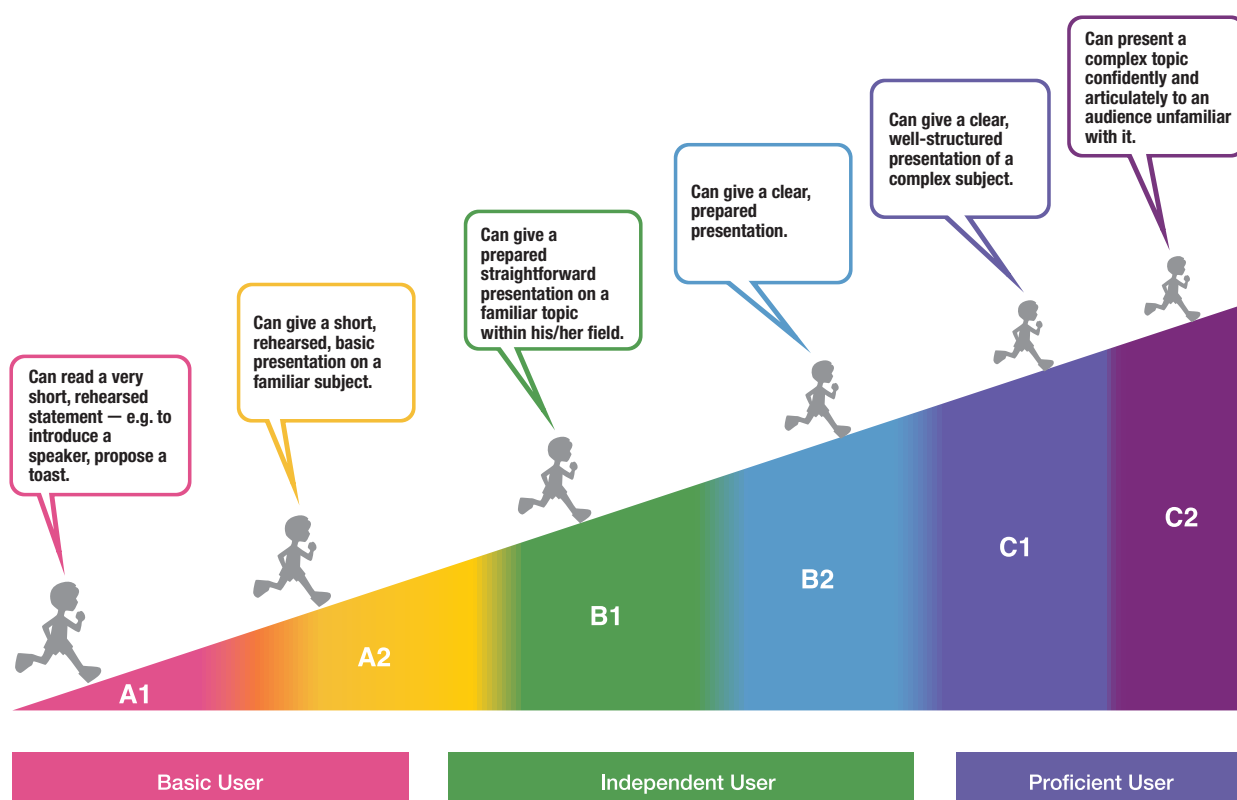
1.3 Understanding the Six Levels of Language Proficiency

This section aims to deepen understanding about the **Common Reference Levels of the CEFR**, which have been adopted as a scale for measuring learners' Japanese-language proficiency in the JF Standard.

The components of the language competences and the examples of the main language activities, shown on each branch and root of the JF Standard Tree, are called categories. The JF Standard presents sentences that describe levels of Japanese-language proficiency as what the learner 'can do' in Japanese, which are classified according to the above-mentioned categories. The Can-dos within each category are further divided into six levels in line with the CEFR.

Language proficiency is broadly categorised into the three stages of '**A: Basic User**', '**B: Independent User**', and '**C: Proficient User**'. Each stage is further divided into two levels to make a total of six levels (A1, A2, B1, B2, C1, and C2). These six levels, which serve as a scale for measuring language proficiency, are not spaced out at equal intervals from one another. Instead, the width of A2, B1, and B2 is greater than that of A1, C1, and C2 respectively, so A2, B1, and B2 are sometimes divided further into A2.1/A2.2, B1.1/B1.2, and B2.1/B2.2 to make a total of nine levels. Figure 1-3 applies the Can-do levels to show how the language activity of delivering a lecture or presentation changes across the different levels. The Can-do at each level helps us to understand the language proficiency at that level, and what learners can achieve at different levels.

Figure 1-3 The six Can-do levels



The 'CEFR Common Reference Levels: global scale' shown in the following figure is helpful when you wish to grasp a general idea of what the six levels cover. Also, the CEFR's **self-assessment grid** is helpful when checking the proficiency levels of learners (Reference Material 1).

Figure 1-4 CEFR Common Reference Levels: global scale

C2	<ul style="list-style-type: none"> 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.
C1	<ul style="list-style-type: none"> 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.
B2	<ul style="list-style-type: none"> Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	<ul style="list-style-type: none"> Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	<ul style="list-style-type: none"> 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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	<ul style="list-style-type: none"> Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. 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. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

1.4 Understanding the Can-do Concept

Can-dos are sentences that describe levels of Japanese-language proficiency as what the learner 'can do' in Japanese. In contrast with methods of measuring proficiency that are based on assessing the sentence forms and grammar that the learner understands or the number of words or kanji characters they know, Can-dos present examples of language competences and language activities that learners can accomplish at specific levels of language proficiency, such as 'can explain what he/she likes or dislikes about something'. This serves as a guideline for measuring language proficiency.

This section introduces the Can-do levels, types of Can-dos, how to use them, and how to create Can-dos for different situations.

1.4.1 What are Can-dos?

(1) Can-do levels

The six levels in the order of **A1**, **A2**, **B1**, **B2**, **C1**, and **C2**, from the lowest to highest proficiency, are used as a scale for measuring language proficiency. By looking at the Can-do for each level, we can understand what each level entails and what learners can achieve at different levels.

Here, we shall look at one activity example. Figure 1-5 is an example of the Can-dos for the language activity of **16 Addressing audiences**. Based on this, we can see the type of lecture or presentation that the learner can deliver as they move to each new level.

Figure 1-5 The six Can-do levels (**16 Addressing audiences**)

C2	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.
C1	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.
B2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.
B1	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the delivery is rapid.
A2	Can give a short, rehearsed basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.
A1	Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.

(2) Types of Can-dos

Can-dos are illustrative descriptions of the language competences and language activities shown in the JF Standard Tree. There are four types of Can-dos: Competence Can-dos, which indicate language competences; Can-dos for Activities, which indicate language activities; Can-dos for Texts; and Can-dos for Strategies.

Can-dos that illustrate language competences

- **Competence Can-dos**...are the Can-dos represented by the roots of the JF Standard Tree, and illustrate the language competences that are necessary for language activities. They are classified into linguistic competences, sociolinguistic competences, and pragmatic competences.

Can-dos that illustrate language activities

- **Activity Can-dos**.....are the Can-dos represented by the branches spreading from the JF Standard Tree, and illustrate the specific language activities that take place in real life. They are classified into reception, production, and interaction.
- **Text Can-dos**are the Can-dos that interact between the branches for reception and production on the JF Standard Tree, and illustrate the activities related to the summarising or rewording of texts, such as note-taking and summarising. These are language activities that mediate between reception and production, and it is difficult to classify them under only reception, production, or interaction.
- **Strategy Can-dos**are the Can-dos represented by the base of the branches for reception, production, and interaction on the JF Standard Tree, and illustrate the strategies needed to use the language competences to carry out the language activities effectively. They are classified into reception, production, and interaction.

(3) Can-do categories

Each of the four types of Can-dos described in (2) above are further divided into smaller categories. Some examples of categories for Activity Can-dos are the aforementioned **16 Addressing audiences** as well as **13 Sustained monologue: describing experience** and **19 Reports and essays** in relation to production; **4 Listening to announcements and instructions** and **10 Reading instructions** in relation to reception; and **23 Informal discussion (with friends)** and **27 Information exchange** in relation to interaction.

The contents of Can-dos vary depending on the category. As an example, let us look at the **B1** level Can-dos for the activities **23 Informal discussion (with friends)** and **27 Information exchange**.

23 Informal discussion (with friends)	27 Information exchange
<ul style="list-style-type: none"> • Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organise an event (e.g. an outing). 	<ul style="list-style-type: none"> • Can find out and pass on straightforward factual information. • Can ask for and follow detailed directions.

In contrast with communicating with other people about one's own opinions and agreement/disagreement with certain views in the case of **23 Informal discussion (with friends)**, **27 Information exchange** involves communication about information that is based on facts.

Competence Can-dos, Text Can-dos, and Strategy Can-dos can also be further divided into smaller categories. To read more about which language activities and language competences are covered in each category, please refer to the **List of categories for language competences and language activities** (Reference Material 2). You can also gain a more in-depth understanding of the contents of the categories by reading the Can-dos for each category.

(4) Contents of Can-dos

Reading the Can-dos facilitates understanding not only of the characteristics of the categories described, but also of the changes that occur as the learner's proficiency advances. For details on the contents of the Competence Can-dos, please refer to the **List of competence Can-dos** (Reference Material 4).

Looking at the contents of Activity Can-dos, we can see that they have the following structure. By understanding Can-dos through looking at the structure of the Activity Can-dos, it will be easier to grasp the characteristics of the descriptions for each category and level.

Structure of Activity Can-dos

Can-do = Condition + Topic/Setting + Object + Action

Activity Can-dos are composed of the four elements of condition, topic/setting, object, and action, which are described below.

Condition: Conditions needed to conduct the activity, such as consideration by the other party (speaking slowly, etc.) and whether or not any preparations were made beforehand

Topic/Setting: Topics that are addressed and situations in which language activities are carried out, such as everyday topics and meeting places

Object: Things that are listened to, read, spoken or written, such as letters, essays, news reports, lectures, etc.

Action: Language activities such as listening and understanding, reading and understanding, speaking, writing, and engaging in conversations

Here, let us look at the Can-dos related to levels **A2** and **B1** of **⑪ Watching TV and film**, which comes under reception.

	Condition	+	Topic/Setting	+	Object	+	Action
B1	話し方が比較的ゆっくりと、はっきりしていれば	+	本人の関心事である話題について	+	インタビュー、短い講演、ニュースレポートなど多くのテレビ番組の	+	内容をおおた理解できる
A2	映像が実況のほとんどを説明してくれるならば	+	出来事や事故を伝える	+	テレビのニュース番組の	+	要点がわかる

For example, if we look at the topic/setting and object, we see that a learner at **A2** level can understand the key points from news programmes on TV reporting events or incidents (「出来事や事故を伝える」「テレビのニュース番組」). In comparison, a learner at **B1** level can understand most of the contents from many TV programmes such as interviews, short talks, news reports, etc. (「インタビュー、短い講演、ニュースレポート」などの「多くのテレビ番組」) about topics that the learner is interested in or concerned about (「本人の関心事である話題」).

By looking at the characteristic expressions of these four elements, we can gain an understanding of the levels for Activity Can-dos. For details about the characteristics at all levels, please refer to the **List of characteristics for each Can-do level** (Reference Material 3).

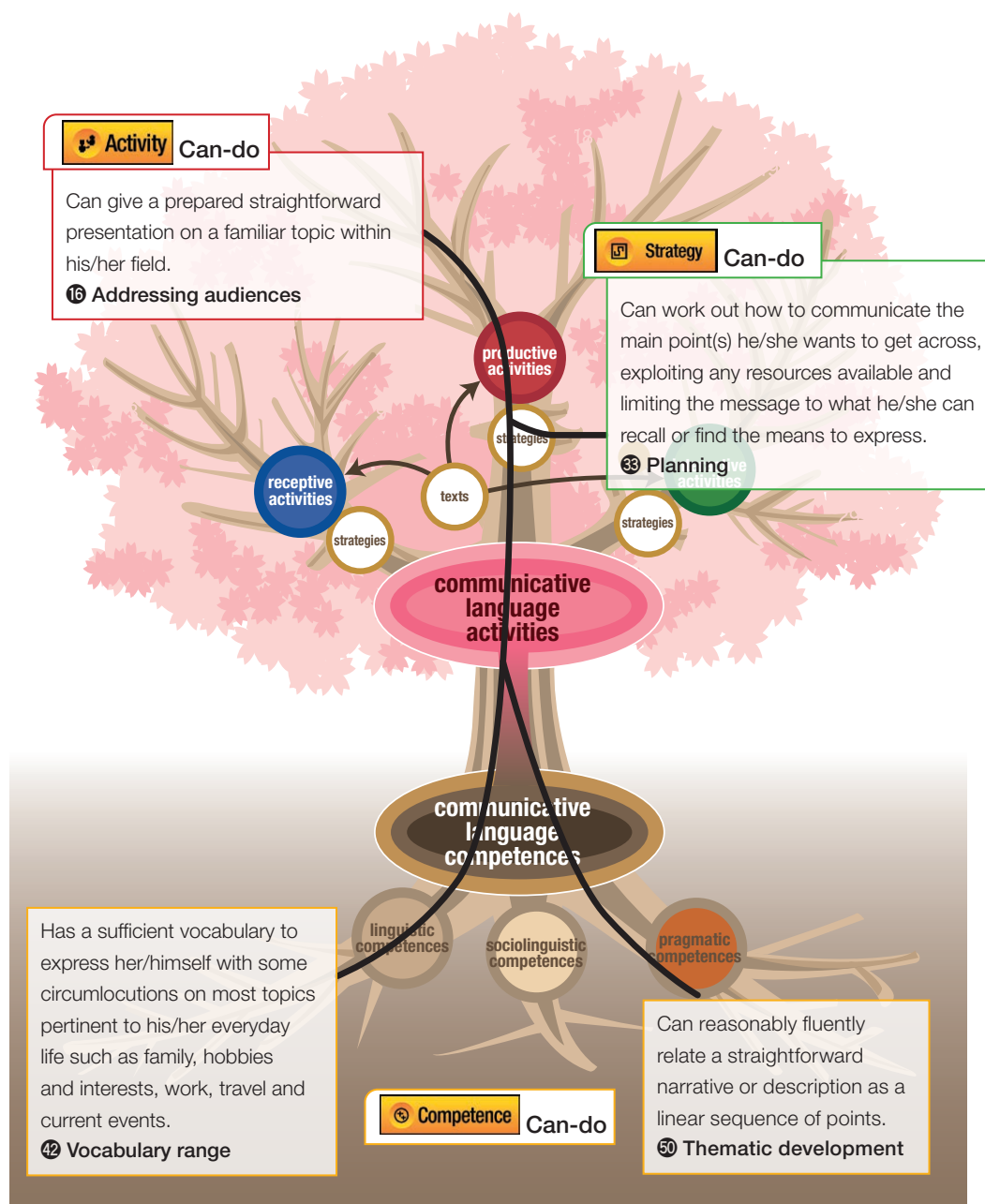
(5) Links between each type of Can-do

As shown in the JF Standard Tree, Competence Can-dos, Activity Can-dos, Text Can-dos, and Strategy Can-dos are interlinked.

Considering the case of the language activity **16 Addressing audiences** covered earlier, for example, language competences such as competences related to vocabulary and grammar, as well as the ability to construct and compose discourse, will probably be necessary. Furthermore, language activities can be carried out more effectively through the use of strategies such as thinking about methods of expression and monitoring one's own speech.

Figure 1-6 shows the relevant Can-dos in the language activity **16 Addressing audiences** at the **B1** level. In this case, three types of Can-dos are related: Activity Can-dos, Strategy Can-dos, and Competence Can-dos. As an example of different language activities, in the case of taking notes while listening to a lecture, Text Can-dos, which involve summarising and rewording texts, will also be relevant.

Figure 1-6 Links between types of Can-dos



Hence, the language competences required as well as the strategies and texts for the effective use of these competences vary depending on the contents of the language activity. In other words, we can think about language activities as a dynamic combination of different Can-dos in areas such as language competences, strategies and texts. We can also consider the types of language activities that learners can carry out when they have language competences and strategies of a certain level.

1.4.2 Using Can-dos

(1) Using Can-dos to set learning objectives and assess learning achievements

i. Using Can-dos to set learning objectives

For mutual understanding in Japanese, it is necessary to have the competence in accomplishing tasks, which is the ability to do something in a certain way using language. Activity Can-dos, which illustrate specific language activities, can be used to set learning objectives aimed at developing the competence in accomplishing tasks. While any type of Can-do can be used to set objectives, Activity Can-dos, which illustrate the language activities that take place in real life, are especially easy to understand for learners and people who do not specialise in language education, and therefore make it easy for teachers to objectively conceptualise class activities.

ii. Using Can-dos to assess learning achievements

For assessing learning achievements, the Competence Can-do category can be used as a reference when establishing assessment criteria. Competence Can-dos can also be used to draw up assessment standards and assessment sheets to measure the learner's progress in attaining learning objectives. In addition, Can-dos can be used in the self-assessment checklist that is carried out before and after a course, which allows not only the teacher, but also the learner, to be aware of the objectives and assessment. This makes it possible for both the teacher and the learner to see what the latter is able to do at the current point, what he/she wants to become able to do, or what he/she has become able to do after the class.

Chapter 2 covers the methods of applying Can-dos to course objectives and assessments in detail.

(2) Points to note when using Can-dos

Take note of the following points when using Can-dos.

i. In addition to Can-dos, create other necessary elements

It is not possible to set objectives and conduct assessments using Can-dos alone. It is necessary to create the language materials (lists of vocabulary, grammar items, etc.) required in order to carry out the actual educational activities in each teaching and learning context. It will also be necessary to consider competences and other elements that are not currently described in the Can-dos, such as specialised knowledge and learning ability, in relation to the learners' needs and objectives in various teaching and learning contexts.

ii. Comparing multiple types of Can-dos

Can-dos cannot be utilised effectively if only one type of Can-do is considered. It is important to take a broad view encompassing multiple types of Can-dos, spanning different levels and categories.

By looking at multiple Can-dos for slightly different language activities at the same level, it will be possible to understand the aspects of proficiency at that level and utilise the Can-dos accordingly. As seen in Figure 1-5, taking a broad view of Can-dos for the same language activity in the same category, but across different levels of proficiency, can help in envisioning specific language activities to suit the learning objectives and levels.

iii. Creating Can-dos that are suitable for your own teaching and learning context

Can-dos ultimately set out examples of language activities and language competences, and are not all-encompassing. The categories of language competences and language activities are also not exhaustive. Hence, it will be necessary to create new Can-dos to suit your own teaching and learning context while using the categories of language competences and language activities as well as the existing Can-dos as a reference.

(3) The role of JF Can-dos

The Can-dos provided through the JF Standard comprise Can-dos supplied by the CEFR (hereafter referred to as 'CEFR Can-dos') and unique Can-dos created by the JF (hereafter referred to as 'JF Can-dos'). CEFR Can-dos consist of universal sentences that are highly abstract and extensive in breadth, and may sometimes be difficult to apply to language activities in the Japanese language. In the JF Standard, we have created JF Can-dos as Can-dos that set out specific language activities in the Japanese language, based on assumptions about the scenarios where the Japanese language is used.

JF Can-dos cover Activity Can-dos from levels **A1** to **B2**. As the topics are given, the situations in which the language activities take place are specific, making it easier to envision these activities based on the Can-do sentences. For this reason, JF Can-dos are easier to use in Japanese-language teaching and learning contexts in comparison with the abstract CEFR Can-dos. The following are the 15 topics covered in the JF Can-dos.

'Me and my family', 'My home and around my home', 'Free time and entertainment',
'Lifestyle and life', 'Work and career', 'Travel and transport',
'Health', 'Shopping', 'Eating habits', 'Nature and the environment', 'Human relations',
'School and education', 'Language and culture', 'Society' and 'Technology'

(4) Minna no Can-do website

The 'Minna no Can-do website' is a database of Can-dos that have been developed for the JF Standard with the convenience of users in mind. It is assumed that the main users will be those in the field of Japanese-language education, such as Japanese-language teachers and programme coordinators. Using this site for course design, lesson planning, and teaching material development makes it possible to incorporate Can-dos into Japanese-language study that is aimed at accomplishing concrete tasks. The Minna no Can-do website provides both CEFR Can-dos and JF Can-dos.

On the Minna no Can-do website, there is a section to search for Can-dos based on search criteria such as levels and categories, as well as a 'My Page' section where users can edit their selected CEFR Can-dos and JF Can-dos on their own.

'Search for Can-dos'

You can search for Can-dos by specifying the search criteria, such as the kind of Can-do (CEFR or JF), level (**A1**, **A2**, **B1**, **B2**, **C1**, **C2**), type (activity, competence, text, etc.), and category (transactions to obtain goods and services, reading instructions, etc.), and so on. You can also print out the selected Can-do list in Excel or other formats.

'My Page'

You can create a Can-do folder based on your purpose for using the Can-dos. In the folder, you can sort and display Can-dos by level, category, and topic, create lists of Can-dos, view Can-dos across multiple levels, and see the increase in language activities and complexity of topics as the learner advances in proficiency.

The Can-dos that you have created can be saved in 'My Page'.

1.4.3 Creating MY Can-dos

(1) What are MY Can-dos?

The CEFR Can-dos and JF Can-dos provided on the Minna no Can-do website can be used as they are in various teaching and learning contexts, but it is also possible to create new Can-dos to suit each context. The new and original Can-dos created by users for each teaching and learning context are called MY Can-dos. Creating MY Can-dos makes it possible to set objectives for diverse contexts in a flexible manner.

To create MY Can-dos for setting objectives, it is necessary to have an understanding of the Activity Can-dos. However, how do Activity Can-dos differ from commonly used statements of learning objectives and other Can-dos?

As an example, assume that a teaching and learning context wishes to fulfil the following objectives.

- a. Can read a narrative about an experience and talk about one's experience on a holiday.**
- b. Can listen to a tape of a conversation taking place in a restaurant and understand its contents.**
- c. Can use the sentence form 'verb-たことがある' and the past tense of adjectives.**

These are all examples of statements of objective that are frequently seen, but there is room for improvement on several points when using them as Activity Can-dos.

The example of a. describes a language activity that takes place in real life, while b. and c. set out the goals to be achieved as lesson activities so it is difficult to understand what the learner will achieve as the outcome of learning. In particular, a sentence about grammar such as c. is difficult to understand in real life outside of the classroom. If we were to think about what kind of real-life language activity the lesson activity in b. translates to, and what kind of language activity can be carried out by using the grammar item in c., then it will be possible to recreate the objectives as Activity Can-dos.

The activity itself is not a problem in a., but the inclusion of two activities, 'reading' and 'talking', in a single statement makes it difficult to use it when considering the relative emphasis accorded to each activity or assessing the progress in attaining the objective. Hence, it would be useful to divide this into two Can-dos.

