

JF Standard for Japanese-Language Education 2010

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The Japan Foundation

JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010

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Introduction

The Japan Foundation (JF) has been engaged in the development of the “JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION” (hereafter referred to as the “JF Standard”) since 2005 under the principle of “Japanese for mutual understanding,” and has now released the “JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010” (hereafter referred to as “JF Standard 2010”).

In its activities to promote the Japanese language overseas, the JF has been engaged in various efforts to establish the basic infrastructure of Japanese-language education aiming to further globalize the Japanese language. The JF Standard plays a central part in these efforts.

Against the backdrop of the diversifying values and increasing interpersonal contacts in modern society, communication through language is becoming more and more important. We believe two competences are required in order to achieve mutual understanding through a certain language: competence in accomplishing tasks, which involves what a person can do by using a certain language, and competence in intercultural understanding, which involves understanding and respecting other cultures by expanding one's horizons through encounters with various cultures.

“JF Standard 2010” focuses on the competence that involves what a person can do by using Japanese, and presents levels of Japanese-language proficiency. It also highlights the importance of recording and preserving each learner's learning process. By using the same framework to describe language proficiency in various Japanese-language classrooms, 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. Also, 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 nurtured and assessed. If learners move to different places for college, studying abroad, or employment, they can communicate what they have achieved and their proficiency accurately.

The development of the JF Standard began with the reexamination of the numerous research findings and educational practices accumulated over the years. Since then, we have received an enormous amount of advice and cooperation from various Japanese-language education experts and relevant institutions inside and outside the JF, and reflected them in “JF Standard 2010”. We would like to express our heartfelt gratitude for their kind support. From this point, we will 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 of “JF Standard 2010.”

We sincerely hope that by providing through the JF Standard a common ground not only to learners and teachers of the Japanese language, but also to all people who are interested in communicating in Japanese, Japanese will become an easier language to learn and its usability will become clearer. And through this, we hope to contribute to the further development of Japanese-language education and the promotion of international mutual understanding against the backdrop of a rapidly globalizing world.

May 2010

The Japan Foundation

JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 Overall Map

“JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010” provides an overview of the JF Standard for Japanese-Language Education and a brief instruction on its use.

JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010

Learn the overall image of the JF Standard for Japanese-Language Education

1. Before Using the JF Standard for Japanese-Language Education

Learn what can be done by using the JF Standard for Japanese-Language Education

2. Trying out the JF Standard for Japanese-Language Education

Learn what can be done by using the Minna no “Can-do” Website

3. Trying out the Minna no “Can-do” Website

Minna no “Can-do” Website (<http://jfstandard.jp/cando>)

The Minna no “Can-do” Website is a database of “Can-do” sentences that describes what and how well the learner can do things in Japanese. It supports the use of “Can-do” in classroom practices, including course design, lesson planning, and teaching material development.



Search Can-do

Select relevant Can-do depending on the objectives and the target learners.

Login



My Page

The user can edit the Can-do folder that he/she made, or make a new Can-do.

“JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 User’s Guide” explains in more detail how to use the JF Standard for Japanese-Language Education.

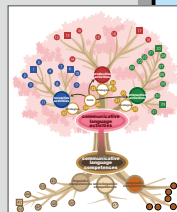
We recommend that users take advantage of the resources on the Minna no “Can-do” Website and the JF Standard for Japanese-Language Education website as well.

JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 User’s Guide

Obtain theoretical knowledge necessary when using the JF Standard for Japanese-Language Education

Theoretical part

- 1.1. “JF Standard Tree”
- 1.2. Six levels of language proficiency
- 1.3. “Can-do”
- 1.4. Portfolio



Learn in more detail how to use the JF Standard for Japanese-Language Education

Practical part

- 2.1. Designing courses
- 2.2. Using “Can-do” in course design

The latest information on the JF Standard for Japanese-Language Education is available on the JF Standard for Japanese-Language Education official website.

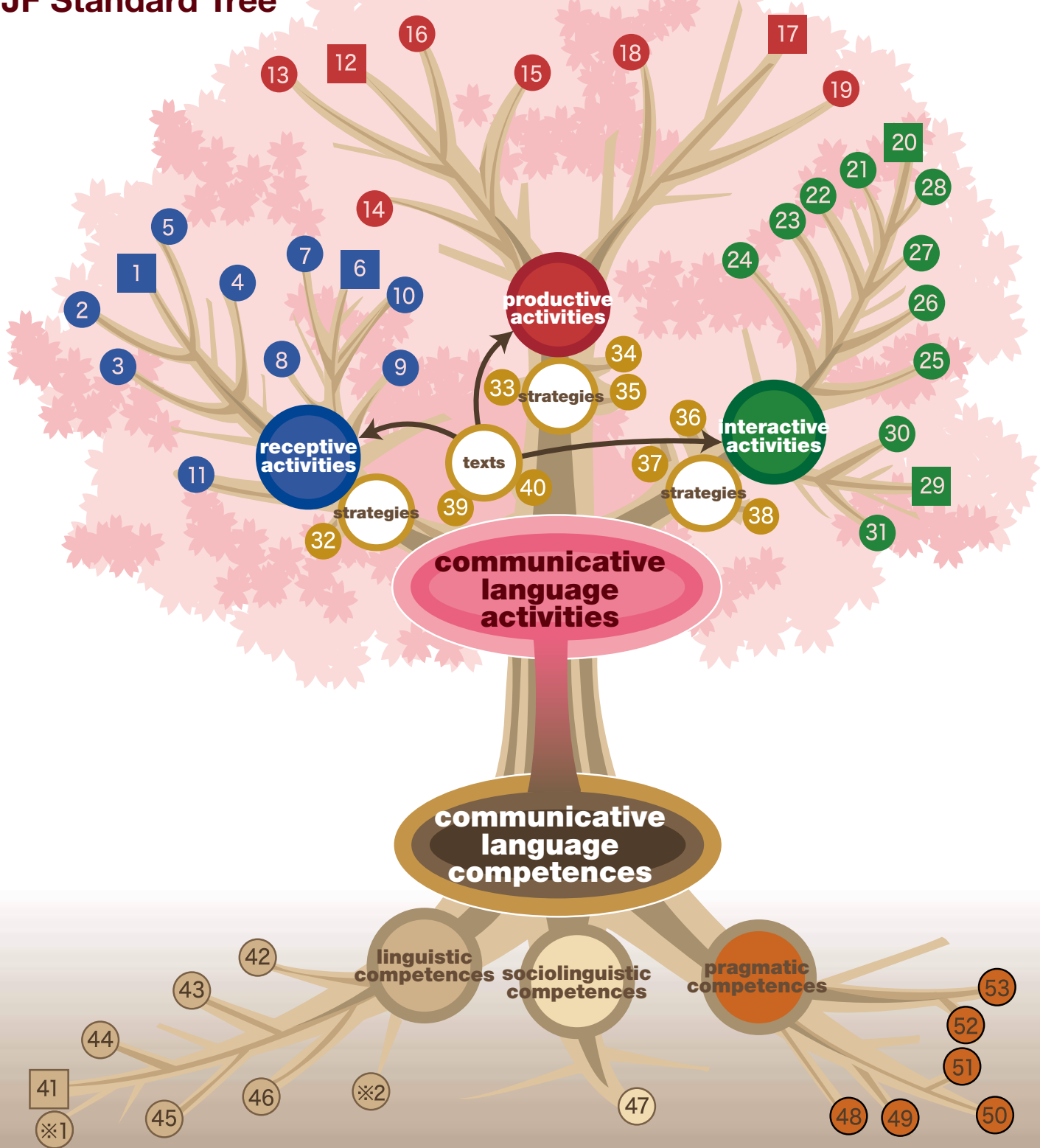
JF Standard for Japanese-Language Education (<http://jfstandard.jp>)



The “Practical Application Examples” section on the website will be enhanced with case reports on actual application of the JF Standard for Japanese-Language Education.

JF STANDARD FOR JAPANESE-LANGUAGE
EDUCATION 2010

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. The “Can-do” within each category are further divided into six levels. “*1 semantic competences” and “*2 orthoepic competences,” which are categorized as linguistic competences, are listed but presently have no “Can-do” entries.

コミュニケーション言語能力とコミュニケーション言語活動のカテゴリー
(communicative language competences) (communicative language activities)

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

産出

活動

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

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

活動

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

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

やりとり

活動

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 社会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

36 発言権を取る (ターン・テイキング) taking the floor (turntaking)
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

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

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

47 社会言語的な適切さ sociolinguistic appropriateness

語用能力

ディスコース能力

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

機能的能力

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

Before Using the JF Standard for Japanese-Language Education

1.1. JF Standard for Japanese-Language Education

Teaching

Learning

Assessing Achievements

The JF Standard for Japanese-Language Education (hereinafter referred to as the “JF Standard”) is a tool to help think about teaching, learning, and assessment in Japanese-language education.

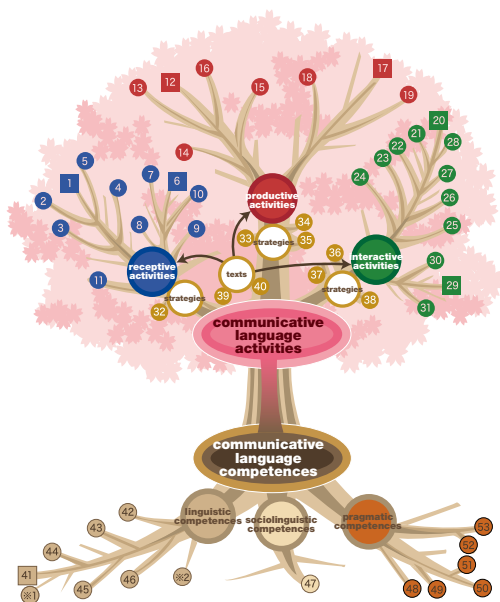
By using the JF Standard, it is possible to see the level of proficiency by what and how well the learner can do things in Japanese. Furthermore, it can be applied in classroom practices, such as course design, teaching material development, and test creation.