None of the statements describe the degree of attainment, or the extent to which the learner can achieve the objective. There are cases where this is omitted due to a tacit understanding between the persons involved that 'learners will have attained this level in this class'. However, there is a need to describe the level based on a common scale of language proficiency if we aim to make the statement understandable to everyone reading it. Examples of such descriptions include 'can talk about it using short and simple words' or 'can talk about it in detail'.

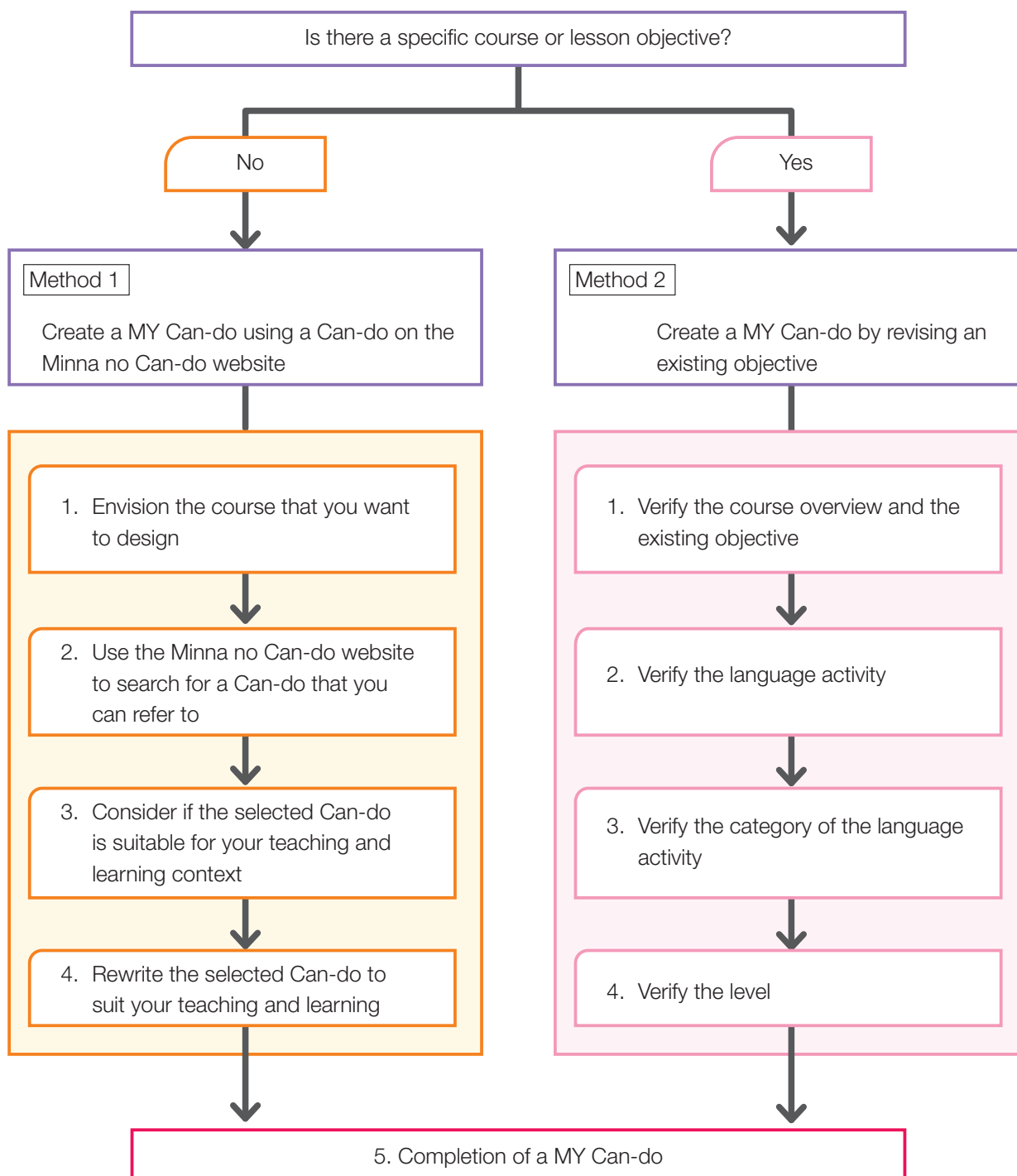
As explained above, it is useful if you have knowledge of the structure of Activity Can-dos as described in section 1.4.1 (4) 'Contents of Can-dos', when you wish to review objective statements that have already been established in the teaching and learning context, rewrite statements to link them with real-life language activities, and create new MY Can-dos. Verifying the four elements of Activity Can-dos, which are condition, topic/setting, object, and action, helps to clarify the objectives, and enables the creation of Activity Can-dos covering topics and settings that suit the situation of the teaching and learning contexts and learners, and that indicate the levels corresponding to the learners.

(2) Creating a MY Can-do

Let us now look at how to create a new Activity Can-do (MY Can-do) using the structure of Activity Can-dos. There may be occasions when you want to create a MY Can-do using a Can-do on the Minna no Can-do website, and when you want to create a MY Can-do by revising an existing course or lesson objective.

The general process is shown in Figure 1-7.

Figure 1-7 Process for creating a new Activity Can-do



Method 1 Creating a MY Can-do using a Can-do on the Minna no Can-do website

Let's look at the steps for creating a MY Can-do when you wish to set a new course or lesson objective.

1. Envision the course that you want to design

For example, in the case of the following course:

'The learners are university students from Thailand with proficiency levels ranging from intermediate to advanced. The overall objective of the course is to improve their verbal competency (particularly presentation skills)'.



2. Use the Minna no Can-do website to search for a Can-do that you can refer to

For example, you can find this Can-do on the Minna no Can-do website:

Can give a simple well-organised presentation describing one's country, town, etc. to a group that is studying about one's country, for example, if preparations are made in advance.

Level: **B1**

Category: Production - **16 Addressing audiences**

Topic: Language and culture



3. Consider if the selected Can-do is suitable for your teaching and learning context

Consider if the topic and language activities described in the selected Can-do are suitable for the situation in your teaching and learning context. If so, you can use the Can-do as it is. If not, you will need to rewrite it on your own to adapt it to your teaching and learning context. Here, we assume that you are rewriting the selected Can-do, so proceed to the next step.



4. Rewrite the selected Can-do to suit your teaching and learning context

 Points to verify when creating a MY Can-do

Activity Can-do = Condition + Topic/Setting + Object + Action

Object + Action ... Is the activity and category what you want to do in the course or lesson?

Do you want to work on presentations?

Or do you want to work on conversations with friends?

Topic/Setting ... Does it match the needs of the learners?

Is it likely to occur in the real lives of the learners?

Condition + Overall Can-do ... Is the level too difficult or too simple?



5. Completion of a MY Can-do

You have created the following MY Can-do!

Can give a simple well-organised presentation describing Thailand (geography, history, culture, etc.) to a Thai culture study group comprising Japanese members, if preparations are made in advance.

The following points were rewritten while keeping the level and category the same as the Can-do used as reference.

* Made it easier to envision the specific situation by changing 'group that is studying about one's country' to a real 'Thai culture study group'.

* Made it easier to envision what to talk about by making the topic more specific with 'Thailand (geography, history, culture, etc.)'.

Method 2 Creating a MY Can-do by revising an existing course or lesson objective

Let's look at the steps for revising an existing objective that is already in use at the teaching and learning context.

1. Verify the course overview

For example, in the case of the following course:

'The learners are high school students from Australia who are learning Japanese in Australia, with levels ranging from certified beginners to intermediate. The overall objective of the course is to improve their verbal competence (particularly presentation skills)'.

Verify the existing objective

For example, in the case of the following objective:

(E.g.) Can read a narrative about an experience and talk about one's experience on a holiday.

**2. Verify the language activity**

Activity Can-do = Condition + Topic/Setting + Object + Action

Firstly, focus on the Object and Action. Clarify if the target activity is reception, production, or interaction. Describe basically one activity for one Can-do. By doing this, you can make it easier to think about the assessment method and also use a Can-do in combination with other Can-dos. For example, the learning objective statement in the example shown above can be divided into the following two statements.

- (a) Can read and understand a narrative about an experience.
- (b) Can talk about one's experience on a holiday.

The language activity in (a) is reception (reading). (b) can be considered from the perspective of production in the sense of talking on one's own, and from the perspective of interaction in the sense of engaging in conversation with another party. Here, we shall select the language activity in (b) and proceed to the next step.

**3. Verify the category of the language activity**

Activity Can-do = Condition + Topic/Setting + Object + Action

The language activity of 'talking' can possibly take place in various situations and scenarios. To clarify if the language activity in (b) falls under production or interaction, let us consider the Setting.

- Talking on one's own? Having an exchange with someone else?
- Who is the other party? One person? Many people?
- What kind of situation is it? A casual conversation with a friend? A formal event?

Here, let us assume the situation of delivering a prepared presentation in front of a crowd, to match the broad objective of the course set out in Step 1. In this case, the category will be **16 Addressing audiences**, which comes under production (oral production). An actual classroom activity for the learners of this course is assumed to be a scenario where they have to speak in front of their classmates.

In this way, we have decided on the category of the language activity and clarified the language activity.

Can make a presentation in front of classmates about one's experience on a holiday.



4. Verify the level

Activity Can-do = Condition + Topic/Setting + Object + Action

Although the activity became more specific in Step 3, the target level of proficiency—that is, how well the learner can do it—remains unclear. The level of proficiency can be indicated by incorporating the characteristic expressions for the corresponding level into the four elements of the Can-do structure (for details, refer to Reference Material 3: **List of characteristics for each Can-do level**).

For example, taking reference levels **A2** and **B1** as a reference, we have the following characteristic expressions for production (oral production).

	Condition	Topic/Setting	Object	Action
A2	<ul style="list-style-type: none"> 聞き手が集中して聞いてくれば、練習した上で 	<ul style="list-style-type: none"> 家族、住居環境、学歴、現在やごく最近までしていた仕事について 自分の毎日の生活に直接関係ある話題について 	<ul style="list-style-type: none"> 短い、練習済みのプレゼンテーション 	<ul style="list-style-type: none"> 簡単な言葉で述べることができる 要点を短く述べることができる
B1	<ul style="list-style-type: none"> アクセントやイントネーションには、かなり耳慣れない部分もあるが 	<ul style="list-style-type: none"> 自分の関心事の身近な話題について 自分の分野に関する話題について 	<ul style="list-style-type: none"> ある程度の長さの、簡単な記述やプレゼンテーション 	<ul style="list-style-type: none"> 順序立てて詳細に述べるができる 事実関係を述べ、理由を説明することができる

Here, the target level is assumed to be **A2**, so the expressions ‘with practice in advance, and if the listener is concentrating (「聞き手が集中して聞いてくれば、練習した上で」)’ and ‘can give a simple descriptions (「簡単な言葉で述べるができる」)’ are used.



5. Completion of a MY Can-do

You have created the following MY Can-do by revising and rewriting an existing objective.

Can make a presentation in front of classmates about one's experience on a holiday, using simple words, with practice in advance, and if the listener is concentrating.

The following are the level, category, and topic for this MY Can-do.

Level: **A2**

Category: Production - **16 Addressing audiences**

Topic: Language and culture



We have introduced the methods for creating new Activity Can-dos and revising existing objective statements. Please use these as a reference for revising existing objectives and creating MY Can-dos.

1.5 Understanding the Portfolio

A portfolio is a tool to record and preserve materials for the learner to reflect on their own learning process. The learner conducts a self-assessment of their Japanese-language proficiency, records their own linguistic and cultural experiences, collects relevant materials, and stores them in the portfolio. Based on these materials, they can reflect on their own learning process and achievements.

1.5.1 Effect of using a portfolio

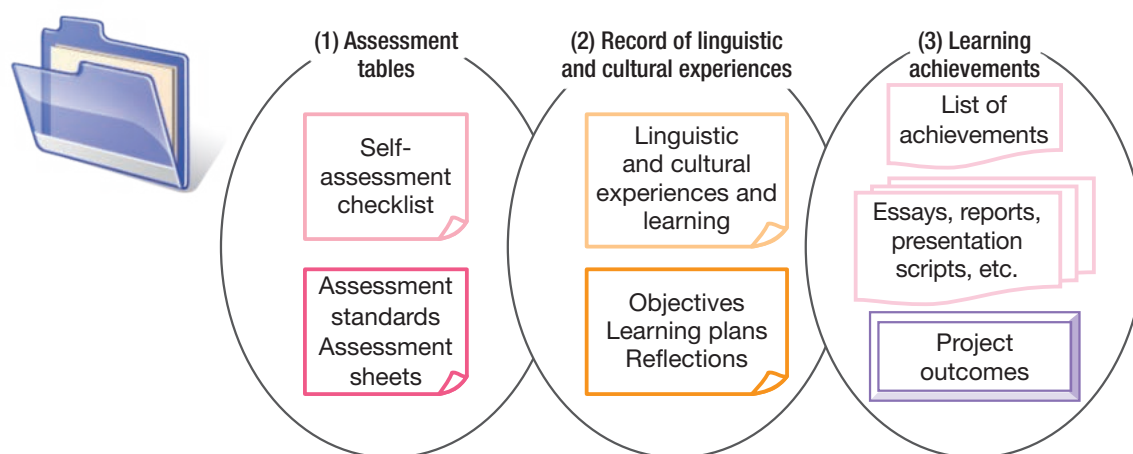
Using a portfolio is effective in the following ways:

- Enables the teacher and learner to share the learning objectives and learning process.
- Enables the learner to convey their learning achievements to date accurately when they move to a different educational institution.
- Through the recording of self-assessment and experiences by the learner, it enables the learner to improve their competence in accomplishing tasks and competence in intercultural understanding as well as their autonomous learning ability and motivation toward learning.
- Enables the assessment of the learner's achievements not only in Japanese-language proficiency, but also in various knowledge and skills learnt in and outside the classroom.

1.5.2 Structure of the portfolio

To enable the use of the portfolio as an evaluation tool in the teaching and learning context, it is important to provide a structure and format that allow the learner to record, preserve, and reflect on their learning process. In view of that, the JF Standard considers the portfolio as being based on the following three constituent elements: assessment tables, record of linguistic and cultural experiences, and learning achievements⁶.

Figure 1-8 Structure of the the JF Standard portfolio



⁶ The JF Standard has created these three elements based on the European Language Portfolio, which is a tool for putting into practice the CEFR approach in teaching contexts. For details on the European Language Portfolio, please refer to the JF Standard for Japanese-Language Education (Trial Version) (2009, pp.68-91).

(1) Assessment tables**(2) Record of linguistic and cultural experiences****(3) Learning achievements****i. Self-assessment checklist**

Self-assessment checklists enable the learner to check their own Japanese-language proficiency at the start and end of the course, as well as during the course.

ii. Assessment standards and assessment sheets for learning activities

The portfolio contains 'assessment standards' created by the teacher, and 'assessment sheets for oral presentations' and 'assessment sheets for essay activities' that are completed after assessment activities. The assessment sheets include not only those completed by the teacher, but also self-assessment sheets completed by the learner and assessment sheets completed by other parties such as classmates.

(1) Assessment tables**(2) Record of linguistic and cultural experiences****(3) Learning achievements****i. Linguistic and cultural experiences and learning**

By recording their linguistic and cultural experiences, learners can gain a greater awareness of languages and cultures that are different from their own. This contributes to the acquisition of multiple perspectives as well as new viewpoints and attitudes about their own culture, and the fostering of the intercultural understanding competence. Even overseas, where learners have few opportunities to use the Japanese language, learners can record indirect experiences such as reading comic books written in Japanese and reading Japanese articles online.

ii. Objectives, learning plans and reflections

To accomplish communication tasks using language, it is necessary to have various competences and knowledge other than language, such as cultural knowledge, specialised knowledge, a sense of values and aesthetics, and problem-solving methods. Giving a learner opportunities to establish objectives based on their own needs and interests, implement them, and reflect on their achievements throughout the course, can help to develop learners who are able to continue learning these competences and knowledge independently.

(1) Assessment tables**(2) Record of linguistic and cultural experiences****(3) Learning achievements**

Learning achievements in line with the course objectives and the learner's own objectives are put into the portfolio, including essays, audio materials such as presentations, tests, and project outcomes. In the case of essays, everything written in class (such as notes to facilitate writing, original essays, rewritten essays, etc.) are saved in the folder in some cases, while in other cases the learners select works they are proud of to save in the portfolio. These learning achievements also serve as material for the next phase of learning. It is useful to add a table of contents, such as 'List of Achievements', to categorise and organise the learning achievements.

1.5.3 Points to note when using the portfolio

Let us summarise the points to note when using the portfolio for educational purposes.

- Design the portfolio flexibly to suit the learner's age, educational purpose, and objectives. Structure it taking into consideration the links between the respective components, and devise a filing system that is easy to use in various teaching and learning contexts.
- Teachers should conduct a full review among themselves on the assessment standards for learning activities, and use and improve upon them repeatedly. This enables the enhancement of validity and reliability.
- Reflecting on learning achievements should not be left entirely to the learner's individual initiative, but should be incorporated as an activity within the course. Creating opportunities for a learner to reflect together with teachers and classmates helps to continuously develop the learner's ability to learn autonomously.

1.5.4 Concrete examples of portfolios

Let us look at examples of portfolios that were actually used in two training programmes that took place in Japan—a programme for Japanese-language learners from overseas universities organised by the JF Japanese-Language Institute, Kansai; and a programme for foreign Japanese-language teachers organised by the JF Japanese-Language Institute, Urawa.

Case 1

Programme for Japanese-language learners from overseas universities

- **Number of learners:** 25 – 40
- **Learner profile:** Japanese-language learners from overseas universities
- **Japanese-language proficiency:** A2, B1, B2
- **Course duration:** 6 weeks
- **Number of teachers:** 7 – 10
- **Purpose:** To make the best use of a short-term visit to Japan to provide opportunities for Japanese-language learning and the deepening of understanding about Japanese society
- **Programme objectives**

The following three points were established as the programme objectives to be linked to continued learning after the learners return to their home country.

 - (1) Gain greater confidence in using the Japanese language
 - (2) Consolidate previous learning and make new discoveries about Japanese culture and society
 - (3) Think specifically about the objectives and methods of Japanese-language learning
- **Main contents of programme**
 - Experiences/Exchange activities: Exchange sessions with university students, visits to primary schools, home visits, etc.
 - Japanese-language classes: Content that is linked organically to experiences and exchange activities. Activities centred on discussions, interviews, presentations, etc.
- **Purposes of using the portfolio**

To support autonomous learning that encourages learners to take the initiative in courses that are centred on experiences and exchange activities.

(1) Components of the assessment tables

Example 1 Self-assessment sheet for presentations

Presentations were delivered twice on this course. Self-assessment was carried out for the first and second presentations using a self-assessment sheet (Example 1). By comparing these, learners were able to confirm their own improvements and problems. The objective for this class was to attain the **B1** level.

Example 1 Self-assessment sheet for presentations

2013UP 冬 スピーチ 3・4 クラス

目標： 聞く人が興味を持つような例をあげて、わかりやすく、まとまりのあるスピーチができる

①構成・内容	<ul style="list-style-type: none"> 3~4 分のスピーチに適切な量のポイントを選び組み立てて、まとまりのある話ができる 具体的な例や理由をあげて説明したり意見を述べたりすることができる
②スピーチの表現	<ul style="list-style-type: none"> スピーチのはじめ、おわりによく使われる定型表現、聴衆への問いかけの表現をつかって話すことができる 話の順番、比較、原因と結果の関係などをわかりやすくする表現をつかって話すことができる インフォーマルな表現を混ぜないで話すことができる
③話し方	<ul style="list-style-type: none"> アイコンタクトをしながら話すことができる ときどき聞き手をまわることがあるが、大体明確で、聞きやすいイントネーション、ポーズで話すことができる
④Q&A(質疑応答)	<ul style="list-style-type: none"> ほかの人のスピーチを聞いて、内容を理解したり詳しく聞いたりすることができる 少し時間がかかることもあるが、質問に答えることができる
⑤見せる資料 Visual Aids	<ul style="list-style-type: none"> (スピーチのキーワードに関して、聞く人が知らないイメージなどを写真で見せて説明することができる)

スピーチはどうでしたか？
チェックしてみましょう。

スピーチ①：赤のペンでチェック
スピーチ②：青のペンでチェック

1: まだむずかしい
2: まあまあ
3: だいたいできた
4: ようできた

※スピーチ②のあとで※
スピーチ①と②をくらべて
どんなことがよくできるようになりましたか？
これからもっとがんばりたいことは何ですか？

Progress Note

★スピーチ ① (2014年2月12日)

タイトル: _____

クラスメートや先生からのコメントは？

自分でビデオを見てどうでしたか？

つぎのスピーチではどんなことに気をつけたいですか？

★スピーチ ② (2014年2月26日)

タイトル: _____

クラスメート、日本の大学生のみなさん、先生からのコメントは？

自分でビデオを見てどうでしたか？

帰国してから、スピーチをするチャンスがあったら、どんなふうに話したいですか？

(1) Structure and contents	<ul style="list-style-type: none"> Can select and put together an appropriate number of points for a 3-4 minute presentation, and speak in a coherent manner Can give specific examples and reasons, and state one's opinions
(2) Expressions used in the presentation	<ul style="list-style-type: none"> Can speak using fixed form expressions that are usually used at the beginning and end of presentations, as well as speak to the audience using question phrases Can speak using expressions that facilitate the easy understanding of the sequence of the narrative, comparisons, and the relationship between cause and effect Can speak without mixing informal expressions into the presentation
(3) Speaking style	<ul style="list-style-type: none"> Can make eye-contact while speaking Can speak with generally clear and easy-to-understand intonation and pauses although there are some mistakes in pronunciation
(4) Q&A	<ul style="list-style-type: none"> Can listen to presentations by other people, and check understanding of the contents as well as ask for details Can answer questions although it may take some time
((5) Visual Aids)	<ul style="list-style-type: none"> Can explain keywords in the presentation that the listeners are not familiar with by showing images, such as a photograph)

(2) Components of the records of linguistic and cultural experiences

Example 2 Activity record

When students notice something new about culture, society and the Japanese language, they are asked to take notes in the Japanese language or in their mother tongue using sticky notes. These are pasted in the 'Notes' column of the Activity Record. Every two weeks, they choose the items that have left a particular impression on them, and write about them in detail in the columns 'About culture/society' and 'About the Japanese language'. Discussions and reflections on experiences with classmates in class, and further thoughts, are also recorded in these columns.

Example 2 Activity record (Example of a completed record)

かつどう きょうく
活動の記録 ② 2014年2月10日(月) ~ 23日(日) No. 12 UP 306 名前

～メモ～

消費者は三様だ
岡物町の花屋多し、多
么廉价的東西都一樣服
務態度

和式旅館は天国だ
泡湯、和食、ゆたか、暖
かみ、大満足!

奈良はすごい
東大寺と神鹿も
おもしろい!