European initiatives that served as reference in developing the JF Standard

The JF Standard was developed based on the concepts supporting the CEFR, which serve 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 promulgation in 2001, CEFR has attracted attention not only in Europe, but also on a global scale, and has come to be utilized in various languages. The development of the JF Standard was based on the concepts that support the CEFR. By using the JF Standard, it is possible to see Japanese-language proficiency levels in a way that is based on the CEFR.

Expressing level of proficiency through “Can-do”



Based on this concept, the level of Japanese-language proficiency was described through a set of sentences that indicate what the learner “can do” in Japanese, and was divided into six levels. These sentences are called “Can-do.”

Further details on “Can-do” are provided on the Minna no “Can-do” Website.

In the process of developing the JF Standard, language communication was perceived through the relationship between communicative language competences and communicative language activities. This relationship was depicted as a tree (the “JF Standard Tree”).

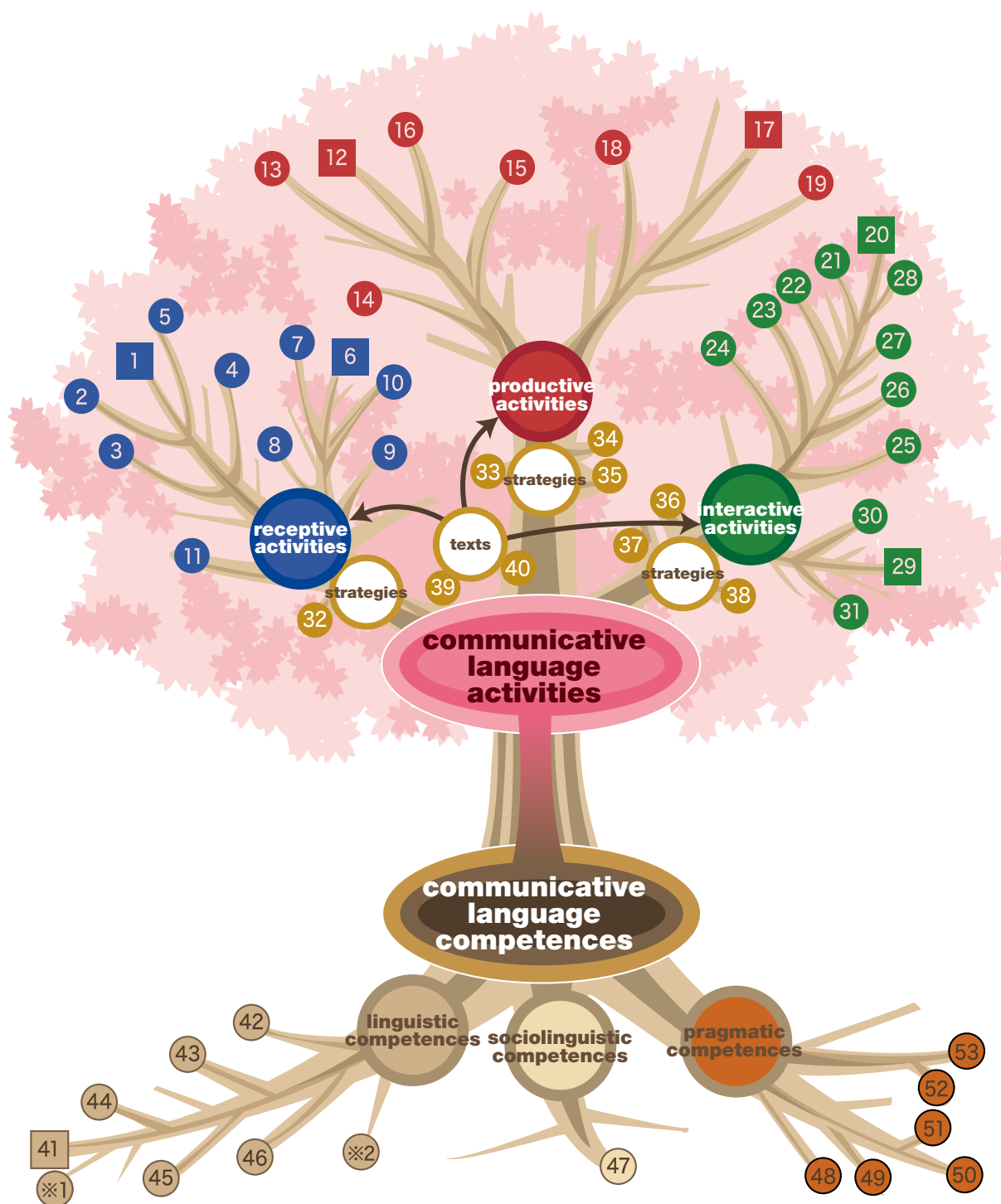


A portfolio is a tool that enables users to assess their own level of Japanese-language proficiency and reflect on their learning process. By using this tool, learners can study Japanese while keeping track of their learning progress.