日本の小生は元気
です!
上課和休息時都很
有活力、童真童趣

インテューって難しい
言語も聞き取りにくい
でも、練習に慣れた

オノマトペは言葉
の趣味だ。
活用、擬声、擬動、使
語量も増す

文化・社会について

●特に心に残ったことや考えたことについて、くわしく書きましょう。

1. 最近買った物をする時は、よく確認しました。それはどんな安全
物を買ったか、品質さんの態度は同じで、丁寧です。お母さんは
王様だということですね。

2. 和式旅館はとてとても、大好きです。お風呂も入れるし、和
食もおいしかったです。やはり、かたかた、和食、和食、和食、
お風呂も入るのには日本の特別です。貴の部屋に布団で寝
ることも新しい体験です。私は和食が大好きです。特に納
豆と味噌汁は一番おいしいと思います。

3. ゲームソフトの松屋さんのお蔵を、奈良へ行きました。東大寺は
とても素晴らしい建物です。鹿は人たちに保護されて、とても
自由に生きていることも、とても感動しました。

4. 小学校訪問に、あつたててありたいです。校歌を聞
く時は泣きました。自分の母校も思い出しました。小学生は
とても元気です。よかったです。

●友達と話して、考えたことや思ったことを書きましょう。

・他校で日本人と中国人と韓国人を区別できることは
おもしろいです。

日本語について

●日本語を話したり聞いたりして気がついたことや新しく見つけた
勉強方法について、くわしく書きましょう。

1. オノマトペは言葉の趣味です。話す時使うという
こともいえます。そして、中国と日本のオノマトペ、特
に動物の鳴き声については違っています。

2. インテューはほんとに難しいかったです。日本の慣
習も、特に大層年をいやることは難い点でした。
スゴートも言葉より速かったです。でも、それは会話と
ヒヤリングの練習になりました。よかったです。

●友達と話して、考えたことや思ったことを書きましょう。

・関西弁は、おもしろく感じるけど、友達が多
しました。

学習のなかで気がついたこと、考えたことを、ポストイットにメモして、はりましょう。
自分の国の言葉で書いてもいいです。たいせつなメモですから、書きやすい言葉で書いてください。
*ポストイットの色: 黄色=社会・文化の経験 ピンク=日本語学習
仲間と盛り上げるために、特に心に残ったことについて、写真をえらんで、はってもいいです。

Example 3 Learner's objectives on this programme, and self-assessment

Learners discussed with the teacher and their classmates about the Japanese language and their experiences, established their own objectives, and did assessments based on those. Firstly, at the start of the programme, they filled in the things they wanted to do and learn on the programme, and established these as their objectives. Then, at the end of the programme, they filled in the things they had accomplished and realised, and assessed if they had attained their objectives. They also filled in their objectives after returning to their home country.

Example 3 Objectives on this programme and self-assessment (Example of a completed assessment)

(Filled in at the start of the programme)

3. この研修での自己目標 No. 12UP20b 名前

●日本の社会・文化の理解について

研修のはじめに考えたこと (1月30日)

私の卒業論文は「日本人の日常会話の知識(知恵)」についてこの研究
ですから、自分の肌で、日本人のライフスタイルとか、会話の深い意味
とか、感じたいです。
ちなみに、日本のアニメが大好きで、声優さんたちの仕事とか、
声優学校も見学したいです。
または、今までアニメという言葉を学んで、どんな場合を使
ったらいいか、と確認したいです。

(Filled in at the end of the programme)

●日本語の学習について

研修のはじめに考えたこと (1月30日)

私は知らない人前で話すことは弱点です。もっと自信が重要で
そして、会話はいいけど、スピーチは全然できません。そ
ろそろしたい。
そして、文法とか、語彙とか、もっと勉強したいです。

7. この研修での自己評価 No. 12UP20b 名前

●日本の社会・文化の理解について

・インタビューの授業で、日本人の考えをまっと詳しく勉強しました。発表会のため
に準備する資料はこれから役立つものだと思います。
・「アニメ・マンガの日本語」というホームページを作る人に会えました。自分の夢
はある程度で叶いました。
・日本の伝統的な文化について、体験した後、その魅力をもっと知りました。

●日本語の学習について

・この研修のお陰で、いろいろな話す機会をもらいました。昔考えな いことも考え
ていました。自分の日本語はまだまだだと思って、ここで話すことはいっぱい練習
できたのはよかったです。
・世界各国の人たちと交流して、自分の弱点も知人と克服して、いい友
達ができました。その友達から、日本語言語、或いは学習方法も勉
強できました。

~~~~~

■国へ帰ってからしたいこと

日本との関わり、日本語の学習などについて考えたこと  
日本人らしい日本語を話したい私は、やはりより多くの本を読んで、ビジ  
ネを見て、日本人と交流したいです。  
そして、英語とごいはもっと頑張ります。  
最後に、文化について、もっと深く考えたいです。

### (3) Components of learning achievements

#### Example 4 Presentation scripts

This is an example of a presentation script created during the programme.

Example 4 Presentation script

スピーチ原稿 1 [04]

「今日は韓国 の教育問題についてお話しします。」

「私が話したい韓国の教育問題は大学の学費の問題です。」

「まず、韓国の大学についてお話しします。」

「韓国にはたくさんの大学があります。どのぐらいかという、学生が足りない大学がある  
 ほどです。つまり、学生数に比べて学校の数がもっと多いという事です。こんなに多くの  
 大学がありますが、この中で一部の学校は学費がすごく高いです。」

「私は韓国の学費についてお話しします。」

「韓国の大学の学費は一学期につき、だいたい30万円ぐらいから50万円ぐらいまでかか  
 ります。一年に学費は100万円ぐらいになります。これも大変ですけど、大学生が二人  
 いる家はもっと大変です。さらに、暑い目で見ると学費の問題はもっと大きくなります。  
 たとえば、大学生が二人いる家では学費として使われるお金は1年に300万円ぐらいに  
 なります。ちなみに韓国の大学の通程は四年です。そうすると、韓国で大学を卒業するた  
 めにどのぐらいのお金がかかりますか？そうです。約300万円になります。学費をもっ  
 と高く払う家ではほぼ1000万円になります。これは本当に大変なことです。大学には  
 奨学金がありますが、ほとんどの大学では奨学金がすごく少ないし、奨学金をもらえる学  
 生の数も少ないので、あまり役に立ちません。」

「このように、学費にお金がたくさんかかるせいで発生する問題についてお話しします。」

「一つは、多くの大学生が学費を稼ぐためにアルバイトをするので、自分の勉強ができない  
 ことです。韓国のアルバイトは毎日する場合が多いので、大学生たちは自分の勉強をする  
 時間が足りません。勉強する時間がないので、大学でいい点をとるのが難しいです。  
 だから奨学金をもらうこともできません。もう一つは、学費を全部自分のお金で払うこと  
 ができなくてどんどん借金が増えていくことです。韓国では学費を払うことができなかったら  
 銀行からお金を借りて学費を払うことができます。でも、その利息はあまり安くはない  
 ので借金がどんどん増えていきます。だからどんなにアルバイトをしても、大学を卒業し  
 ても、借金を返すことは難しいです。」

「こんな問題を解決するためには、政府の努力が必要だと私は思います。政府が大学の学費  
 を減らす政策を行うことができるなら、このような問題が減っていくでしょう。そして、  
 政府だけではなく大学も努力する必要があります。少しでも多くの学生が奨学金をもらえ  
 るようにするとか、奨学金の額をもっと高める方法を考えるほうがいいと思います。」

「今日は韓国の大学の学費の問題についてお話ししました。皆さんの国の大学の学費はどうで  
 すか？ご意見、ご質問がありましたら、よろしくお願ひします！」

In addition, interview presentation scripts and materials were also saved into the portfolio.

## Case 2

### Essay activity on the programme for foreign Japanese-language teachers

- **Number of learners:** 13
- **Learner profile:** Japanese-language teachers who are non-native Japanese speakers
- **Japanese-language proficiency:** A2, B1
- **Hours of learning:** 40 hours
- **Number of teachers:** 2
- **Purpose:** To provide opportunities for Japanese-language learning and the deepening of understanding about Japanese society, and to provide opportunities for improving Japanese-language teaching competences

#### ● **Programme objectives**

The following four points were established as the programme objectives.

- (1) Improve ability to use the Japanese language
- (2) Consolidate existing knowledge and introduce and apply new perspectives and methods to improve Japanese-language teaching competences
- (3) Deepen understanding of Japanese culture and society
- (4) Encourage self-study after returning to their home country

#### ● **Main contents of programme**

Japanese-language (General Japanese, grammar), teaching methods, Japanese culture and society, Japanese cultural experience programme

#### ● **Overview of 'General Japanese'**

- A lesson aimed at achieving the programme objectives (1) Improve ability to use the Japanese language, and (3) Deepen understanding of Japanese culture and society.
- Contributes to programme objective (2) Consolidate existing knowledge and introduce and apply new perspectives and methods to improve Japanese-language teaching competences, through self-assessment of learning achievements and the creation of opportunities to reflect on learning activities.
- Learning activities related to topics such as 'Me and my Family', 'Travel and transport', 'School and education', 'Nature and the environment' and 'Intercultural exchange' are implemented in a way that ensures a balance of the four skills of reading, listening, speaking, and writing.
- Presentation and essay activities are incorporated to summarise what was learned about each topic.

#### ● **Purposes of using the portfolio**

To evaluate learning achievements for the overall programme.

Here, we will look only at the section where the portfolio is utilised to assess an essay activity in the General Japanese lessons.

## (1) Components of assessment tables

### Example 5 Assessment standards for opinion essays and explanatory essays

In this class focusing on essays, activities were carried out on the writing of opinion essays and explanatory essays. Teachers considered the objectives of the essay activity for each topic using Can-dos, and produced assessment standards for opinion essays and explanatory essays, as shown in Example 5. Details on the procedures for using Can-dos to draw up assessment standards and assessment sheets are explained in Chapter 2.

Example 5 Assessment standards for opinion essays and explanatory essays

| Level achieved<br>Assessment criteria | Excellent<br>4                                                                                                                                                                                                            | You did it! (B1)<br>3                                                                                                                                            | Almost there<br>2                                                                                                                                 | Work harder<br>1                                                                                                                                                             |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                               | Writes accurate and detailed explanations about the information that is required for what he/she wants to convey (wants to assert).                                                                                       | Writes concrete explanations in some detail about the information that is required for what he/she wants to convey (wants to assert).                            | Can generally understand what he/she wants to convey (wants to assert). There are points that need to be clarified for an adequate understanding. | Can vaguely understand what he/she wants to convey (wants to assert), but explanations are inadequate and it is difficult to understand overall what he/she wants to convey. |
| Structure                             | Gives easy-to-understand descriptions and writes detailed information, concrete examples or reasons in support of the points he/she wants to make.                                                                        | Writes several sentences continuously. Writes simple stories and descriptions using paragraphs, so the structure is easy to understand and read.                 | There are sections where the relationship between sentences is difficult to understand, but it is possible to comprehend the overall flow.        | Writes isolated sentences and words. Text is unstructured.                                                                                                                   |
| Consideration for readers             | Writes detailed explanations and information required by the reader. Uses creative means to attract the reader's interest.                                                                                                | Writes explanations and information required by the reader to convey the message mostly accurately.                                                              | Does not provide adequate explanations and information required by the reader, so there are sections where the message is not conveyed.           | Writes fragmented information, so it is difficult to understand what he/she wants to convey.                                                                                 |
| Vocabulary, grammar, etc.             | Expresses his/her thoughts and gives clear explanations using appropriate vocabulary and expressions for the topic, as well as complex sentence structures. There are no grammatical errors that cause misunderstandings. | Uses words and phrases, expressions, and sentence structures that are linked to the topic correctly. Style and orthography are appropriate for written language. | There is unsuitable vocabulary and grammatical errors, but these do not affect the understanding of the text.                                     | There are considerable grammatical errors and unsuitable words, phrases, and expressions, making it difficult to understand the text.                                        |



## Example 6 Essay assessment sheet

Based on the assessment standards in Example 5, teachers created the essay assessment sheet shown in Example 6, and learners conducted self-assessments of their own essays. Teachers corrected the essays, used this essay assessment sheet to conduct an assessment, and input their comments. Teachers and learners then met to discuss any gaps between the assessments by the learners and the teachers, and the teachers gave advice to enable learners to continue with the learning process.

Example 6 Essay assessment sheet (example of a completed sheet)

| Score | Content                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Writes concrete explanations in some detail about the information that is required for what he/she wants to convey (wants to assert), making it very easy to understand for the reader. |
| 3     | Can generally understand what he/she wants to convey (wants to assert). As explanations are inadequate, there are points that need to be clarified for an adequate understanding.       |
| 2     | Can vaguely understand what he/she wants to convey (wants to assert), but explanations are inadequate and it is difficult to understand overall what he/she wants to convey.            |
| 1     | It is difficult to understand what he/she wants to convey because the information required for what he/she wants to convey (wants to assert) is inaccurate or unrelated to the topic.   |

| Score | Structure                                                                                                                                                     |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Writes several sentences continuously. Writes simple stories and descriptions using paragraphs, so the structure is easy to understand and very easy to read. |
| 3     | There are sections where the relationship between sentences is difficult to understand, but it is possible to comprehend the overall flow.                    |
| 2     | Writes what he/she wants to convey in point form, using short sentences and phrases with basic connectors to link sentences.                                  |
| 1     | Writes isolated sentences and words. Text is unstructured.                                                                                                    |

| Score | Consideration for readers                                                                                                               |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Writes detailed explanations and information required by the reader. Uses creative means to attract the reader's interest.              |
| 3     | Writes explanations and information required by the reader to convey the message mostly accurately.                                     |
| 2     | Does not provide adequate explanations and information required by the reader, so there are sections where the message is not conveyed. |
| 1     | Writes fragmented information, so it is difficult to understand what he/she wants to convey.                                            |

| Score | Vocabulary, grammar, etc.                                                                                                                                                                             |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Uses words and phrases, expressions, and sentence structures that are linked to the topic correctly. Style and orthography are appropriate for written language.                                      |
| 3     | There is unsuitable vocabulary and grammatical errors, but these do not affect the understanding of the text.                                                                                         |
| 2     | There are relatively many grammatical errors and unsuitable words, phrases, and expressions, sometimes making it difficult to understand the text.                                                    |
| 1     | Writes isolated expressions and sentences that have been memorised. Does not use the necessary words and expressions, and there are many grammatical errors, making the text difficult to understand. |

| 自己評価                                                                                                                                                                                                                                                                             | コメント                                        | 講師評価     | コメント                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>伝えたい(主張したい)ことに必要な情報について、具体的な説明をある程度詳しく書いてあり、読み手にとってたいへん理解しやすい。</p> <p>伝えたい(主張したい)ことがたいへん理解できる。十分理解するためには、具体的な説明が不足していたり、確認しないと分からない点がある。</p> <p>伝えたい(主張したい)ことを簡潔と理解することはできるが、説明が不足していて、全体的に何を伝えたいのかわかりにくい。</p> <p>伝えたい(主張したい)ことに必要な情報が正確でないか、トピックと関係がないため、何を伝えたいのかわかりにくい。</p> | <p>レポートが作成した経緯がわからない。</p>                   | <p>✓</p> | <p>モンゴルの教育問題の中から、1点に絞って、卒業中の退学の問題を取り上げたので良い。政府のアンケートなどの信頼できる情報を使って出典も明確に書いてあり、大変わかりやすい。</p>                                         |
| <p>文を続けていくつも書いている。段落を使って簡単な筋や構文を書いているため、構成がわかりやすく読みやすい。</p> <p>文と文の間に部分的に分かりにくい部分もあるが、大きな流れをつかむことはできる。</p> <p>短い文や単語を使ったり、基本的な接続詞で文と文をつなげていたり、伝えたいことのポイントだけを述べて書いている。</p> <p>文や単語をばらばらに書いている。文章としての構成がない。</p>                                                                    | <p>日本語で書かれたものを英語で書く時、内容だけを考え、構成をあまり見ない。</p> | <p>✓</p> | <p>大まかな段落の構成が良く、現状→原因→結果→意見の流れで、大変わかりやすい。</p>                                                                                       |
| <p>読み手にとって必要な情報や説明を詳しく書いている。また、読み手の興味を引くような工夫をしている。</p> <p>読み手にとって必要な情報や説明を書いている。そのため、伝えたいメッセージをほぼ的確に伝えられている。</p> <p>読み手にとって必要な情報や説明が不足しているため、伝えたいメッセージが伝わらない部分がある。</p> <p>情報を断片的に書いているため、何を伝えようとしているのかわかりにくい。</p>                                                               | <p>接続詞の使い方をよくわかっていないところがある。</p>             | <p>✓</p> | <p>構成に従って、数字や事例などを引き、必要な情報がはっきりわかるように書いている。また、概要だけでなく、子供の気持ちをアンケートを元にして書いているので、読み手に興味を持たせることができている。出典元のホームページなどを閲覧したい気持ちにさせられる。</p> |
| <p>トピックに関連した語句・表現・構文を正確に使っている。また、文法や表現などに書きどおしとしての適切さがある。</p> <p>部分的に言葉が不適切だったり、文法的な誤りもあるが、文の理解に影響を与えるほどではない。</p> <p>不適切な語句・表現や文法的な誤りがやや多いため、文を理解しにくいところがある。</p> <p>暗記した表現や文をばらばらに書いている。必要な語・表現が使えず、文法的な誤りが多いため、文を理解することが難しい。</p>                                                | <p>なんとか、言いたいことがわかる。</p>                     | <p>✓</p> | <p>ほぼ正確に文法的な語句が使用されている。接続詞も、機能的には何ら問題がない使用方で、モンゴルの重要問題を表すのに適した文体になっている。</p>                                                         |

## (2) Records of linguistic and cultural experiences

## Example 7 Reflecting on the essay activity

Using the following sheet, learners reflected on the overall essay activity and shared it with the class.

Example 7 Reflecting on the essay activity (example of completed reflection)

1. 自分の1回目の作文と、今日の作文を比べてみてください。何か気づいたことがありますか。  
 ①の構成がよくなってきたと思います。自分の意見を伝えるために読み手にわかりやすく書くことが大切だということよくわかりました。

2. 色々なテーマについて、4回作文を書いたことは、役に立ちましたか。(はい)・いいえ  
 理由: 色々なテーマについて自分の意見を伝えることができて、よかったです。  
 また学生達に作文を書かせる時、ここで習ったことを使ってみたいということです。たとえば: 主観するものを教えることや、まんがをみながら作文を書く練習、コメントとか。

3. 自分の作文を自分で評価したことは、役に立ちましたか。(はい)・いいえ  
 理由: これからどんな点に主観をしないといけないかと考えることや先生にいいコメントをいただくこともがんばろうと思う



This section introduced the JF Standard portfolio, and examples of how the portfolio was actually used in teaching and learning contexts as an assessment tool for learning achievements. It is important to design a portfolio that is suitable for the course objectives and contents of the respective teaching and learning contexts, and to improve on it while keeping in mind the educational effect.

There may be some learners who may initially be perplexed by the portfolio. However, they will gradually become more accustomed to using it, and their self-assessment ability will improve over time. Teachers can also actually use the portfolio to verify its effectiveness and significance.







## Chapter 2

# Putting It Into Practice

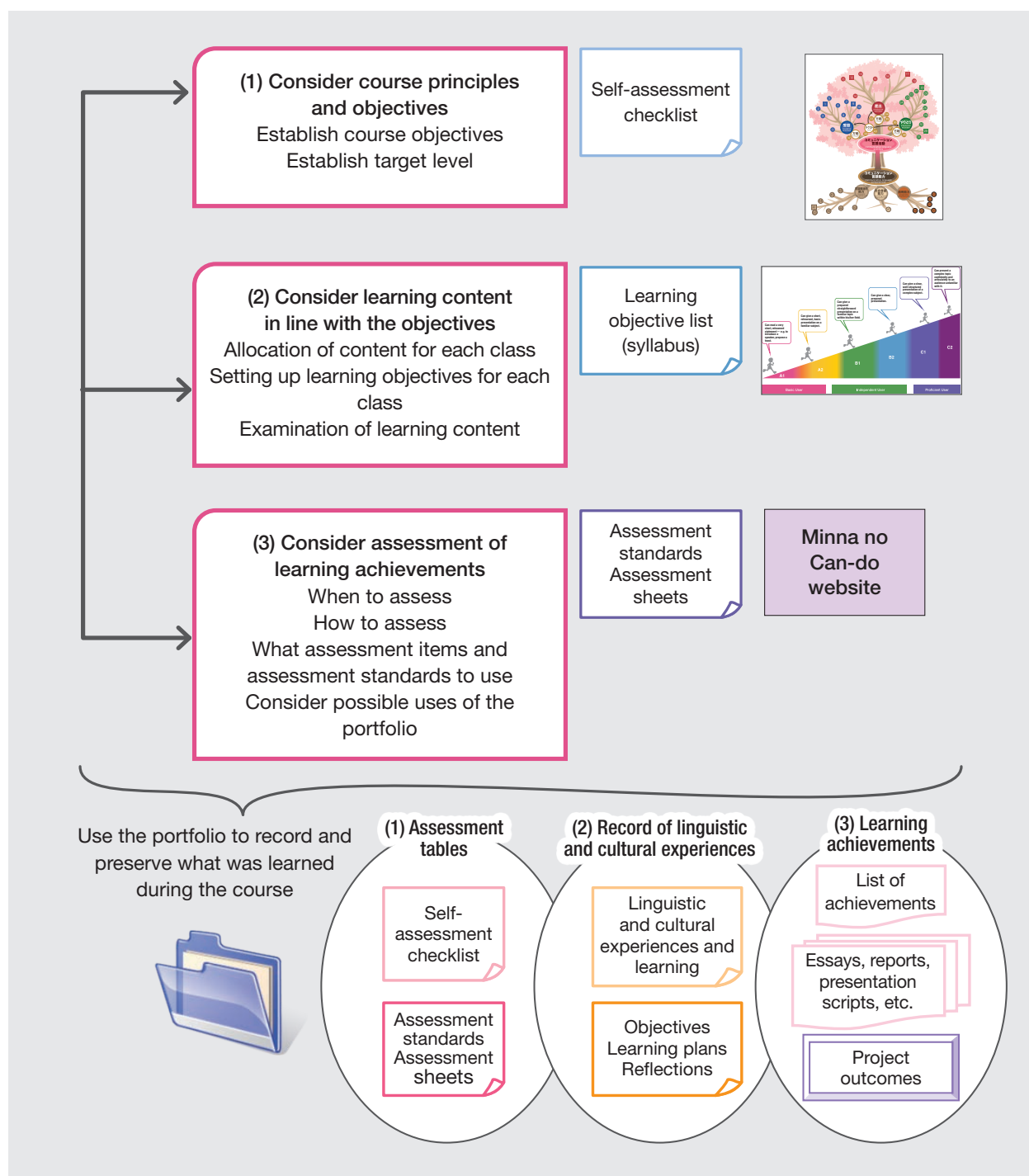


# Putting It Into Practice

## 2.1 Designing a Course

Chapter 1 covered an explanation of the concepts underlying the JF Standard. Chapter 2 covers the procedures for designing a course using these concepts. Figure 2-1 shows an overview of the course-design process.

Figure 2-1 Overview of course-design process



As shown in Figure 2-1, the process of designing a course is divided into the following three stages:

- (1) Considering course principles and objectives
- (2) Considering learning content in line with the objectives
- (3) Considering assessment of learning achievements

The three stages and their content are interrelated. As shown by the arrows in Figure 2-1, course design is conducted while reflecting on the contents considered in the preceding stage and checking if it is related to the present stage. Consistency of the process, from objectives to assessment, is ensured by engaging in course design while considering factors such as whether the learning contents are in line with the objectives, whether the assessment criteria and methods are appropriate for assessing the learning achievements, and whether the objectives and assessments are linked.

When designing an actual Japanese-language course, how are the JF Standard Tree, Can-dos, and portfolio used? Let us look at the process in detail based on the following hypothetical course.



### Country A XXX Japanese Language School Japanese-language Course for Adults

#### Information on the learners

- Learners  
A total of 12-20 adults, consisting of teachers, businessmen, college students, and others. Some of the learners have visited Japan in the past and others have not. Even those who have visited stayed only for a short period from two weeks to one month.
- Learning background  
All participants on the course have previous experience studying Japanese. Some studied Japanese at this school, some studied at other schools in the past, and some studied on their own. The participants can carry out very basic conversations with Japanese people although with some struggles.
- Learning objectives and motivation
  - To enhance one's understanding of Japanese society and culture.
  - To become able to smoothly communicate in Japanese with the Japanese people one meets through work or in other situations.
  - To be able to converse in a well-informed and easy-to-understand manner not only about simple familiar issues, but on a variety of topics.

#### Information on the curriculum

- Course duration  
Total hours: 42 hours (3 hours x 14 lessons)  
However, in the first lesson learners go through orientation, and the last lecture is a summary of the course. Therefore, the actual learning hours are 3 hours x 12 lessons.
- Teaching materials  
There are no prescribed teaching materials. Teaching materials produced independently by the teachers are used.

### (1) Consider course principles and objectives

Firstly, decide on the course principles and objectives. Bearing in mind the social needs for the Japanese language and learning objectives of the learners, consider which section of the JF Standard Tree to put the emphasis on. Consider the course principles and objectives that suit the current situation and characteristics of the teaching context, learning objectives of the learners, and other factors. For example, you can focus on production among the language activities represented by the branches of the JF Standard Tree, or on developing language competences such as vocabulary and grammar that are represented by the roots of the tree.

Next, check the level that learners are currently at by looking at the global scale (p.13) and the **self-assessment grid** (Reference Material 1), and set the target level for the course.

## ■ In the case of 'Country A XXX Japanese Language School Japanese-language Course for Adults'

Looking at the global scale and self-assessment grid, the current level of the course learners was assumed to be about level **A2**, and the target level is set as level **B1**. In consideration of the given information about the learners and curriculum, the following two points are set as the course objectives.

### Course objectives

- To develop an ability to discern differences and similarities between one's own way of thinking and the Japanese mentality, as well as between the customs and culture of Country A and Japan by enhancing one's understanding of Japanese ways of thinking, customs and culture, and of the knowledge and impressions the Japanese have of Country A.
- To develop one's ability to converse, at length and in an easy-to-understand manner, with Japanese people one meets through work, etc., not only about simple familiar issues, but on a variety of topics, touching upon social and cultural differences and similarities between the two countries.

The ability to 'converse, at length and in an easy-to-understand manner' is captured in the JF Standard as production (oral production) instead of interaction (spoken interaction). Therefore, by referring to the Can-dos for production (oral production) at the **B1** level and the learning contents in commercial teaching materials that seem applicable to the **B1** level, 'stating procedures, describing, and comparing' was selected as a necessary item for achieving the objective 'converse, at length and in an easy-to-understand manner'.

## (2) Consider learning content in line with the objectives

Here, while bearing in mind the course objectives, consider specifically the contents to cover, the order in which to assign the contents on the course, and the contents learners will learn in each lesson and the objectives they will work toward. When doing this, the Can-dos on the Minna no Can-do website serve as a useful reference. In particular, as the JF Can-dos present specific language activities for situations in which the Japanese language is used, they make it easier to envision the objectives.

Once the specific learning objectives for the lessons have been decided on, first, come up with an image of the discourse model (including conversations and monologues) as an example for the realisation of the objectives. It would be a good idea to come up with multiple discourse models for the target levels, instead of just one model. The objective is for learners to use the discourse models as reference to enable them to develop discourse on their own.

Next, based on the discourse models for the target level, consider the vocabulary, expressions, sentence forms, and other elements that are necessary for achieving the objectives. Consider language items such as vocabulary, expressions, and sentence forms by referring to existing teaching materials and the Competence Can-dos on the Minna no Can-do website. Then, while gathering input materials, such as listening and reading comprehension, decide on the combination and sequence of input materials, language items, and learning activities.

This is how you can conceptualise the learning contents. During this process, constantly reconsider and review how a learning content connects with objectives and assessment, as well as with other learning contents.



When thinking about the vocabulary, expressions, and sentence forms for the learning objectives based on Can-dos, you can refer to *Marugoto: Japanese Language and Culture* (levels **A1**, **A2**, **B1**), produced in line with the JF Standard.

<https://www.marugoto.org/en>

## ■ In the case of 'Country A XXX Japanese Language School Japanese-language Course for Adults'

### 1. Consider the assignment of learning items to each lesson

In this course, six topics are selected from among the JF Can-do topics with consideration given to the course objectives and learning objectives, among other factors. These topics are 'Me and my family', 'Work and career', 'Shopping', 'Travel and transport', 'Eating habits', and 'Language and culture'. These topics are covered over 14 lessons, with 3 hours × 2 lessons assigned to each topic. Among the six topics, 'Me and my family' is used as a warm up. The language items are assigned to each topic as follows: 'Stating procedures' for 'Work and career', 'Describing' for 'Shopping' and 'Travel and transport', and 'Comparing' for 'Eating habits' and 'Language and culture'.

Table 2-1 List of learning contents for the 'Country A XXX Japanese Language School's' course

[Course objectives] ■ To develop an ability to discern differences and similarities between one's own way of thinking and the Japanese mentality, as well as between the customs and culture of Country A and Japan by enhancing one's understanding of Japanese ways of thinking, customs and culture, and of the knowledge and impressions the Japanese have of Country A.  
 ■ To develop one's ability to converse, at length and in an easy-to-understand manner, with Japanese people one meets through work, etc., not only about simple familiar issues, but on a variety of topics, touching upon social and cultural differences and similarities between the two countries.

[Target levels] **B1**

| Class | Hours   | Topic                | Learning objectives                                                                                                                                                                                                                                                             | Learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary/Sentence forms                                                                                                                                                                                          | Social and cultural knowledge                                                                                            |
|-------|---------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1     | 3 hours | (Orientation)        |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 2     | 3 hours | Me and my family     | Can talk in some detail to a Japanese person one has recently met about one's good points and bad points.                                                                                                                                                                       | ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ...                                                                                                                                                                                                                | ...                                                                                                                      |
| 3     | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 4     | 3 hours | Work and career      | Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. | <ul style="list-style-type: none"> <li>Learn the necessary vocabulary and presentation format (discourse structure) by watching some videos of employees explaining their work to new staff members, as well as reading the scripts of these videos.</li> <li>Consider the overall structure of their own presentations.</li> <li>Write a script for a presentation explaining their work to new staff members.</li> <li>In pairs, explain their work to another person.</li> <li>Explain their work within a group. (Audio recording)</li> <li>Reflection</li> </ul> | <ul style="list-style-type: none"> <li>会議、出張、営業、貿易会社、担当します...</li> <li>Expressions that indicate procedures (まず、～てから、～場合、...)</li> <li>Expressions that show contrast and comparison (Aは～ですが、Bは～です。...)</li> </ul> | <ul style="list-style-type: none"> <li>Japanese corporate culture</li> <li>Work values of the Japanese people</li> </ul> |
| 5     | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 6     | 3 hours | Shopping             | When shopping with Japanese people, can explain in some detail about popular specialty goods and fashion in one's own country, while touching upon differences and similarities with Japanese specialty goods and fashion.                                                      | ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ...                                                                                                                                                                                                                | ...                                                                                                                      |
| 7     | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 8     | 3 hours | Travel and transport | Can explain in some detail about famous tourist spots to Japanese tourists, taking into consideration the information they have.                                                                                                                                                | ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ...                                                                                                                                                                                                                | ...                                                                                                                      |
| 9     | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 10    | 3 hours | Eating habits        | When eating with Japanese people, can explain in some detail about the similarities and differences between one's own country and Japan in terms of dietary customs (manners and food) by providing specific examples.                                                          | ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ...                                                                                                                                                                                                                | ...                                                                                                                      |
| 11    | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 12    | 3 hours | Language and culture | When entertaining Japanese visitors at one's home, can explain in some detail similarities and differences between the lifestyle and customs (wedding ceremonies, regular annual events, etc.) of one's own country and Japan by providing specific examples.                   | ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ...                                                                                                                                                                                                                | ...                                                                                                                      |
| 13    | 3 hours |                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |
| 14    | 3 hours | (Summary)            |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                          |

Now, let us look at how the learning objectives are established, and the learning contents are reviewed, using the topic ‘Work and career’ as an example.

## 2. Setting the learning objectives for each lesson

Based on the course objectives and the learning objective of ‘Stating procedures’, the learning objective for the topic ‘Work and career’ is established as follows.

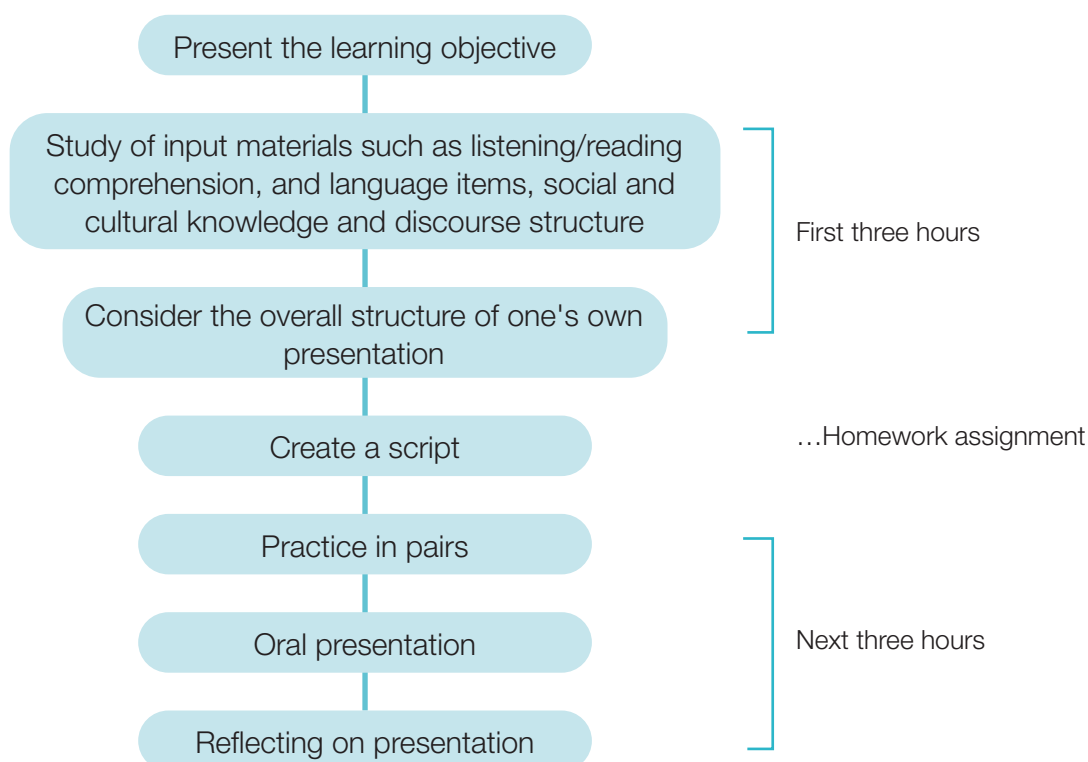
### Learning objective

Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one’s department, conveying information the Japanese person should know and touching upon differences and similarities between one’s firm and a Japanese company.

Section 2.2 provides a detailed explanation of how to draw up a list of learning objectives using Can-dos.

## 3. Reviewing the learning contents

At the end of the lessons for learning about the topic ‘Work and career’, learners are required to deliver an oral presentation based on the situation of ‘explaining in some detail to a Japanese person who has recently been dispatched from Japan about the work of one’s department, conveying information the Japanese person should know and touching upon differences and similarities between one’s firm and a Japanese company’. The specific discourse model for the oral presentation is based on the **B1** level, and the learning contents necessary for attaining that are determined. The flow of lessons totaling six hours (3 hours × 2 lessons) is set out below.



**Flow of lesson (first three hours)**

- 1) Learners write what they know and their interests into the reflection sheet (p.46 Figure 2-3), including the working style of the Japanese people, their attitudes toward work, etc., partly for the purpose of activating background knowledge.
- 2) Watch a video (scenes of a Japanese person and a person from Country A, who works with Japanese people, talking in the Japanese language about the contents of his/her work and attitudes toward work, etc.).
- 3) Check if learners have understood the contents of the video (after learners fill in the task sheet, they work in pairs to check if the contents match, then check again with the rest of the class).
- 4) While referring to the script of the video, learners study the vocabulary and expressions related to work, as well as sentence forms for describing procedures and comparisons, etc.
- 5) Learners discuss, in their mother tongues and simple Japanese, the differences in attitudes toward work. Organise the information that a Japanese person should know when working in a company in Country A, as well as the differences and similarities between Country A and Japan.
- 6) Learners study the vocabulary, expressions, and discourse structure for making a presentation.
- 7) Learners write their presentation scripts while considering the overall structure of their presentations (if they cannot finish it within the given time, it is completed as a homework assignment).

**Flow of lesson (next three hours)**

- 8) Based on the presentation script, learners pair up and explain to their partners the contents of their work. They listen to each other's presentations and ask questions.
- 9) Based on the questions, learners revise their presentation scripts, such as by supplementing the contents, changing the vocabulary or expressions, and improving the connection between sentences. Once they have completed the revisions, they practice speaking while looking occasionally at their scripts.
- 10) Learners explain the contents of their work within their groups. The parties who are listening ask questions (the presentations are recorded and used for self-assessment and other purposes later).
- 11) Learners write in the reflection sheet about what they have realised or thought about through learning about the topics, and share their reflections with their groups.

**(3) Consider assessment of learning achievements**

Consider when and how to assess the learning achievements. As the learning objectives, learning contents, and assessment of learning achievements are interrelated, there may be cases when you return to step (2) during the process of considering the assessment in order to make changes to the learning contents.

**■ In the case of 'Country A XXX Japanese Language School Japanese-language Course for Adults'**

The learning achievements for this course are set as follows.

**Assessment of learning achievements**

1. Learners use the self-assessment checklist to conduct self-assessments at the start and end of the course.
2. During the lessons, they deliver oral presentations on three topics ('Travel and transport', 'Work and career', 'Language and culture'), and conduct assessments using the assessment standards and assessment sheet. For the remaining three topics ('Me and my family', 'Shopping', 'Eating habits'), they are only required to fill in the reflection sheets.
3. As the final assessment of the course, an oral test is conducted in the form of two role-play sessions. This is used to assess the production (oral production) competence established as the objective of the course. Regarding the assessment standards, the same standards as those used for the oral presentations carried out in lessons are used.
4. For each topic, learners write down in the reflection sheets about the new things they have realised through the course, and their thoughts about the mentality, customs and culture of the Japanese people, as well as their own mentality, customs and cultures.
5. Learning achievements are assessed using the portfolio.

\* The self-assessment checklists and the assessment standards and assessment sheets for the oral presentations are preserved in (1) Assessment tables of the portfolio. The reflection sheets are preserved in (2) Records of linguistic and cultural experiences of the portfolio. The presentation scripts and submitted materials, as well as the recorded audio materials are preserved in (3) Learning achievements of the portfolio.



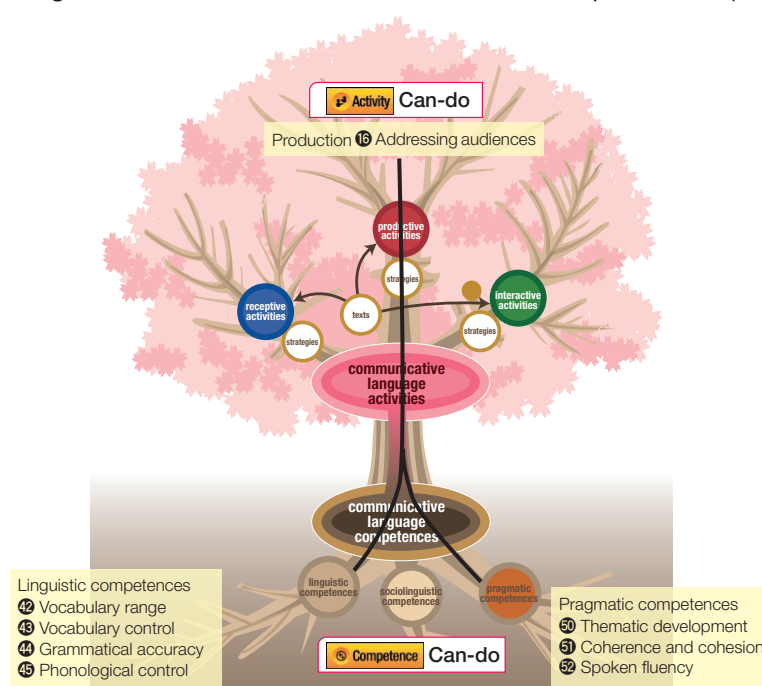
### 1. Self-assessment through the self-assessment checklist

Learners use the self-assessment checklist to conduct self-assessments at the start and end of the course. Section 2.2 ‘Applying Can-dos to Course Design’ covers details on how to draw up the lists.

### 2. Assessment of oral presentations for each topic

Of the six topics, learners are required to make oral presentations for the three topics of ‘Work and career’, ‘Travel and transport’, and ‘Language and culture’. These presentations are subjected to assessment. The JF Standard Tree is used to determine the assessment criteria. Firstly, verify the **categories of language activities** to be applied to the learning objectives and learning activities. Next, consider the **categories of language competences** to support these language activities. Figure 2-2 shows the language activities to be covered in the lessons, from among the language activities for production (oral production) at the **B1** level, as well as the categories of language competences selected as those necessary for the realisation of these language activities. The method for drawing up the assessment sheet is covered in Section 2.2 ‘Applying Can-dos to Course Design’.

Figure 2-2 Categories selected as the assessment criteria for production (oral production)



### 3. Final course assessment (oral tests)

A one-to-one oral test between the teacher and learner is carried out as the final course assessment. One role-play set in a workplace is carried out to determine if the learner is able to ‘state procedures’, while another role-play is selected from among the topics of ‘Shopping’, ‘Travel and transport’, ‘Eating habits’, or ‘Language and culture’ to determine if the learner is able to ‘describe and compare’. The two role-plays should take about 10 minutes to complete.

Using role cards, the teacher plays the role of a Japanese person in the conversational test. The learner aims to explain, cohesively, in some detail, and in a monologue style, to the Japanese person information that this person should know, touching upon differences and similarities between one’s firm and a Japanese company. The test is recorded, and assessment as well as self-assessment are conducted by the teacher and the learner respectively using the assessment sheet created in step 2.

Learners are likely to feel that the topics of ‘Travel and transport’ and ‘Language and culture’, which they made oral presentations for in class, are easier to handle, while the topics of ‘Shopping’ and ‘Eating habits’ are likely perceived to be somewhat more difficult. The teacher can choose which topics to use depending on the learner’s level, or the learner can also choose on their own based on consideration of the topics that are more relevant and necessary for themselves.

#### 4. Reflection sheet

To verify the achievement of the course objective, which is to ‘develop an ability to discern differences and similarities between one’s own way of thinking and the Japanese mentality, as well as between the customs and culture of Country A and Japan by enhancing one’s understanding of Japanese ways of thinking, customs and culture, and of the knowledge and impressions the Japanese have of Country A,’ learners fill in the reflection sheet shown in Figure 2-3 every lesson. After that, they share their reflections in pairs and groups.

Figure 2-3 Reflection sheet

#### 5. Assessment through the portfolio

The self-assessment checklist, assessment standards, assessment sheets, reflection sheets, and presentation scripts as well as recordings of oral presentations, and other items are stored in the portfolio. With regard to storage methods, it is possible to organise the respective elements into files as shown in Figure 2-4 or to summarise them in sheets based on the topics.

Figure 2-4 Structure of portfolio for this course

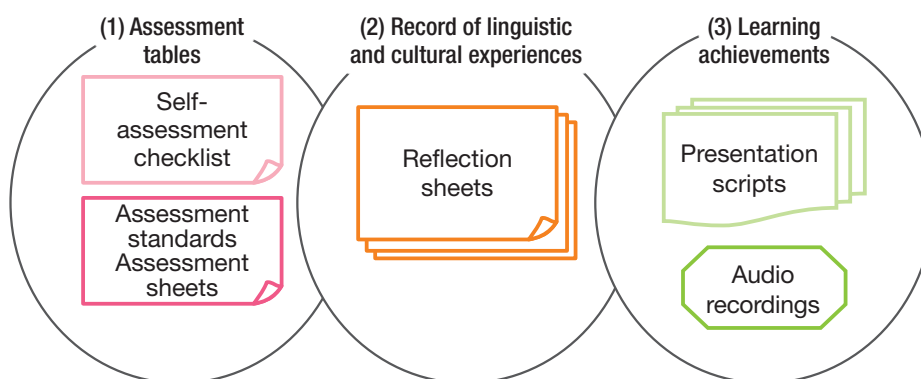
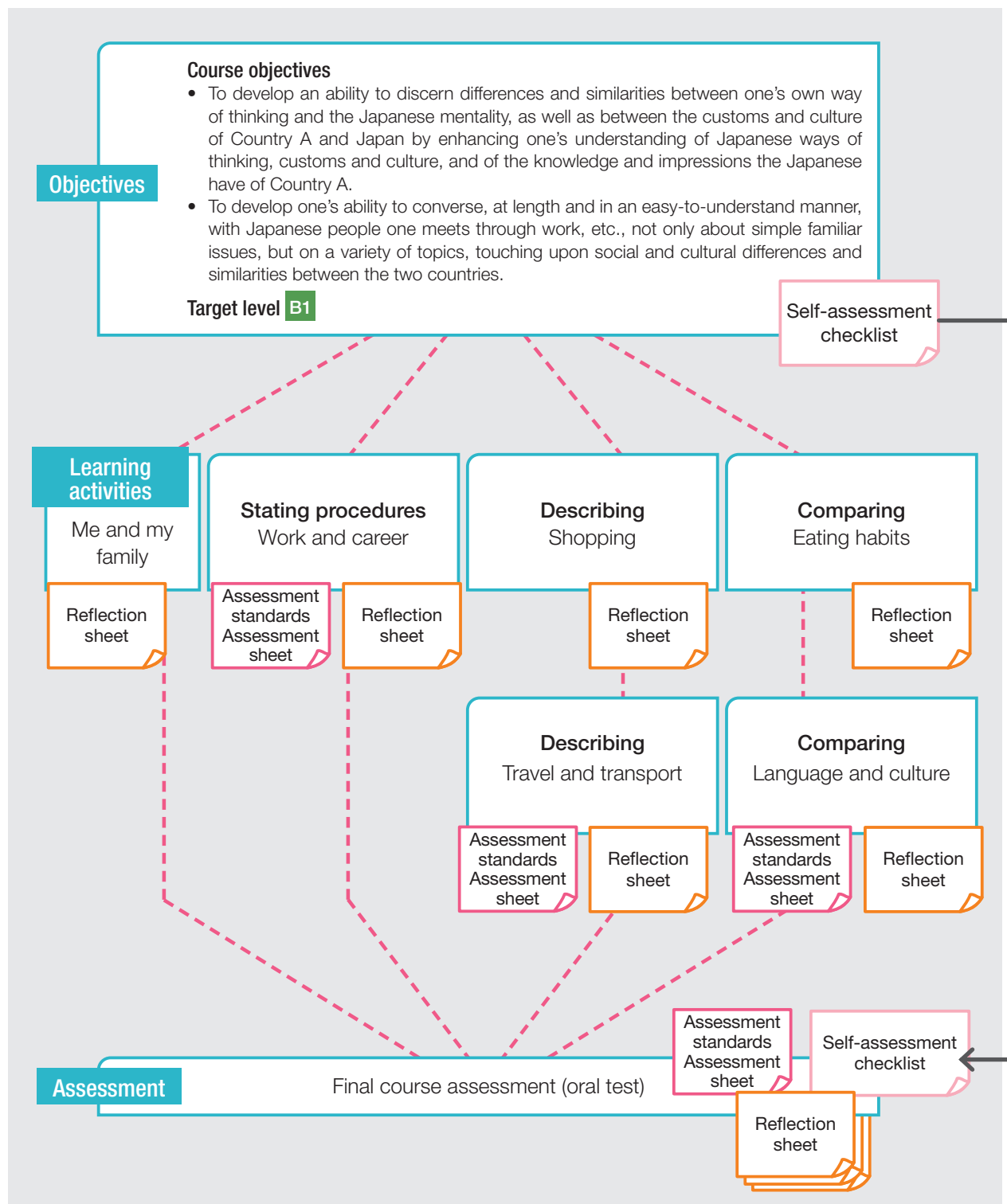


Figure 2-5 summarises the assessment methods used in this course.

Figure 2-5 Overview of the course assessment for ‘Country A XXX Japanese Language School’s’ course



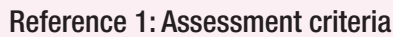
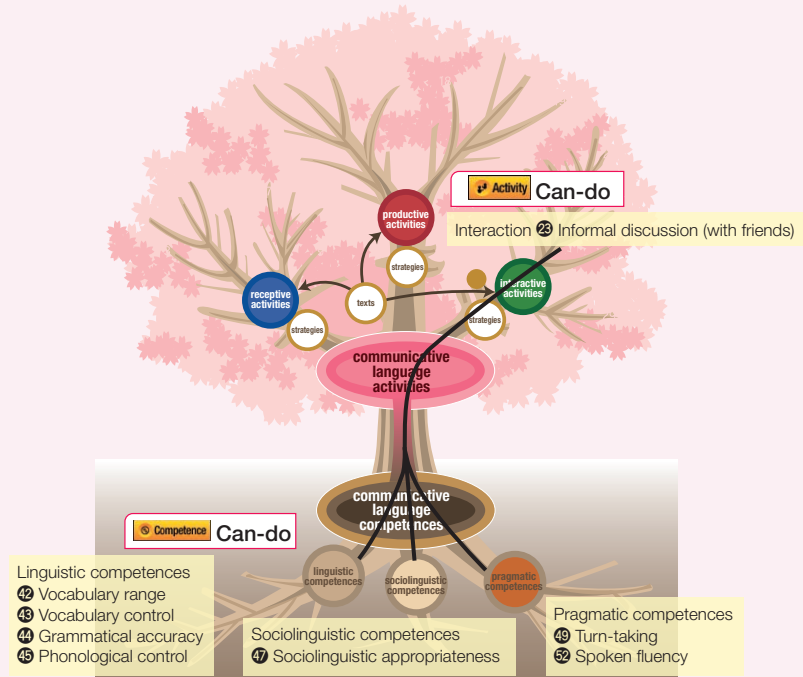


Figure 2-6 Categories selected as the assessment criteria for interaction (spoken interaction)




The role-play test developed by the JF in line with the JF Standard serves as a useful reference. This test can be used to measure the competence of ‘spoken interaction’ through role-play, based on the JF Can-dos. The learner’s competence can be assessed using the level standards of the JF Standard, and design can be customised to match the needs of each teaching context and learner.

## ロールカード

あなたが町に来た日本人の友達が、  
 食料品を買いに行きたいと書いています。  
 あなたが知っているお店を紹介し、  
 どんな物が、なぜその店がいいのかなど、  
 詳しく説明してください。

Your Japanese friend who is visiting your home town says that they would like to go and buy some groceries. Introduce a shop that you know, including details about what kind of shop it is, why you think that shop is a good choice etc..



## 2.2 Applying Can-dos to Course Design

Using the ‘Country A XXX Japanese Language School’ course as an example, this section introduces the JF Standard Tree in the context of course design and looks at the following methods of applying Can-dos to course design:

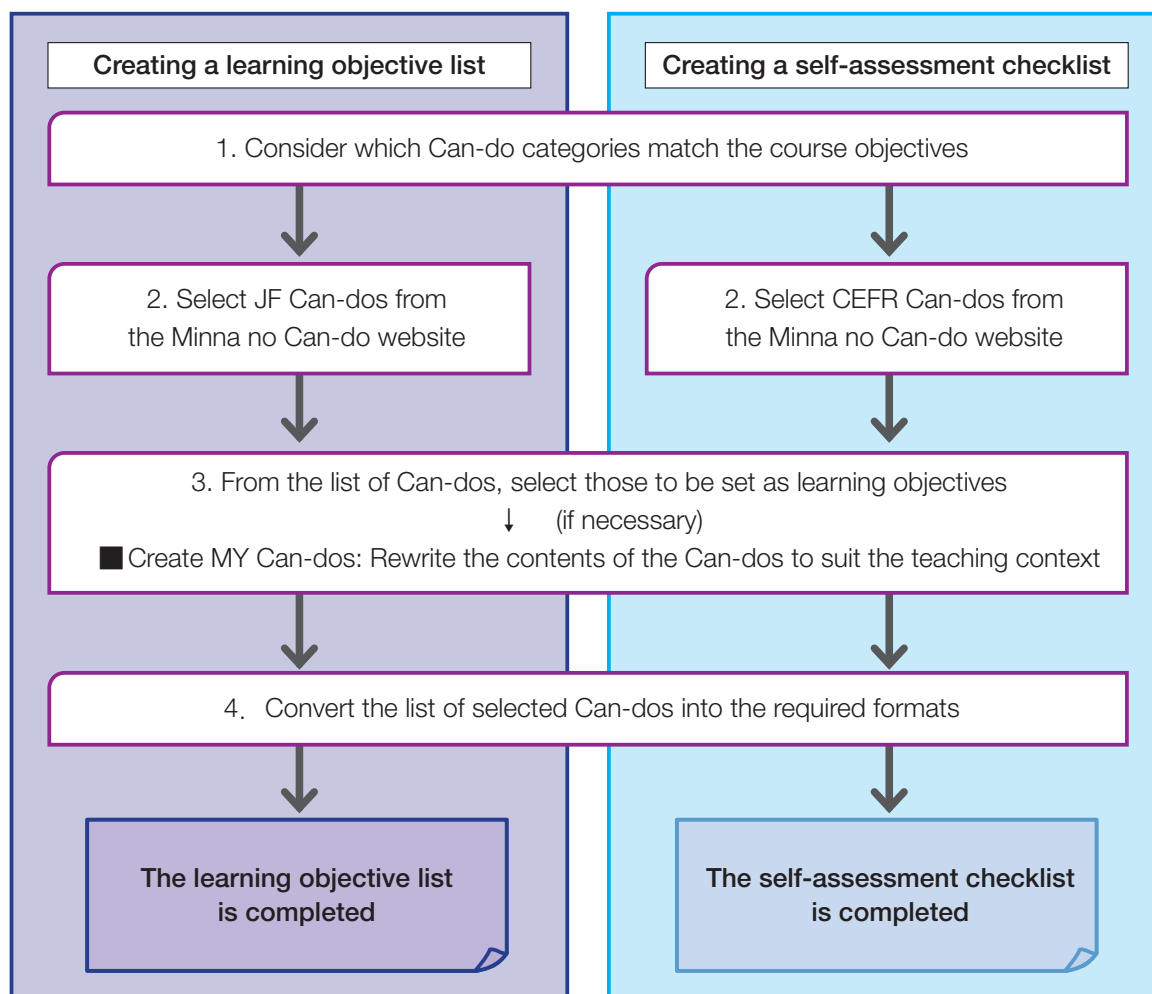
- (1) Creating a learning objective list and self-assessment checklist
- (2) Creating assessment standards and assessment sheets to assess speaking proficiency

### (1) Creating a learning objective list and self-assessment checklist

Creating a learning objective list and self-assessment checklist using Can-dos makes it easier to conceptualise the learning contents and assessment contents, and to share them between teachers and learners. They are also useful for strengthening learners’ awareness of objectives, and in motivating them to learn. As the Can-dos in the JF Standard are based on a common scale, it is also possible to compare them and share them across different organisations and different languages.

The overall procedure for creating learning objective lists and self-assessment checklists is shown in Figure 2-7.

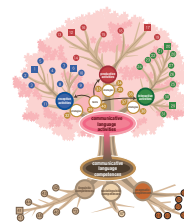
Figure 2-7 Procedure for creating learning objective lists and self-assessment checklists



## ■ 'Country A XXX Japanese Language School Japanese-language Course for Adults' – Creating a learning objective list –

### 1. Consider which Can-do categories match the course objectives

Look at the JF Standard Tree. As the objective of this course is to develop the ability to tell others something in a cohesive manner, select production (oral production) from among the Activity Can-dos, and then select the categories **13 Sustained monologue: describing experience** and **16 Addressing audiences** from among the activities.



### 2. Select JF Can-dos on the Minna no Can-do website for the relevant topics, levels and categories

Of the Can-dos from the categories **13 Sustained monologue: describing experience** and **16 Addressing audiences**, select the Can-dos for the six topics covered on this course at the target level of the course, which is **B1**. The six topics are 'Me and my family', 'Work and career', 'Shopping', 'Travel and transport', 'Eating habits', and 'Language and culture'. Table 2-2 shows a list of Can-dos (with topics assigned) selected from the Minna no Can-do website, output in Excel format.

Table 2-2 List of Can-dos (with topics) from the website output in Excel format

| 種別 | レベル | 種類 | 言語活動 | カテゴリー           | Can-do本文（英語）                                                                                                                                                                                                                       | トピック  |
|----|-----|----|------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| JF | B1  | 活動 | 産出   | 経験や物語を語る        | Can introduce in some detail the functions of the equipment, production processes, etc. when giving a guest a tour of a factory belonging to one's company.                                                                        | 仕事と職業 |
| JF | B1  | 活動 | 産出   | 講演やプレゼンテーションをする | Can introduce in some detail electronic dictionaries or other products to a customer at an electronics store or any other workplace, and respond to anticipated questions about the products, if preparations are made in advance. | 仕事と職業 |
| JF | B1  | 活動 | 産出   | 講演やプレゼンテーションをする | Can introduce in some detail famous sights, local specialties and other features when giving people a tour of, for example, a famous sightseeing area as a professional guide, if preparations are made in advance.                | 仕事と職業 |
| JF | B1  | 活動 | 産出   | 経験や物語を語る        | Can narrate to a friend about places one visited and events that occurred during a vacation etc., while giving the friend a souvenir.                                                                                              | 旅行と交通 |
| JF | B1  | 活動 | 産出   | 経験や物語を語る        | Can talk in some detail to a friend about something one just bought, such as an electronic dictionary, while comparing it with the device one previously had.                                                                      | 買い物   |
| JF | B1  | 活動 | 産出   | 経験や物語を語る        | Can explain in sequence the recipe of one's specialty dish, for example, to a friend.                                                                                                                                              | 食生活   |
| JF | B1  | 活動 | 産出   | 経験や物語を語る        | Can narrate to a friend about events relating to or impressions of intercultural experiences.                                                                                                                                      | 言語と文化 |
| JF | B1  | 活動 | 産出   | 講演やプレゼンテーションをする | Can make a well-organized, simple speech at a speech contest, for example, including episodes relating to or impressions of intercultural experiences, if one has prepared beforehand.                                             | 言語と文化 |
| JF | B1  | 活動 | 産出   | 講演やプレゼンテーションをする | Can give a simple well-organized presentation describing one's country, town, etc. to a group that is studying about one's country, for example, if preparations are made in advance.                                              | 言語と文化 |

### 3. From the list of Can-dos, select those to be set as the actual learning objectives

From among the list of Can-dos selected in Table 2-2, consider which Can-dos to set as the objectives for lessons and select the ones that you require. If the selected Can-do statements are difficult, translate them into the native language of the learners or rewrite them in simple Japanese while ensuring that the intent of the contents is conveyed.

If there are no Can-dos to suit your objectives in the list, it will be necessary to create MY Can-dos using the existing Can-dos in the list as a reference.

## ● Creating MY Can-dos

Using the list of selected Can-dos as your reference, create MY Can-dos like those shown below, changing the Can-do topics if necessary and incorporating the characteristics of statements at the **B1** level and specific examples.

### Created MY Can-dos

#### **‘Me and my family’**

Can talk in some detail to a Japanese person one has recently met about one’s good points and bad points.

#### **‘Work and career’**

Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one’s department, conveying information the Japanese person should know and touching upon differences and similarities between one’s firm and a Japanese company.

#### **‘Shopping’**

When shopping with Japanese people, can explain in some detail about popular specialty goods and fashion in one’s own country, while touching upon differences and similarities with Japanese specialty goods and fashion.

#### **‘Travel and transport’**

Can explain in some detail about famous tourist spots to Japanese tourists, taking into consideration the information they have.

#### **‘Eating habits’**

When eating with Japanese people, can explain in some detail about the similarities and differences between one’s own country and Japan in terms of dietary customs (manners and food) by providing specific examples.

#### **‘Language and culture’**

When entertaining Japanese visitors at one’s home, can explain in some detail similarities and differences between the lifestyle and customs (wedding ceremonies, regular annual events, etc.) of one’s own country and Japan by providing specific examples.

## 4. Convert the list of selected Can-dos into the format of a learning objective list

The list of Can-dos is converted into a list of objectives. Before sharing the list of objectives with the learners, fields need to be added for items such as:

- Course title and dates
- Topics that assessment will be conducted on

Figure 2-8 is an example of a completed list of learning objectives.

Figure 2-8 Example list of learning objectives

**Learning objectives**

**XXX Japanese Language School**

[Course objectives]

- To develop an ability to discern differences and similarities between one's own way of thinking and the Japanese mentality, as well as between the customs and culture of Country A and Japan by enhancing one's understanding of Japanese ways of thinking, customs and culture, and of the knowledge and impressions the Japanese have of Country A.
- To develop one's ability to converse, at length and in an easy-to-understand manner, with Japanese people one meets through work, etc., not only about simple familiar issues, but on a variety of topics, touching upon social and cultural differences and similarities between the two countries.

Name (                      )

| Class | Topic                                    | Learning objectives                                                                                                                                                                                                                                                             |
|-------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Orientation                              |                                                                                                                                                                                                                                                                                 |
| 2     | Me and my family                         | Can talk in some detail to a Japanese person one has recently met about one's good points and bad points.                                                                                                                                                                       |
| 3     |                                          |                                                                                                                                                                                                                                                                                 |
| 4     | Work and career<br>[Assessment (1)]      | Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. |
| 5     |                                          |                                                                                                                                                                                                                                                                                 |
| 6     | Shopping                                 | When shopping with Japanese people, can explain in some detail about popular specialty goods and fashion in one's own country, while touching upon differences and similarities with Japanese specialty goods and fashion.                                                      |
| 7     |                                          |                                                                                                                                                                                                                                                                                 |
| 8     | Travel and transport<br>[Assessment (2)] | Can explain in some detail about famous tourist spots to Japanese tourists, taking into consideration the information they have.                                                                                                                                                |
| 9     |                                          |                                                                                                                                                                                                                                                                                 |
| 10    | Eating habits                            | When eating with Japanese people, can explain in some detail about the similarities and differences between one's own country and Japan in terms of dietary customs (manners and food) by providing specific examples.                                                          |
| 11    |                                          |                                                                                                                                                                                                                                                                                 |
| 12    | Language and culture<br>[Assessment (3)] | When entertaining Japanese visitors at one's home, can explain in some detail similarities and differences between the lifestyle and customs (wedding ceremonies, regular annual events, etc.) of one's own country and Japan by providing specific examples.                   |
| 13    |                                          |                                                                                                                                                                                                                                                                                 |
| 14    | Summary                                  |                                                                                                                                                                                                                                                                                 |

With this step, the creation of the list of learning objectives is completed.



## ■ ‘Country A XXX Japanese Language School Japanese-language Course for Adults’ – Creating a self-assessment checklist –

On this course, lists are created of Activity Can-dos, which indicate the concrete activities that are easy for learners to conduct self-assessment on, and Strategy Can-dos.

### 1. Consider which Can-do categories match the course objectives

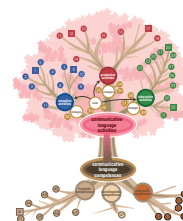
Look at the JF Standard Tree. In addition to the Can-dos from the two categories selected for the creation of the list of learning objectives, **13 Sustained monologue: describing experience** and **16 Addressing audiences**, select the categories of Strategy Can-dos that are needed to achieve these objectives.

◆ Activity Can-do categories: Production (oral production)

**13 Sustained monologue: describing experience** and **16 Addressing audiences**

◆ Strategy Can-do categories: Production

**33 Planning**, **34 Compensating**, and **35 Monitoring and repair**



### 2. Select Can-dos on the Minna no Can-do website for the relevant topics, levels and categories

Of the Can-dos from the above-mentioned five categories, select the Can-dos for level **A2**, which is the current level of the learners, and the Can-dos for the target level **B1**. As the self-assessment checklist is used at the start and end of the course, select the CEFR Can-dos for which the topics are not limited. Table 2-3 shows the list of Activity Can-dos for the **B1** level selected from the Minna no Can-do website and the Strategy Can-dos for the B1.1 level, output in Excel format.

Table 2-3 List of Activity Can-dos and Strategy Can-dos output from the website

| 種別   | レベル  | 種類 | 言語活動 | カテゴリー              | Can-do本文（英語）                                                                                                                                                                                                                              |
|------|------|----|------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can narrate a story.                                                                                                                                                                                                                      |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can describe events, real or imagined.                                                                                                                                                                                                    |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.                                                                                                                                 |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.                                                                                                                                 |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can give detailed accounts of experiences, describing feelings and reactions.                                                                                                                                                             |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can describe dreams, hopes and ambitions.                                                                                                                                                                                                 |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can relate the plot of a book or film and describe his/her reactions.                                                                                                                                                                     |
| CEFR | B1   | 活動 | 産出   | 経験や物語を語る           | Can relate details of unpredictable occurrences, e.g. an accident.                                                                                                                                                                        |
| CEFR | B1   | 活動 | 産出   | 講演やプレゼンテーションをする    | Can take follow up questions, but may have to ask for repetition if the speech was rapid.                                                                                                                                                 |
| CEFR | B1   | 活動 | 産出   | 講演やプレゼンテーションをする    | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. |
| CEFR | B1.1 | 方略 | 産出   | 表現方法を考える           | Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.                                         |
| CEFR | B1.1 | 方略 | 産出   | （表現できないことを）他の方法で補う | Can foreignise a mother tongue word and ask for confirmation.                                                                                                                                                                             |
| CEFR | B1.1 | 方略 | 産出   | （表現できないことを）他の方法で補う | Can use a simple word meaning something similar to the concept he/she wants to convey and invites ‘correction’.                                                                                                                           |
| CEFR | B1.1 | 方略 | 産出   | 自分の発話をモニターする       | Can start again using a different tactic when communication breaks down.                                                                                                                                                                  |
| CEFR | B1.1 | 方略 | 産出   | 自分の発話をモニターする       | Can ask for confirmation that a form used is correct.                                                                                                                                                                                     |

### 3. From the list of Can-dos, select the items that will actually be covered in lessons

Select the Can-dos that are closely related to the learning objectives and learning contents. If the selected Can-do statements are difficult, translate them into the native language of the learners or rewrite them in simple Japanese. For this example, we shall proceed to the next step without rewriting the Can-dos.

### 4. Convert the list of selected Can-dos into the format of a self-assessment checklist

The list of Can-dos, like the table in 2-3, is converted into the format of a self-assessment checklist. Fields need to be added to the self-assessment checklist for items such as:

- Course title and dates
- Name of learner
- Self-assessment by learner (creating multiple fields is recommended so that the learner can conduct self-assessment during different periods, such as at the start and end of the course)
- Explanation of inserted symbols

Figure 2-9 is an example of a self-assessment checklist that has already been created.

Figure 2-9 Example of a self-assessment checklist

#### Self-assessment checklist

XXX Japanese Language School

Name: \_\_\_\_\_

| A2         |                                                                                                                                                                         | First day | Last day                                              | B1                                                                                                                                                                                                                                        |  | First day | Last day |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|----------|
| Activities | Can give short, basic descriptions of events and activities.                                                                                                            |           |                                                       | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.                                                                                                                                 |  |           |          |
|            | Can describe plans and arrangements, habits and routines, past activities and personal experiences.                                                                     |           |                                                       | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.                                                                                                                                 |  |           |          |
|            | Can explain what he/she likes or dislikes about something.                                                                                                              |           |                                                       | Can give detailed accounts of experiences, describing feelings and reactions.                                                                                                                                                             |  |           |          |
|            | Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. |           |                                                       | Can describe dreams, hopes and ambitions.                                                                                                                                                                                                 |  |           |          |
|            | Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.          |           |                                                       | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. |  |           |          |
|            | Can cope with a limited number of straightforward follow up questions.                                                                                                  |           |                                                       | Can take follow up questions, but may have to ask for repetition if the speech was rapid.                                                                                                                                                 |  |           |          |
| Strategies | Can recall and rehearse an appropriate set of phrases from his/her repertoire.                                                                                          |           |                                                       | Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.                                         |  |           |          |
|            | Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.                                                                 |           |                                                       | Can foreignise a mother tongue word and ask for confirmation.                                                                                                                                                                             |  |           |          |
|            |                                                                                                                                                                         |           |                                                       | Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.                                                                                                                           |  |           |          |
|            |                                                                                                                                                                         |           |                                                       | Can start again using a different tactic when communication breaks down.                                                                                                                                                                  |  |           |          |
|            |                                                                                                                                                                         |           | Can ask for confirmation that a form used is correct. |                                                                                                                                                                                                                                           |  |           |          |

Legend

☒ Confident  
 ☐ Can do it  
 ☐ Difficult  
 ☒ Will work on it

With this step, the creation of the self-assessment checklist is completed.

## (2) Creating assessment standards and assessment sheets to assess speaking proficiency

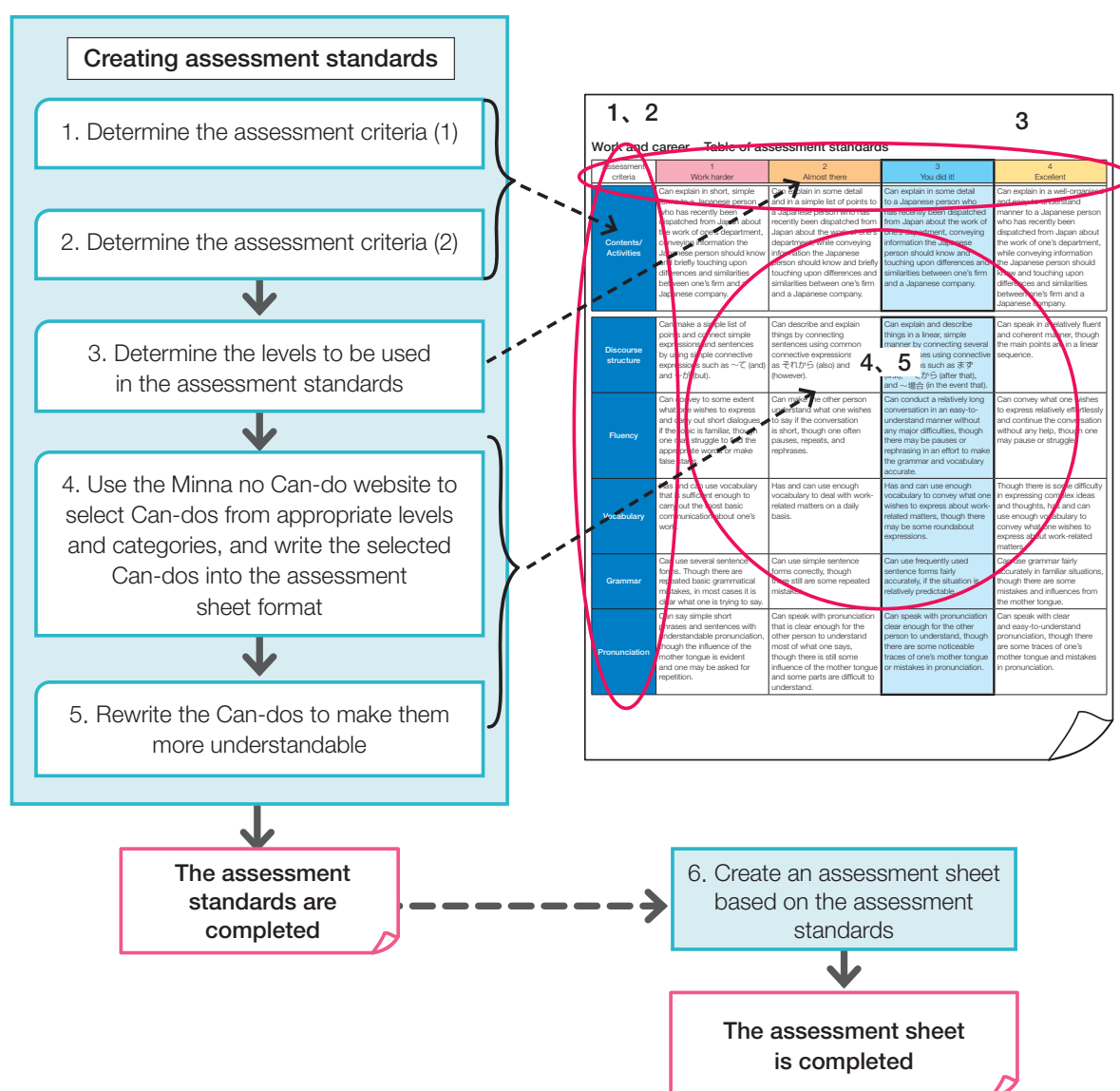
On this course, assessments are conducted through oral presentations for three out of six of the topics, which are 'Work and career', 'Travel and transport', and 'Language and culture'. Let us look at the procedure for creating the assessment standards and assessment sheets for the oral presentations, using the topic 'Work and career' as an example.

The Can-do for the learning objective of the topic 'Work and career' states 'Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company'. An oral presentation is delivered to assess if the learner has been successful in achieving this objective, based on the following hypothetical scenario.

'A new employee from Japan has joined the company that you are working in. You have been tasked with explaining the work of your department. Please explain, in as much detail as possible, what kind of work the department engages in and how this work is done. In addition, convey information that the Japanese person should know and touch upon differences and similarities between your firm and a Japanese company'.

Let us now create the assessment standards to assess this assignment. The procedure is shown in Figure 2-10.

Figure 2-10 Procedure for creating assessment standards and assessment sheets



■ ‘Country A XXX Japanese Language School Japanese-language Course for Adults’  
 – Creating assessment standards and assessment sheets –

On this course, an assessment standard format such as that shown in Table 2-4 below is used. It sets out the assessment criteria on the vertical axis, and the level of achievement on the horizontal axis.

Table 2-4 Example of a format for assessment standards

|                     |  |  |  |  |
|---------------------|--|--|--|--|
|                     |  |  |  |  |
| Assessment criteria |  |  |  |  |
|                     |  |  |  |  |
|                     |  |  |  |  |
|                     |  |  |  |  |
|                     |  |  |  |  |
|                     |  |  |  |  |

Now, let us look in detail at the procedure for creating assessment standards.

1. Determine the assessment criteria (1)

First, prepare the criteria for assessing the level of achievement regarding the Can-dos for production (oral production) at the **B1** level, which is the target level for the course. This criteria, named ‘Contents/Activities’, is used to assess the level of achievement for tasks, and includes criteria on intercultural understanding. The Activity Can-dos (refer to MY Can-dos on p.51) at the target **B1** level, are used as-is in this criteria.

- Work and career:** Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one’s department, conveying information the Japanese person should know and touching upon differences and similarities between one’s firm and a Japanese company.
- Travel and transport:** Can explain in some detail about famous tourist spots to Japanese tourists, taking into consideration the information they have.
- Language and culture:** When entertaining Japanese visitors at one’s home, can explain in some detail similarities and differences between the lifestyle and customs (wedding ceremonies, regular annual events, etc.) of one’s own country and Japan by providing specific examples.

2. Determine the assessment criteria (2)

Next, establish the language competences that are necessary for achieving the Can-dos for production (oral production) at the **B1** level, as the assessment criteria. On this course, the following categories from among the Competence Can-dos are considered to be important, and are therefore selected as the assessment criteria (Figure 2-2, p.45).

Competence Can-dos

- Linguistic competences
  - ④② Vocabulary range
  - ④③ Vocabulary control
  - ④④ Grammatical accuracy
  - ④⑤ Phonological control
- Pragmatic competences
  - ⑤① Thematic development
  - ⑤① Coherence and cohesion
  - ⑤② Spoken fluency

If the names of the categories selected from steps 1 and 2 have long names, rewrite them as necessary to make them easier to understand, and insert them into the fields for assessment criteria. On this course, they have been revised as follows.

- Linguistic competences
- ④② Vocabulary range, ④③ Vocabulary control → Combined as ‘Vocabulary’
- ④④ Grammatical accuracy → ‘Grammar’
- ④⑤ Phonological control → ‘Pronunciation’
- Pragmatic competences
- ⑤① Thematic development (Unchanged)
- ⑤① Coherence and cohesion (Unchanged)
- ⑤② Spoken fluency → ‘Fluency’

Seven items are set out in the vertical axis of Table 2-5 as the assessment criteria for this course: ‘Contents/Activities’, ‘Thematic development’, ‘Coherence and cohesion’, ‘Fluency’, ‘Vocabulary’, ‘Grammar’, and ‘Pronunciation’.

Table 2-5 Example of a format for assessment standards (with the assessment criteria inserted)

| Assessment criteria    |  |  |  |  |
|------------------------|--|--|--|--|
| Contents/Activities    |  |  |  |  |
| Thematic development   |  |  |  |  |
| Coherence and cohesion |  |  |  |  |
| Fluency                |  |  |  |  |
| Vocabulary             |  |  |  |  |
| Grammar                |  |  |  |  |
| Pronunciation          |  |  |  |  |

### 3. Determine the levels to be used in the assessment standards

On this course, four stages are set as the levels of achievement for the assessment standards: '4. Excellent', '3. You did it!', '2. Almost there', '1. Work harder'. Level **B1**, which is the target level for this course, is positioned as stage 3 of these four stages, while stage 4 represents a slightly more advanced level than **B1**. This is because learners are more motivated if they are able to visualise their next goal.

Table 2-6 Example of a format for assessment standards (with the levels of achievement inserted)

| Assessment criteria    | 1<br>Work harder | 2<br>Almost there | 3<br>You did it! | 4<br>Excellent |
|------------------------|------------------|-------------------|------------------|----------------|
| Contents/Activities    |                  |                   |                  |                |
| Thematic development   |                  |                   |                  |                |
| Coherence and cohesion |                  |                   |                  |                |
| Fluency                |                  |                   |                  |                |
| Vocabulary             |                  |                   |                  |                |
| Grammar                |                  |                   |                  |                |
| Pronunciation          |                  |                   |                  |                |

The assessment standards for this course are created using the Can-dos for level **B1**, which is the target level, and the Can-dos for level **A2**, which is the current proficiency level of the learners. However, in cases where there is a significant gap in the proficiency levels between different learners, reconsider the range of the levels and use the Can-dos from levels **A2** to **B2** instead, for example.

### 4. Use the Minna no Can-do website to select Can-dos from appropriate levels and categories and write the selected Can-dos into the assessment sheet format

From among the Can-dos for the respective linguistic competences ④② **Vocabulary range**, ④③ **Vocabulary control**, ④④ **Grammatical accuracy**, and ④⑤ **Phonological control**, and the respective pragmatic competences ⑤① **Thematic development**, ⑤② **Coherence and cohesion**, and ⑤③ **Spoken fluency**, output those at the **A2** and **B1** levels from the Minna no Can-do website and insert them as items for the vertical axis in the format shown in Table 2-6.

Depending on the category, there may be just one Can-do for two levels of achievement because the **A2** and **B1** levels are not divided into sub-levels (A2.1, A2.2, B1.1, B1.2). There may also be cases where there are multiple Can-dos for one stage. For these stages, the Can-dos can be inserted directly into the format without any changes.

Table 2-7 below is an extract of the list of Can-dos output from the Minna no Can-do website.

Table 2-7 Extract of list of Can-dos output from the website

| 種別   | レベル  | 種類 | 言語活動        | カテゴリー                 | Can-do本文 (英語)                                                                                                                                                                |
|------|------|----|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CEFR | A2.1 | 能力 | 語用能力        | 一貫性と結束性<br>(ディスコース能力) | Can link groups of words with simple connectors like 'and', 'but' and 'because'.                                                                                             |
| CEFR | A2.2 | 能力 | 語用能力        | 一貫性と結束性<br>(ディスコース能力) | Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.                         |
| CEFR | B1   | 能力 | 語用能力        | 一貫性と結束性<br>(ディスコース能力) | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.                                                                          |
| CEFR | A2   | 能力 | 言語構造的<br>能力 | 音素の把握                 | Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. |
| CEFR | B1   | 能力 | 言語構造的<br>能力 | 音素の把握                 | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.                                                  |
| CEFR | A2   | 能力 | 言語構造的<br>能力 | 語彙の使いこなし              | Can control a narrow repertoire dealing with concrete everyday needs.                                                                                                        |
| CEFR | B1   | 能力 | 言語構造的<br>能力 | 語彙の使いこなし              | Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.                 |

Table 2-8 is an example of the format with the Can-dos from Table 2-7 inserted into it. For the assessment criteria 'Contents/Activities', as explained in step 1, the MY Can-do set as the learning objective for the 'Work and career' topic has been inserted under the achievement level '3. You did it!'

Table 2-8 Example of a format for assessment standards containing Can-dos output from the website

| Assessment criteria     | 1<br>Work harder                                                                                                                                                                                                             | 2<br>Almost there                                                                                                                                           | 3<br>You did it!                                                                                                                                                                                                                                                                | 4<br>Excellent                                                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | A2                                                                                                                                                                                                                           |                                                                                                                                                             | B1                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
| Contents/<br>Activities |                                                                                                                                                                                                                              |                                                                                                                                                             | Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. |                                                                                                                                                                                                           |
| Thematic development    | Can tell a story or describe something in a simple list of points. (A2)                                                                                                                                                      |                                                                                                                                                             | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (B1)                                                                                                                                                                  |                                                                                                                                                                                                           |
| Coherence and cohesion  | Can link groups of words with simple connectors like 'and', 'but' and 'because'. (A2.1)                                                                                                                                      | Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. (A2.2) | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. (B1)                                                                                                                                                                        |                                                                                                                                                                                                           |
| Fluency                 | Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (A2.1)                                                                         | Can make him/herself understood in short contributions, even though false starts and reformulation are very evident. (A2.2)                                 | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (B1.1)                                                                                                   | Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. (B1.2)                   |
| Vocabulary              | · Has a sufficient vocabulary for the expression of basic communicative needs. (A2.1, vocabulary range)<br>· Has a sufficient vocabulary for coping with simple survival needs. (A2.1, vocabulary range)                     | Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2.2, vocabulary range)                      | Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (B1, vocabulary range)                                                  |                                                                                                                                                                                                           |
|                         | Can control a narrow repertoire dealing with concrete everyday needs. (A2, vocabulary control)                                                                                                                               |                                                                                                                                                             | Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (B1, vocabulary control)                                                                                           |                                                                                                                                                                                                           |
| Grammar                 | Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) |                                                                                                                                                             | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (B1.1)                                                                                                                                          | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1.2) |
| Pronunciation           | Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)                                            |                                                                                                                                                             | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)                                                                                                                                                |                                                                                                                                                                                                           |



## 5. Rewrite the Can-dos to make them more understandable

Rewrite the Can-dos inserted into the format for the assessment standards in sentences that are easy for the learners to understand. You can also rewrite them in the learner's native language. It is important to use positive expressions for the standards they have achieved. This will help to motivate the learners.

In cases where multiple Can-dos can be applied to a certain level of achievement in a certain category, refer to the objectives, identify suitable contents from each of the Can-dos, and summarise them. If there is only one Can-do for multiple levels of achievement, it will be necessary to break up the contents and assign them to the respective levels.

From among the assessment criteria, the item for 'Contents/Activities' as described in steps 1 and 4 is the actual learning objective (MY Can-do at the **B1** level). Hence, the objective is inserted directly, without any changes, into the level of achievement 3. With regard to rewriting the can-dos for the achievement levels 1, 2, and 4, refer to the **List of characteristics for each Can-do level** (Reference Material 3).

Looking at the Can-dos in Table 2-8, created in Step 4, we can see that because the Can-dos for **50 Thematic development** and **51 Coherence and cohesion** have similar contents, they were consequently combined into one as 'Discourse structure'.

Figure 2-11 is an example of the completed assessment standards. Figure 2-11 sets out the learning objective from the 'Work and career' topic of 'Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company' and the contents of the learning activities based on this.

Figure 2-11 Example of the completed assessment standards

### Work and career: Table of assessment standards

| Assessment criteria     | 1<br>Work harder                                                                                                                                                                                                                                                                                | 2<br>Almost there                                                                                                                                                                                                                                                                                                            | 3<br>You did it!                                                                                                                                                                                                                                                                | 4<br>Excellent                                                                                                                                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contents/<br>Activities | Can explain in short, simple terms to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and briefly touching upon differences and similarities between one's firm and a Japanese company. | Can explain in some detail and in a simple list of points to a Japanese person who has recently been dispatched from Japan about the work of one's department, while conveying information the Japanese person should know and briefly touching upon differences and similarities between one's firm and a Japanese company. | Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. | Can explain in a well-organised and easy-to-understand manner to a Japanese person who has recently been dispatched from Japan about the work of one's department, while conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. |
| Discourse structure     | Can make a simple list of points and connect simple expressions and sentences by using simple connective expressions such as ～て (and) and ～が (but).                                                                                                                                             | Can describe and explain things by connecting sentences using common connective expressions such as それから (also) and しかし (however).                                                                                                                                                                                           | Can explain and describe things in a linear, simple manner by connecting several short clauses using connective expressions such as まず (first), ～てから (after that), and ～場合 (in the event that).                                                                                 | Can speak in a relatively fluent and coherent manner, though the main points are in a linear sequence.                                                                                                                                                                                                                   |
| Fluency                 | Can convey to some extent what one wishes to express and carry out short dialogues if the topic is familiar, though one may struggle to find the appropriate words or make false starts.                                                                                                        | Can make the other person understand what one wishes to say if the conversation is short, though one often pauses, repeats, and rephrases.                                                                                                                                                                                   | Can conduct a relatively long conversation in an easy-to-understand manner without any major difficulties, though there may be pauses or rephrasing in an effort to make the grammar and vocabulary accurate.                                                                   | Can convey what one wishes to express relatively effortlessly and continue the conversation without any help, though one may pause or struggle.                                                                                                                                                                          |
| Vocabulary              | Has and can use vocabulary that is sufficient enough to carry out the most basic communication about one's work.                                                                                                                                                                                | Has and can use enough vocabulary to deal with work-related matters on a daily basis.                                                                                                                                                                                                                                        | Has and can use enough vocabulary to convey what one wishes to express about work-related matters, though there may be some roundabout expressions.                                                                                                                             | Though there is some difficulty in expressing complex ideas and thoughts, has and can use enough vocabulary to convey what one wishes to express about work-related matters.                                                                                                                                             |
| Grammar                 | Can use several sentence forms. Though there are repeated basic grammatical mistakes, in most cases it is clear what one is trying to say.                                                                                                                                                      | Can use simple sentence forms correctly, though there still are some repeated mistakes.                                                                                                                                                                                                                                      | Can use frequently used sentence forms fairly accurately, if the situation is relatively predictable.                                                                                                                                                                           | Can use grammar fairly accurately in familiar situations, though there are some mistakes and influences from the mother tongue.                                                                                                                                                                                          |
| Pronunciation           | Can say simple short phrases and sentences with understandable pronunciation, though the influence of the mother tongue is evident and one may be asked for repetition.                                                                                                                         | Can speak with pronunciation that is clear enough for the other person to understand most of what one says, though there is still some influence of the mother tongue and some parts are difficult to understand.                                                                                                            | Can speak with pronunciation clear enough for the other person to understand, though there are some noticeable traces of one's mother tongue or mistakes in pronunciation.                                                                                                      | Can speak with clear and easy-to-understand pronunciation, though there are some traces of one's mother tongue and mistakes in pronunciation.                                                                                                                                                                            |

## 6. Create an assessment sheet based on the assessment standards

Based on the assessment standards completed in Step 5, an assessment sheet such as that shown in Figure 2-12 is created. On this course, the assessment sheet shown in Figure 2-12 is used by both the teacher and the learners who have made their presentations. Depending on the learner's level, it may be better to create a sheet for the presenter, written in their native language or in easy Japanese.

The learner listens to a recording of their own presentation after the lesson and checks the sheet. The teacher can check the sheet while listening to the presentation, or check it after listening to the recording. It is also a good idea for learners to use the same assessment sheet for peer assessment.

Figure 2-12 Example of an assessment sheet created based on the assessment standards

| Work and career                        |                                                                                                                                                                                                                                                                                                 | <div> <div>[Objective]</div> <div>Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company.</div> </div> <div>Name</div> |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Assessment criteria                    | 1<br>Work harder                                                                                                                                                                                                                                                                                | 2<br>Almost there                                                                                                                                                                                                                                                                                                                              | 3<br>You did it!                                                                                                                                                                                                                                                                | 4<br>Excellent                                                                                                                                                                                                                                                                                                           |  |
| Contents/<br>Activities                | Can explain in short, simple terms to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and briefly touching upon differences and similarities between one's firm and a Japanese company. | Can explain in some detail and in a simple list of points to a Japanese person who has recently been dispatched from Japan about the work of one's department, while conveying information the Japanese person should know and briefly touching upon differences and similarities between one's firm and a Japanese company.                   | Can explain in some detail to a Japanese person who has recently been dispatched from Japan about the work of one's department, conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. | Can explain in a well-organised and easy-to-understand manner to a Japanese person who has recently been dispatched from Japan about the work of one's department, while conveying information the Japanese person should know and touching upon differences and similarities between one's firm and a Japanese company. |  |
| Discourse structure                    | Can make a simple list of points and connect simple expressions and sentences by using simple connective expressions such as ～て (and) and ～が (but).                                                                                                                                             | Can describe and explain things by connecting sentences using common connective expressions such as それから (also) and しかし (however).                                                                                                                                                                                                             | Can explain and describe things in a linear, simple manner by connecting several short clauses using connective expressions such as まず (first), ～てから (after that), and ～場合 (in the event that).                                                                                 | Can speak in a relatively fluent and coherent manner, though the main points are in a linear sequence.                                                                                                                                                                                                                   |  |
| Fluency                                | Can convey to some extent what one wishes to express and carry out short dialogues if the topic is familiar, though one may struggle to find the appropriate words or make false starts.                                                                                                        | Can make the other person understand what one wishes to say if the conversation is short, though one often pauses, repeats, and rephrases.                                                                                                                                                                                                     | Can conduct a relatively long conversation in an easy-to-understand manner without any major difficulties, though there may be pauses or rephrasing in an effort to make the grammar and vocabulary accurate.                                                                   | Can convey what one wishes to express relatively effortlessly and continue the conversation without any help, though one may pause or struggle.                                                                                                                                                                          |  |
| Vocabulary                             | Has and can use vocabulary that is sufficient enough to carry out the most basic communication about one's work.                                                                                                                                                                                | Has and can use enough vocabulary to deal with work-related matters on a daily basis.                                                                                                                                                                                                                                                          | Has and can use enough vocabulary to convey what one wishes to express about work-related matters, though there may be some roundabout expressions.                                                                                                                             | Though there is some difficulty in expressing complex ideas and thoughts, has and can use enough vocabulary to convey what one wishes to express about work-related matters.                                                                                                                                             |  |
| Grammar                                | Can use several sentence forms. Though there are repeated basic grammatical mistakes, in most cases it is clear what one is trying to say.                                                                                                                                                      | Can use simple sentence forms correctly, though there still are some repeated mistakes.                                                                                                                                                                                                                                                        | Can use frequently used sentence forms fairly accurately, if the situation is relatively predictable.                                                                                                                                                                           | Can use grammar fairly accurately in familiar situations, though there are some mistakes and influences from the mother tongue.                                                                                                                                                                                          |  |
| Pronunciation                          | Can say simple short phrases and sentences with understandable pronunciation, though the influence of the mother tongue is evident and one may be asked for repetition.                                                                                                                         | Can speak with pronunciation that is clear enough for the other person to understand most of what one says, though there is still some influence of the mother tongue and some parts are difficult to understand.                                                                                                                              | Can speak with pronunciation clear enough for the other person to understand, though there are some noticeable traces of one's mother tongue or mistakes in pronunciation.                                                                                                      | Can speak with clear and easy-to-understand pronunciation, though there are some traces of one's mother tongue and mistakes in pronunciation.                                                                                                                                                                            |  |
| <div>Things I am satisfied about</div> |                                                                                                                                                                                                                                                                                                 | <div>Things I should work harder on</div>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                          |  |

In this section, we have introduced the processes for creating learning objectives, self-assessment checklists, assessment standards, and assessment sheets. When creating the assessment standards, you can also refer to the Common Reference Levels for **Qualitative aspects of spoken language use** provided by the CEFR (Reference Material 5).

When creating the assessment standards and assessment sheets for measuring writing competency, please refer to the assessment standards and assessment sheets for essay-writing, introduced in section 1.5 'Understanding the Portfolio'. The 'Written assessment criteria' provided by the CEFR is set out on pp.142-143 of *Insights from the Common European Framework* (Oxford University Press, 2004).





# **Reference Materials**

# Reference Material

**Reference Material 1** CEFR Common Reference Level: self-assessment grid

|               |                    | A1                                                                                                                                                                                                                                                                      | A2                                                                                                                                                                                                                                                                                      | B1                                                                                                                                                                                                                                                                                                                   |
|---------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNDERSTANDING | Listening          | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.                                                                                                            | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. |
|               | Reading            | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.                                                                                                                                                  | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.                                                            | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.                                                                                                                                  |
| SPEAKING      | Spoken interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.                   | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).                         |
|               | Spoken production  | I can use simple phrases and sentences to describe where I live and people I know.                                                                                                                                                                                      | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.                                                                                                     | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.                                         |
| WRITING       | Writing            | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.                                                             | I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.                                                                                                    | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.                                                                                                                                                         |



| B2                                                                                                                                                                                                                                                                                                        | C1                                                                                                                                                                                                                                                                                                    | C2                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.                                              | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.                                                                               | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.                                                                                                                                                       |
| I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.                                                                                                                         | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.                                                                                  | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.                                                                                                                                                             |
| I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.                                                                         | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.                                                                                          | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.                                                                                                                                  | I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.                                                                                                                                       |
| I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.                      | I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.                                    |

References: Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*.  
Cambridge: Cambridge University Press.

## Reference Material 2

## List of categories for language competences and language activities

| Classification                    | No.         | Category              | Explanation of categories                                                                                                                                                                   |
|-----------------------------------|-------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communicative language activities | Reception   | 1 聞くこと全般              | Descriptions related to overall listening [CEFR: overall listening comprehension]                                                                                                           |
|                                   |             | 2 母語話者同士の会話を聞く        | Understanding conversation between native speakers [CEFR: understanding conversation between native speakers]                                                                               |
|                                   |             | 3 講演やプレゼンテーションを聞く     | Listening to a lecture, presentation, etc. as a member of a live audience [CEFR: listening as a member of a live audience]                                                                  |
|                                   |             | 4 指示やアナウンスを聞く         | Listening to public announcements such as broadcasts at train stations, and instructions directed at oneself [CEFR: listening to announcements and instructions]                            |
|                                   |             | 5 音声メディアを聞く           | Listening to audio media and recordings, such as radio programs [CEFR: listening to audio media and recordings]                                                                             |
|                                   |             | 6 読むこと全般              | Descriptions related to overall reading [CEFR: overall reading comprehension]                                                                                                               |
|                                   |             | 7 手紙やメールを読む           | Reading correspondences such as letters, faxes, and e-mails [CEFR: reading correspondence]                                                                                                  |
|                                   |             | 8 必要な情報を探し出す          | Identifying the specific information needed from bulletins, advertisements, materials, etc. [CEFR: reading for orientation]                                                                 |
|                                   |             | 9 情報や要点を読み取る          | Reading and understanding the outline and key points of news articles and specialised materials [CEFR: reading for information & argument]                                                  |
|                                   |             | 10 説明を読む              | Reading instructions and explanations in instruction manuals, agreements, etc. [CEFR: reading instructions]                                                                                 |
|                                   |             | 11 テレビや映画を見る          | Listening to audio while watching a video, such as TV programmes, films, etc. [CEFR: watching TV and film]                                                                                  |
|                                   | Production  | 12 話すこと全般             | Descriptions related to overall speaking [CEFR: overall oral production]                                                                                                                    |
|                                   |             | 13 経験や物語を語る           | Talking about one's experiences, knowledge, or a story [CEFR: sustained monologue: describing experience]                                                                                   |
|                                   |             | 14 論述する               | Stating one's opinions, reasons, and proof, such as in a debate [CEFR: sustained monologue: putting a case (e.g. in a debate)]                                                              |
|                                   |             | 15 公共アナウンスをする         | Making a public announcement [CEFR: public announcements]                                                                                                                                   |
|                                   |             | 16 講演やプレゼンテーションをする    | Addressing audiences in a lecture, speech, presentation, etc. [CEFR: addressing audiences]                                                                                                  |
|                                   |             | 17 書くこと全般             | Descriptions related to overall writing [CEFR: overall written production]                                                                                                                  |
|                                   |             | 18 作文を書く              | Writing about one's experiences, knowledge, or a story [CEFR: creative writing]                                                                                                             |
|                                   | Interaction | 19 レポートや記事を書く         | Writing reports, essays, etc., by summarising information [CEFR: reports and essays]                                                                                                        |
|                                   |             | 20 口頭でのやりとり全般         | Descriptions related to overall spoken interaction [CEFR: overall spoken interaction]                                                                                                       |
|                                   |             | 21 母語話者とやりとりをする       | Interacting with a native speaker [CEFR: understanding a native speaker interlocutor]                                                                                                       |
|                                   |             | 22 社交的なやりとりをする        | Interacting to maintain social relationships, such as greetings, social pleasantries, small talk, etc. [CEFR: conversation]                                                                 |
|                                   |             | 23 インフォーマルな場面でやりとりをする | Consulting with or exchanging opinions with friends/acquaintances in informal settings [CEFR: informal discussion (with friends)]                                                           |
|                                   |             | 24 フォーマルな場面で議論する      | Engaging in discussions in formal settings, such as meetings, debates, etc. [CEFR: formal discussion and meetings]                                                                          |
|                                   |             | 25 共同作業中にやりとりをする      | Interacting in cooperative work with others, such as event planning, relocation, etc. [CEFR: goal-oriented co-operation (e.g. repairing a car, discussing a document, organising an event)] |
|                                   |             | 26 店や公共機関でやりとりをする     | Interacting to obtain goods and services at shops and public spaces such as stations, government offices, banks, etc. [CEFR: transactions to obtain goods and services]                     |
|                                   |             | 27 情報交換する             | Exchanging substantial information that is required for certain reasons [CEFR: information exchange]                                                                                        |

| Classification              |                                    | No.                    | Category      | Explanation of categories                                                                                                       |                                                                                                                                                                                          |
|-----------------------------|------------------------------------|------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                                    |                        | 28            | インタビューする／受ける                                                                                                                    | Interviewing and being interviewed, including consultations at a hospital [CEFR: interviewing and being interviewed]                                                                     |
|                             |                                    |                        | 29            | 文書でのやりとり全般                                                                                                                      | Descriptions related to overall written interaction [CEFR: overall written interaction]                                                                                                  |
|                             |                                    |                        | 30            | 手紙やメールのやりとりをする                                                                                                                  | Interacting through letters, faxes, e-mails, etc. [CEFR: correspondence]                                                                                                                 |
|                             |                                    |                        | 31            | 申請書類や伝言を書く                                                                                                                      | Filling in a prescribed form such as application forms and questionnaires, and writing notes and messages [CEFR: notes, messages & forms]                                                |
|                             | Strategies                         | Reception              | 32            | 意図を推測する                                                                                                                         | Identifying cues and inferring meaning and intent from the context [CEFR: identifying cues and inferring (spoken & written)]                                                             |
|                             |                                    | Production             | 33            | 表現方法を考える                                                                                                                        | Considering how to express what one wishes to convey [CEFR: planning]                                                                                                                    |
|                             |                                    |                        | 34            | (表現できないことを) 他の方法で補う                                                                                                             | Compensating for what one is unable to verbalise appropriately, such as by replacing with other expressions or gesturing [CEFR: compensating]                                            |
|                             |                                    |                        | 35            | 自分の発話をモニターする                                                                                                                    | Monitoring one's own speech and revising errors or rephrasing [CEFR: monitoring and repair]                                                                                              |
|                             |                                    | Interaction            | 36            | 発言権を取る (ターン・テイキング)                                                                                                              | Taking turns appropriately, and starting, continuing, and ending a conversation [CEFR: taking the floor (turn-taking)]                                                                   |
|                             |                                    |                        | 37            | 議論の展開に協力する                                                                                                                      | Cooperating on the development of a conversation or discussion by connecting what one said with what others said, or checking the flow of dialogue up to that point [CEFR: co-operating] |
|                             |                                    |                        | 38            | 説明を求める                                                                                                                          | Asking for clarification on a point one could not understand, or asking for detailed explanations [CEFR: asking for clarification]                                                       |
|                             |                                    | Texts                  | 39            | メモやノートを取る                                                                                                                       | Taking notes of what others said, such as in lectures, seminars, etc., [CEFR: note-taking (lectures, seminars, etc.)]                                                                    |
|                             | 40                                 |                        | 要約したり書き写したりする | Summarising the contents of a text, rewriting the important points [CEFR: processing text]                                      |                                                                                                                                                                                          |
|                             | Communicative language competences | Linguistic competences | 41            | 使える言語の範囲                                                                                                                        | Range of vocabulary, grammar, phonology, literacy, etc. that one can apply [CEFR: general linguistic range]                                                                              |
| 42                          |                                    |                        | 使用語彙領域        | Range of vocabulary knowledge [CEFR: vocabulary range]                                                                          |                                                                                                                                                                                          |
| 43                          |                                    |                        | 語彙の使いこなし      | Ability to control vocabulary knowledge [CEFR: vocabulary control]                                                              |                                                                                                                                                                                          |
| 44                          |                                    |                        | 文法的正確さ        | Grammatical accuracy [CEFR: grammatical accuracy]                                                                               |                                                                                                                                                                                          |
| 45                          |                                    |                        | 音素の把握         | Knowledge of pronunciation and intonation, and ability to control it [CEFR: phonological control]                               |                                                                                                                                                                                          |
| 46                          |                                    |                        | 正書法の把握        | Knowledge of spelling, writing system, usage of punctuation marks, etc., and ability to control it [CEFR: orthographic control] |                                                                                                                                                                                          |
| Sociolinguistic competences |                                    | 47                     | 社会言語的な適切さ     | Sociolinguistic appropriateness [CEFR: sociolinguistic appropriateness]                                                         |                                                                                                                                                                                          |
| Pragmatic competences       |                                    | Discourse competence   | 48            | 柔軟性                                                                                                                             | Ability to control contents and speaking style to suit the situation and listener [CEFR: flexibility]                                                                                    |
|                             |                                    |                        | 49            | 発言権                                                                                                                             | Ability to start, continue, and end a speaking turn [CEFR: turn-taking]                                                                                                                  |
|                             |                                    |                        | 50            | 話題の展開                                                                                                                           | Ability to list and develop points of discussion [CEFR: thematic development]                                                                                                            |
|                             |                                    |                        | 51            | 一貫性と結束性                                                                                                                         | Ability to construct text using connecting and combining expressions [CEFR: coherence and cohesion]                                                                                      |
|                             |                                    | Functional competence  | 52            | 話しことばの流暢さ                                                                                                                       | Ability to enunciate clearly, continue a conversation, and deal with the situation when stuck [CEFR: spoken fluency]                                                                     |
|                             |                                    |                        | 53            | 叙述の正確さ                                                                                                                          | Ability to explicitly verbalise one's thoughts and other matters [CEFR: propositional precision]                                                                                         |

Reference: Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment.  
Cambridge: Cambridge University Press.

|    | Condition                                                                                                                                                                                                             | Topic/Setting                                                                                                                                                         | Object                                                                                                                                                                                                                                                                                                                             | Action                                                                                                                                                                                                                                 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2 | <ul style="list-style-type: none"> <li>母語話者にかなり速いスピードで話されても</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>幅広い分野にわたって</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>生であれ、放送であれ、あらゆる種類の話しことば</li> <li>かなり程度の高い口頭表現や方言的な慣用表現、馴染みの薄い専門用語を利用した専門の講義やプレゼンテーション</li> <li>あらゆる形式の書きことば</li> <li>長い複雑なテキスト</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>難なく理解できる</li> <li>実質的に理解して批判的に解釈できる</li> </ul>                                                                                                                                                  |
| C1 | <ul style="list-style-type: none"> <li>耳慣れない話し方の場合には、ときどき細部を確認する必要があるが</li> <li>いくつかの非標準的な表現があっても</li> <li>難しい箇所を読み返すことができるができれば</li> <li>辞書をときどき使えば</li> </ul>                                                       | <ul style="list-style-type: none"> <li>自分の専門分野に関連していなくても</li> <li>社会、専門、学問の分野</li> <li>自分の専門外の抽象的で複雑な話題</li> </ul>                                                    | <ul style="list-style-type: none"> <li>長い発話</li> <li>録音され、放送された広範囲な音声素材</li> <li>相当数の俗語や慣用表現のある映画</li> <li>ある程度長い、複雑なテキスト</li> <li>幅広い慣用表現や口語表現のテキスト</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>容易に理解できる</li> <li>中身を詳細に理解できる</li> </ul>                                                                                                                                                        |
| B2 | <ul style="list-style-type: none"> <li>専門用語の意味を確認するために辞書を使うことができる(専門外であっても)(B2.2)</li> <li>話の方向性が明示的な標識で示されていれば (B2.1)</li> <li>少し努力すれば (B2.1)</li> <li>標準語で普通のスピードで話されていれば</li> <li>難しい箇所を読み返すことができるができれば</li> </ul> | <ul style="list-style-type: none"> <li>身近な話題でなくとも(B2.2)</li> <li>個人間、社会、専門、学問の世界で普段出合う話題 (B2.2)</li> <li>幅広い専門的な話題</li> <li>自分の興味のある分野</li> <li>具体的／抽象的な話題</li> </ul> | <ul style="list-style-type: none"> <li>母語話者同士の活気に富んだ会話 (B2.2)</li> <li>非常に専門的な資料 (B2.2)</li> <li>自分の周りで話されていること (B2.1)</li> <li>内容的にも言語的にも複雑な話</li> <li>学問的／専門的なプレゼンテーション</li> <li>たいていのテレビのニュースや時事問題の番組</li> <li>ドキュメンタリー、生のインタビュー、トークショー、演劇、大部分の映画</li> <li>長い複雑なテキスト</li> <li>情報や記事、レポート</li> </ul>                             | <ul style="list-style-type: none"> <li>母語話者の会話についていくことができる (B2.2)</li> <li>情報、考え、意見を読み取ることができる (B2.2)</li> <li>流れを理解できる (B2.1)</li> <li>要点を理解できる</li> <li>独力で読み解くことができる</li> <li>重要事項を見定めることができる</li> <li>内容やその重要度をすぐに把握できる</li> </ul> |
| B1 | <ul style="list-style-type: none"> <li>聞き慣れた話し方で、発音もはっきりとしていれば (B1.2)</li> <li>話し方がゆっくりとはっきりとしていれば (B1.1)</li> <li>話が標準的なことばで、発音もはっきりとしていれば</li> </ul>                                                                | <ul style="list-style-type: none"> <li>毎日や普段の仕事上の話題 (B1.2)</li> <li>身近な話題 (B1.1)</li> <li>仕事、学校、余暇などの場面で普段出合う、ごく身近な事柄 (B1.1)</li> <li>自分の専門分野や興味のある話題</li> </ul>      | <ul style="list-style-type: none"> <li>簡潔で明確な構成のプレゼンテーション、講義、話 (B1.2)</li> <li>多くのテレビ番組 (インタビュー、短い講演、ニュースレポート) (B1.2)</li> <li>簡単な短い話 (B1.1)</li> <li>ラジオの短いニュースや、比較的簡単な内容の録音された素材 (B1.1)</li> <li>かなりの映画、テレビ番組 (B1.1)</li> <li>日常の資料 (手紙、パンフレット、短い公文書) (B1.1)</li> <li>簡単な新聞記事 (B1.1)</li> <li>簡単な専門的情報</li> <li>詳細な指示</li> </ul> | <ul style="list-style-type: none"> <li>内容をおおいた理解できる (B1.2)</li> <li>要点を理解できる (B1.1)</li> <li>重要点を取り出すことができる (B1.1)</li> <li>理解できる</li> <li>出来事、感情、希望の表現を理解することができる</li> </ul>                                                          |

|    | Condition                                                                                                                                                                       | + | Topic/Setting                                                                                                                                              | + | Topic/Setting                                                                                                                                                                                                                                                                                              | + | Action                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2 | <ul style="list-style-type: none"> <li>• 簡単なことばで表現されていれば (A2.2)</li> <li>• 映像が実況のほとんどを説明してくれるならば (A2.2)</li> <li>• ゆっくりとはっきりと話されれば</li> </ul>                                   |   | <ul style="list-style-type: none"> <li>• 具体的で身近な事柄 (A2.2)</li> <li>• 最も直接的な優先事項の領域 (ごく基本的な個人や家族の情報、買い物、その地域の地理、雇用) (A2.1)</li> <li>• 予測可能な日常の事柄</li> </ul> |   | <ul style="list-style-type: none"> <li>• 日常の手紙やファックス (照会、注文、確認) (A2.2)</li> <li>• 短い個人の手紙 (A2.1)</li> <li>• 短い、はっきりとした、簡単なメッセージやアナウンス</li> <li>• 日常の看板や掲示 (道路、レストラン、鉄道の駅などの看板、指示、危険警告などの掲示)</li> <li>• 日常の簡単な資料 (広告、メニュー、時刻表)</li> <li>• 日常の簡単なテキスト (手紙、パンフレット、新聞の短い事件記事)</li> <li>• テレビのニュース番組</li> </ul> |   | <ul style="list-style-type: none"> <li>• 具体的な必要性を満たすことが可能な程度に理解できる (A2.2)</li> <li>• 内容を大まかに理解できる (A2.1)</li> <li>• 話題が理解できる</li> <li>• 要点が理解できる</li> <li>• 必要な情報を取り出すことができる</li> </ul> |
| A1 | <ul style="list-style-type: none"> <li>• 意味が取れるように長い区切りをおいて、非常にゆっくりと注意深く発音してもらえれば</li> <li>• 当人に向かって、丁寧にゆっくりと話されれば</li> <li>• 必要であれば読み直したりしながら</li> <li>• 視覚的な補助があれば</li> </ul> |   | <ul style="list-style-type: none"> <li>• 日常のよくある状況で</li> </ul>                                                                                             |   | <ul style="list-style-type: none"> <li>• 短い簡単な説明、指示、情報</li> <li>• 非常に短い簡単なテキスト</li> <li>• 簡単な掲示の中にある身近な名前や語、基本的な表現</li> </ul>                                                                                                                                                                              |   | <ul style="list-style-type: none"> <li>• 一文一節ずつ理解することができる</li> <li>• 概要を把握することができる</li> </ul>                                                                                           |

\*Levels shown in the brackets ( ) are levels A2, B1, and B2 further divided into two detailed levels respectively.

Reference materials: Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.  
 Council of Europe (2004) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed.). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Tokyo: Asahi Press. (Original work published 2001)  
 Council of Europe. (2008). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed., revised reprint). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Reprinted. Tokyo: Asahi Press. (Original work published 2001)

Reference Material 3-2 List of characteristics for each Can-do level [Production]

|    | Condition                                                            | + | Topic/Setting                                                                                                            | + | Topic/Setting                                                                                                                                                                          | + | Action                                                                                                                                                                                                                                                                                                                                 |
|----|----------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2 | <ul style="list-style-type: none"> <li>話題について知識のない聴衆に対しても</li> </ul> |   |                                                                                                                          |   | <ul style="list-style-type: none"> <li>記憶に残るような経験談</li> <li>論理的な構造を持った、流れのよいスピーチ</li> <li>複雑なテキスト</li> <li>明瞭で流れるような、複雑なレポート、記事、エッセイ</li> <li>実情説明、提案、文学作品の批評文</li> </ul>              |   | <ul style="list-style-type: none"> <li>明瞭で滞りなく、詳しく話す／書くことができる</li> <li>読者に重点がわかるように、適切で効果的に論理を構成することができる</li> <li>聴衆の必要性に合わせて柔軟に話を構造化できる</li> <li>自信を持ってはっきりと発表できる</li> <li>そのジャンルに適切な文体で書き、読み手を完全に引き込むことができる</li> </ul>                                                                                                               |
| C1 |                                                                      |   | <ul style="list-style-type: none"> <li>複雑な話題</li> </ul>                                                                  |   | <ul style="list-style-type: none"> <li>明瞭かつ詳細な記述やプレゼンテーション</li> <li>明瞭な、きちんとした構造を持ったプレゼンテーション、テキスト</li> <li>的確な構成と展開を持つ描写文や創造的なテキスト</li> </ul>                                         |   | <ul style="list-style-type: none"> <li>論点を展開し、立証できる</li> <li>補助事項、理由、関連事例を詳しく説明できる</li> <li>読者として想定した相手にふさわしい自然な文体で書くことができる</li> <li>明瞭かつ詳細に述べることができる</li> <li>下位テーマをまとめ、要点を展開して、適切な結論で終わらせることができる</li> </ul>                                                                                                                          |
| B2 |                                                                      |   | <ul style="list-style-type: none"> <li>自分の関心のある分野に関連した広範囲な話題</li> <li>一般的な話題のほとんど</li> <li>自分の関心がある専門分野の多様な話題</li> </ul> |   | <ul style="list-style-type: none"> <li>はっきりとした、体系的に展開したプレゼンテーション (B2.2)</li> <li>事前に用意されたプレゼンテーション (B2.1)</li> <li>映画、本、演劇の批評 (B2.1)</li> <li>明瞭で詳しいテキスト</li> <li>エッセイやレポート</li> </ul> |   | <ul style="list-style-type: none"> <li>適切に要点を強調し、補足事項を詳しく取り上げて、整然と論拠を展開できる (B2.2)</li> <li>非常に流暢に、楽に表現できる (B2.2)</li> <li>当該ジャンルの書式習慣に従って詳細に記述することができる (B2.2)</li> <li>根拠を提示しながら、利点と不利な点、賛成や反対の理由を挙げて、説明できる (B2.1)</li> <li>いろいろなところから集めた情報や議論をまとめることができる (B2.1)</li> <li>明確で詳しく述べるができる</li> <li>いろいろな情報や議論を評価したうえで書くことができる</li> </ul> |

|    | Condition                                                                                         | Topic/Setting                                                                                                                                                                                                          | Topic/Setting                                                                                                                                                                      | Action                                                                                                                                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B1 | <ul style="list-style-type: none"> <li>練習しておけば</li> <li>アクセントとイントネーションにはかなり耳慣れない部分もあるが</li> </ul> | <ul style="list-style-type: none"> <li>自分の専門範囲の日常的／非日常的な事柄 (B1.2)</li> <li>日常的な事柄 (B1.1)</li> <li>意見、計画、行動 (B1.1)</li> <li>自分の関心のあるさまざまな話題</li> <li>現実や想像上の出来事、経験</li> <li>事故などの予測不能の出来事</li> <li>夢や希望、野心</li> </ul>   | <ul style="list-style-type: none"> <li>短い、簡単なエッセイ (B1.2)</li> <li>極めて短い報告文 (B1.1)</li> <li>ある程度の長さの、簡単な記述やプレゼンテーション</li> <li>本や映画の筋</li> <li>単純につながりあせたテキスト</li> <li>物語</li> </ul> | <ul style="list-style-type: none"> <li>集めた事実情報をもとに総括し、報告できる (B1.2)</li> <li>ある程度の自信を持って自分の意見を提示できる (B1.2)</li> <li>事実を述べ、理由を説明することができる (B1.1)</li> <li>標準的な常用形式に沿って書くことができる (B1.1)</li> <li>自分の感情や反応を描写することができる</li> <li>自分の考えを述べることができる</li> <li>夢、希望、野心を述べることができる</li> <li>順序だてて詳細に述べることができる</li> <li>比較的流暢に事柄を直線的に並べて述べるができる</li> </ul> |
| A2 | <ul style="list-style-type: none"> <li>聞き手が集中して聞いてくれば、練習したうえで</li> </ul>                          | <ul style="list-style-type: none"> <li>自分の毎日の生活に直接関連のある話題 (A2.2)</li> <li>計画、準備、習慣、日々の仕事、過去の活動や個人の経験 (A2.2)</li> <li>家族、住居環境、学歴、現在やごく最近までしていた仕事 (A2.1)</li> <li>人物や生活、職場環境、日課、好き嫌いなど</li> <li>予測可能で身近な内容の事柄</li> </ul> | <ul style="list-style-type: none"> <li>短いプレゼンテーション (A2.2)</li> <li>短い基本的なプレゼンテーション (A2.1)</li> <li>単純な記述やプレゼンテーション</li> <li>短いアナウンス</li> </ul>                                     | <ul style="list-style-type: none"> <li>要点を短く述べるができる (A2.2)</li> <li>事柄を列挙して、簡単に述べるができる (A2.2)</li> <li>好きか嫌いかを述べるができる (A2.2)</li> <li>文を連ねて書くことができる (A2.2)</li> <li>簡単なことばで述べることができる (A2.1)</li> <li>簡単な句や文を連ねて書くことができる (A2.1)</li> <li>簡単な字句や文を並べて話すことができる</li> <li>「そして」「しかし」「なぜなら」などの簡単な接続詞でつなげて書くことができる</li> </ul>                     |
| A1 |                                                                                                   | <ul style="list-style-type: none"> <li>人物や場所について</li> <li>自分や想像上の人々について (どこに住んでいるか、何をしているか)</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>非常に短い、準備して練習した表現 (話し手の紹介や乾杯の発声)</li> <li>簡単な表現、句や文</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>読み上げることができる</li> <li>単純な字句を並べて、述べるができる</li> <li>単独に書くことができる</li> </ul>                                                                                                                                                                                                                              |

\*Levels shown in the brackets ( ) are levels A2, B1, and B2 further divided into two detailed levels respectively.

Reference materials: Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Council of Europe (2004) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed.). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Tokyo: Asahi Press. (Original work published 2001)

Council of Europe. (2008). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed., revised reprint). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Reprinted. Tokyo: Asahi Press. (Original work published 2001)



Reference Material 3-3 List of characteristics for each Can-do level [Interaction]

|    | Condition                                                                                                                   | + | Topic/Setting                                                                                                                                                                                   | + | Topic/Setting                                                                                                                      | + | Action                                                                                                                                                                                                                                                                                                                                                                                                |
|----|-----------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2 | <ul style="list-style-type: none"> <li>母語話者と比べても引けをとらず</li> <li>標準的でない話し方や言い方に慣れれば</li> </ul>                               |   | <ul style="list-style-type: none"> <li>社会や個人生活全般にわたって</li> <li>自分の専門分野を超えた専門家の抽象的な複雑な話題</li> </ul>                                                                                              |   | <ul style="list-style-type: none"> <li>慣用的な表現や口語表現</li> <li>複雑な議論</li> <li>明確で説得力のある議論</li> </ul>                                  |   | <ul style="list-style-type: none"> <li>(慣用的表現や口語表現を) 使いこなすことができる</li> <li>的確に修飾を加え、細かいニュアンスまで伝えることができる</li> <li>堂々と、非常に流暢に話や対話を組み立てることができる</li> <li>言語上の制限もなく、ゆとりをもって、適切に、自由に会話ができる</li> <li>自己主張できる</li> </ul>                                                                                                                                                                                       |
| C1 | <ul style="list-style-type: none"> <li>助け船を出さなくても</li> <li>馴染みのない話し方の場合にとときどき詳細を確認する必要があるが</li> </ul>                       |   | <ul style="list-style-type: none"> <li>抽象的かつ複雑で身近でない話題</li> <li>自分の専門分野外の話題</li> </ul>                                                                                                          |   | <ul style="list-style-type: none"> <li>専門家による抽象的な複雑な話</li> <li>インタビュー</li> <li>ディベートでの第三者間の複雑な対話</li> <li>個人的な通信</li> </ul>        |   | <ul style="list-style-type: none"> <li>はっきりと正確に表現することができる</li> <li>らくらくと流暢に、自然に言いたいことを表現できる</li> <li>(インタビューに) 完全に参加することができる</li> <li>(ディベートに) 容易についていくことができる</li> <li>なめらかに議論点を発展させることができる</li> <li>感情表現、間接的な示唆、冗談などを交えて、柔軟に効果的に対応することができる</li> </ul>                                                                                                                                                |
| B2 | <ul style="list-style-type: none"> <li>話し方を全く変えない複数の母語話者との議論に加わるのは難しいかもしれないが、多少の努力をすれば (B2.1)</li> <li>騒音のある環境でも</li> </ul> |   | <ul style="list-style-type: none"> <li>一般的、学術的、職業上、余暇に関する幅広い話題 (B2.2)</li> <li>生活上のさまざまなトラブルに対して (B2.2)</li> <li>自分の職業上の役割に関するあらゆる事柄 (B2.2)</li> <li>たいていの話題</li> <li>自分の専門分野に関連した事柄</li> </ul> |   | <ul style="list-style-type: none"> <li>複雑な情報や助言 (B2.2)</li> <li>母語話者との活発な議論 (B2.2)</li> <li>インタビュー (B2.2)</li> <li>長い会話</li> </ul> |   | <ul style="list-style-type: none"> <li>議論の複雑な道筋を理解して、自信を持って反応できる (B2.2)</li> <li>うまく交渉の話し合いができる (B2.2)</li> <li>(インタビューを) なめらかに効果的に行うことができる (B2.2)</li> <li>自分の考えや意見をはっきりと説明し、主張できる (B2.1)</li> <li>多くの情報源からの情報と論拠を統合して報告できる (B2.1)</li> <li>代替案を評価すること、仮説を立て、また他の仮説に対応することができる (B2.1)</li> <li>(会話に) 積極的に参加できる</li> <li>論点や問題の概略をはっきりと述べるができる</li> <li>効果的に書いて表現でき、他の人の書いたものにも関連づけることができる</li> </ul> |



|    | Condition                                                                                                                                                                                                                                                              | Topic/Setting                                                                                                                                                                                                                                                                                                                | Topic/Setting                                                                                                                                                                                              | Action                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B1 | <ul style="list-style-type: none"> <li>時には言いたいことが言えないこともあるが</li> <li>ディベートに参加するのは難しいが</li> <li>時にはくり返しを求めることもあるが</li> <li>相手が標準的な言葉遣いではっきりと発音してくれれば</li> <li>話が自分に向けられていれば</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>一般的な話題 (B1.2)</li> <li>音楽や映画のような抽象的、文化的話題 (B1.2)</li> <li>興味のある話題 (B1.1)</li> <li>身近で個人的関心のある事柄 (B1.1)</li> <li>日常生活に関連する話題 (家族、趣味、仕事、旅行) (B1.1)</li> <li>自分の専門分野に関する話題</li> <li>身近な話題</li> <li>具体的／抽象的な話題</li> <li>あまり日常的では起きない状況 (気に入らなかった品を返品するなど)</li> <li>旅行中に起きそうなこと</li> </ul> | <ul style="list-style-type: none"> <li>具体的な情報 (B1.2)</li> <li>友人との非公式の議論 (B1.1)</li> <li>簡単に事実に基づく情報 (B1.1)</li> <li>会話や議論</li> <li>個人的な手紙</li> <li>情報や意見</li> </ul>                                       | <ul style="list-style-type: none"> <li>情報を交換、チェックし、確認できる (B1.2)</li> <li>代案を比較し、対照できる (B1.2)</li> <li>他人の見方に短いコメントをすることができる (B1.2)</li> <li>個人的な意見を表明したり、情報を交換したりできる (B1.1)</li> <li>信念、意見、賛成、反対を丁寧に表現できる (B1.1)</li> <li>理由をあげて説明することができる (B1.1)</li> <li>(会話に) 参加し、続けることができる</li> <li>驚き、悲しみなどの感情を表現し、また相手の感情に反応することができる</li> <li>自分が重要だと思う点を相手に理解させることができる</li> <li>苦情を言うことができる</li> <li>(旅行中に起こるたいていの状況に) 対処することができる</li> </ul> |
| A2 | <ul style="list-style-type: none"> <li>必要がある場合に相手が助けてくれれば、(A2.2)</li> <li>議論がゆっくりとはっきりとなされれば (A2.2)</li> <li>はっきり、ゆっくりと、自分に直接向けられた発話ならば (A2.1)</li> <li>必要な場合に鍵となるポイントを繰り返してもらえれば (A2.1)</li> <li>地図や図を参照しながら (A2.1)</li> <li>ときどきくり返しや言いかえを求めることが許されるのであれば</li> </ul> | <ul style="list-style-type: none"> <li>自分の周りで議論されている話題 (A2.2)</li> <li>旅行、宿泊、食事、買い物のような毎日の生活での普通の状況 (A2.2)</li> <li>日常の課題に関して (A2.1)</li> <li>仕事や自由時間に関わる身近な毎日の事柄 (A2.1)</li> <li>直接必要なこと</li> <li>予測可能な日常の状況で</li> <li>身近な話題</li> <li>興味のある話題</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>短い会話 (A2.2)</li> <li>簡単な説明や指示 (A2.2)</li> <li>考えや情報 (A2.2)</li> <li>簡単な情報 (A2.1)</li> <li>非常に短い社交的なやりとり (A2.1)</li> <li>短い、簡単なメモや伝言</li> <li>ごく簡単な個人的な手紙</li> </ul> | <ul style="list-style-type: none"> <li>(考えや情報を) 交換し、質問に答えることができる (A2.2)</li> <li>会話に参加できる (A2.2)</li> <li>他の人の意見に賛成や反対ができる (A2.2)</li> <li>会う約束をすることができる (A2.1)</li> <li>好き嫌いを言うことができる (A2.1)</li> <li>日常品やサービスを求めたり、提供したりできる (A2.1)</li> <li>食事を注文することができる (A2.1)</li> <li>行き方を聞いたり、教えたりすることができる。切符を買うことができる (A2.1)</li> <li>(メモ、伝言、手紙を) 書くことができる</li> </ul>                                                                       |
| A1 | <ul style="list-style-type: none"> <li>こちらの事情を理解してくれるような話し相手から、はっきりとゆっくりと、繰り返しを交えながら、直接自分に話が向けられれば</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>直接必要なこと</li> <li>ごく身近な話題</li> <li>自分自身や他人に関して (住まい、知人、所有物など)</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>具体的に単純な必要性を満たすための日常の表現</li> <li>短い簡単な質問、説明、指示</li> <li>短い簡単なはがき</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>簡単な方法でやりとりができる</li> <li>聞いたり答えたりすることができる</li> <li>(短い簡単なはがきを) 書くことができる</li> </ul>                                                                                                                                                                                                                                                                                                            |

\*Levels shown in the brackets ( ) are levels A2, B1, and B2 further divided into two detailed levels respectively.

Reference materials: Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Council of Europe (2004) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed.). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Tokyo: Asahi Press. (Original work published 2001)

Council of Europe. (2008). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (1st Ed., revised reprint). (S. Yoshijima and R. Ohashi, Ed. & Trans.). Reprinted. Tokyo: Asahi Press. (Original work published 2001)

## List of competence Can-dos

| Linguistic competences   | A1                                                                                                | A2                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        | B1                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                               | B2                                                                                                                                                                                                           |                                                                                                       | C1                                                                                                                                                        | C2                                                                                                                                                                                                                                  |
|--------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                                                                                                   | A2.1                                                                                                                                                                                                                                                                                                                                                                 | A2.2                                                                                                                                                                                                   | B1.1                                                                                                                                                                                                                                                                                                 | B1.2                                                                                                                                                                                                                          | B2.1                                                                                                                                                                                                         | B2.2                                                                                                  |                                                                                                                                                           |                                                                                                                                                                                                                                     |
| General Linguistic Range | Has a very basic range of simple expressions about personal details and needs of a concrete type. | Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.                                                                                                                                                                                             | Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. | Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. | Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity... No signs of having to restrict what he/she wants to say. |
|                          |                                                                                                   | Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.<br><br>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |                                                                                                                                                                                                              |                                                                                                       |                                                                                                                                                           |                                                                                                                                                                                                                                     |

| Level                  | A2                                                                                                                                                                                    |                                                                                                                 | B1                                                                                                                                                                                                                      |                                                                                                                                                                                                       | B2                                                                                                                                                                                                                |                                                                                                                                                                                          | C1                                                                                                                                                                                                                                      | C2                                                                                                                                                          |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | A2.1                                                                                                                                                                                  | A2.2                                                                                                            | B1.1                                                                                                                                                                                                                    | B1.2                                                                                                                                                                                                  | B2.1                                                                                                                                                                                                              | B2.2                                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                             |
| Linguistic competences | Vocabulary range                                                                                                                                                                      | Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.      | Has a sufficient vocabulary for the expression of basic communicative needs.                                                                                                                                            | Has sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. |                                                                                                                                                                                          | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. |
|                        |                                                                                                                                                                                       | Has a sufficient vocabulary for coping with simple survival needs.                                              |                                                                                                                                                                                                                         |                                                                                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                             |
|                        | Vocabulary control                                                                                                                                                                    | Can control a narrow repertoire dealing with concrete everyday needs.                                           | Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.                                                            |                                                                                                                                                                                                       | Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.                                                                                   |                                                                                                                                                                                          | Occasional minor slips, but no significant vocabulary errors.                                                                                                                                                                           | Consistently correct and appropriate use of vocabulary.                                                                                                     |
|                        | Grammatical accuracy                                                                                                                                                                  | Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. | Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable patterns associated with more predictable situations.                                       | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.                                                                                                     | Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.                                                                                                                                    | Maintains consistent control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).    |
| Phonological control   | Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. |                                                                                                                 | Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.                                            |                                                                                                                                                                                                       | Has acquired a clear, natural, pronunciation and intonation.                                                                                                                                                      |                                                                                                                                                                                          | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.                                                                                                                                    |                                                                                                                                                             |

| Level                           | A1                                                                                                                                                             | A2                                                                                                                                                            |                                                                                                                                                    | B1                                                                                                                                                                                                     |                                                                                                                                                                            | B2                                                                                                              |                                                                                                                                                      | C1                                                                                                                                                                                              | C2                                                                                                                                                                       |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                | A2.1                                                                                                                                                          | A2.2                                                                                                                                               | B1.1                                                                                                                                                                                                   | B1.2                                                                                                                                                                       | B2.1                                                                                                            | B2.2                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                          |
| Linguistic competences          | Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.         | Can copy short sentences on everyday subjects - e.g. directions how to get somewhere.                                                                         |                                                                                                                                                    | Can produce continuous writing which is generally intelligible throughout.                                                                                                                             |                                                                                                                                                                            | Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. |                                                                                                                                                      | Layout, paragraphing and punctuation are consistent and helpful.                                                                                                                                | Writing is orthographically free of error.                                                                                                                               |
|                                 | Can spell his/her address, nationality and other personal details.                                                                                             | Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.                    |                                                                                                                                                    | Spelling, punctuation and layout are accurate enough to be followed most of the time.                                                                                                                  |                                                                                                                                                                            | Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.                 |                                                                                                                                                      | Spelling is accurate, apart from occasional slips of the pen.                                                                                                                                   |                                                                                                                                                                          |
| Sociolinguistic appropriateness | Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc. | Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.                                                                                |                                                                                                                                                                            | Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.  | Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. | Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.                                                          |
|                                 |                                                                                                                                                                | Can socialise simply but effectively using the simplest common expressions and following basic routines.                                                      | Is aware of the salient politeness conventions and acts appropriately.                                                                             |                                                                                                                                                                                                        | Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. | Can follow films employing a considerable degree of slang and idiomatic usage.                                  | Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.                  | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.                                                                                  | Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences. |
| Sociolinguistic competences     |                                                                                                                                                                |                                                                                                                                                               |                                                                                                                                                    | Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. |                                                                                                                                                                            | Can express him or herself appropriately in situations and avoid cross errors of formulation.                   |                                                                                                                                                      |                                                                                                                                                                                                 |                                                                                                                                                                          |

| Level                                        | A1                   | A2                                                                          |                                                                                                                     | B1                                                                                                                                                    |                                                                                                                                     | B2                                                                                         |                                                                                                                                                                                                            | C1 | C2                                                                                                                                                                                      |
|----------------------------------------------|----------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                      | A2.1                                                                        | A2.2                                                                                                                | B1.1                                                                                                                                                  | B1.2                                                                                                                                | B2.1                                                                                       | B2.2                                                                                                                                                                                                       |    |                                                                                                                                                                                         |
| Pragmatic competences (Discourse competence) | Flexibility          | Can expand learned phrases through simple recombinations of their elements. | Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. | Can exploit a wide range of simple language flexibly to express much of what he/she wants.                                                            | Can adapt his/her expression to deal with less routine, even difficult, situations.                                                 | Can adjust to the changes of direction, style and emphasis normally found in conversation. | Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.                                             |    | Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity. |
|                                              | Turn-taking          | Can ask for attention.                                                      | Can use simple techniques to start, maintain, or end a short conversation.                                          | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.                                | Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.                                        | Can intervene appropriately in discussion, exploiting appropriate language to do so.       | Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. |    |                                                                                                                                                                                         |
|                                              | Thematic development | Can tell a story or describe something in a simple list of points.          | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.           | Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. | Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. | Can initiate, maintain and end discourse appropriately with effective turntaking.          | Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.                                                      |    |                                                                                                                                                                                         |

| Level                                         | A1                      | A2                                                                                                                                                                                                       |                                                                                                                                                      | B1                                                                                                                                                                     |                                                                                                                                                                                  | B2                                                                                                                                                                                 |                                                                                                                                             | C1                                                                                                                                                                                    | C2                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               |                         | A2.1                                                                                                                                                                                                     | A2.2                                                                                                                                                 | B1.1                                                                                                                                                                   | B1.2                                                                                                                                                                             | B2.1                                                                                                                                                                               | B2.2                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| Pragmatic competences (Functional competence) | Coherence and cohesion  | Can link groups of words with simple connectors like 'and', 'but' and 'because'.                                                                                                                         | Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.                                                                    | Can produce a series of shorter, discrete simple elements into a connected, linear sequence of points.                                                                           | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.               | Can use a variety of linking words efficiently to mark clearly the relationships between ideas.                                             | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.                                      | Can create coherent and cohesive text, making full use of a variety of organisational patterns, etc., and a wide range of cohesive devices.                                                                        |
|                                               | Spoken fluency          | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.                            | Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.        | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. | Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.          | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.                         | Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation. |
|                                               | Propositional precision | Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. | Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.                    | Can explain the main points in an idea or problem with reasonable precision.                                                                                           | Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.                | Can pass on detailed information reliably.                                                                                                                                         | Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc. | Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). | Can give emphasis, differentiate and eliminate ambiguity.                                                                                                                                                          |

References: Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.



## Reference Material 5

## Common Reference Levels: qualitative aspects of spoken language use

|     | RANGE                                                                                                                                                                                                                                                                     | ACCURACY                                                                                                                                                             | FLUENCY                                                                                                                                                                                 | INTERACTION                                                                                                                                                                                                                                               | COHERENCE                                                                                                                                                                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2  | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.                | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.           | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. |
| C1  | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; Errors are rare, difficult to spot and generally corrected when they do occur.                         | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.                           | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.                              | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.                              |
| B2+ |                                                                                                                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| B2  | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.                                                            | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.                  | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.      | Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.          |
| B1+ |                                                                                                                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| B1  | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.                                                              | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.                                      | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.                  | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.                                                     | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.                                                                           |
| A2+ |                                                                                                                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| A2  | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.                                                                                                        | Uses some simple structures correctly, but still systematically makes basic mistakes.                                                                                | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.                                                          | Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.                                                                    | Can link groups of words with simple connectors like 'and', 'but' and 'because'.                                                                                              |
| A1  | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.                                                                                                                                                   | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.                                                   | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.           | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.                                                                                            | Can link words or groups of words with very basic linear connectors like 'and' or 'then'.                                                                                     |

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Research and Development Section

5-6-36 Kita-urawa, Urawa-ku, Saitama City, Saitama, 330-0074 Japan

Tel: 048-834-1183 Fax: 048-831-7846

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