1.2 Concept of communication through languages: JF Standard Tree

Figure 1-1 JF Standard Tree



The JF Standard Tree depicts the relationship between communicative language competences and communicative language activities⁽¹⁾.

To communicate using languages, communicative competences that serve as a base are necessary. Using these language competences, it is possible to carry out various language activities⁽²⁾.

■ Communicative language competences

Communicative language competences are depicted as the roots of the tree, and they support communication through language.

Communicative language competences are composed of the following three components:

Linguistic competences regarding lexical, grammatical, phonological, orthographic, orthoepic, etc. elements

Sociolinguistic competences concerned with the appropriate use of language according to relationship with the other party or situation.

Pragmatic competences concerned with the learner's ability to combine words and understand their roles and objectives.

■ Communicative language activities

Communicative language activities have their foundation on communicative language competences, and spread like the branches of the tree. There is a wide variety of communicative language activities.

They can be classified into "receptive activities" (reading and listening), "productive activities" (speaking and writing), and "interactive activities" (engaging in a conversation). These three categories are connected by "texts", while each type of activity is linked to competences through "strategies".

In addition to the competences and activities described in Figure 1-1, language communication requires a variety of other competences, such as knowledge regarding culture, specialized knowledge, and learning abilities.

Things clarified by the JF Standard Tree

People study Japanese language for various purposes. Some wish to learn about Japanese technology, others want to talk to Japanese people in their own country, and still others aspire to read Japanese manga in Japanese. As there is such a variety of purposes, there is no need for everyone to learn Japanese in the same way.

The JF Standard Tree clarifies the specific language competences the learner should focus on, and makes it possible to compile a learning plan that is in line with their specific purposes for learning Japanese.

(1) For a detailed explanation of the JF Standard Tree, please refer to pages 1 – 5 of the "JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 User's Guide."

(2) The concept and structure of the communicative language competences and communicative language activities are based on those of the CEFR.

1.3 “Can-do”

“Can-do” are sentences that describe what the learner “can do” in Japanese.

“Can-do” describes six levels of language proficiency (A1, A2, B1, B2, C1, and C2). For instance, Figure 1-2 uses “Can-do” to describe the language activity “Addressing audiences” and how it changes according to the proficiency level ⁽³⁾.

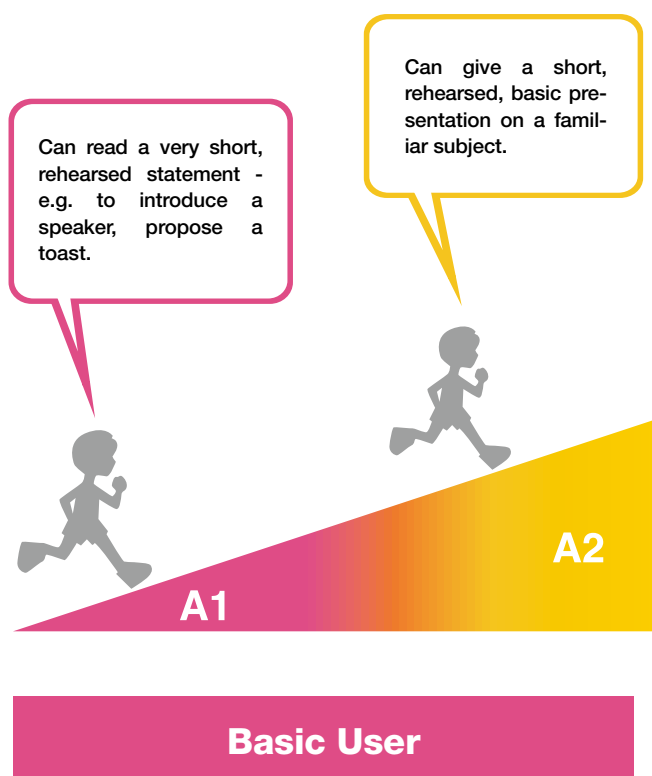
Minna no “Can-do” Website

The Minna no “Can-do” Website is a database of “Can-do.”

Users can search the site for “Can-do” that are relevant to the learning plans tailored to specific objectives, and freely edit them.

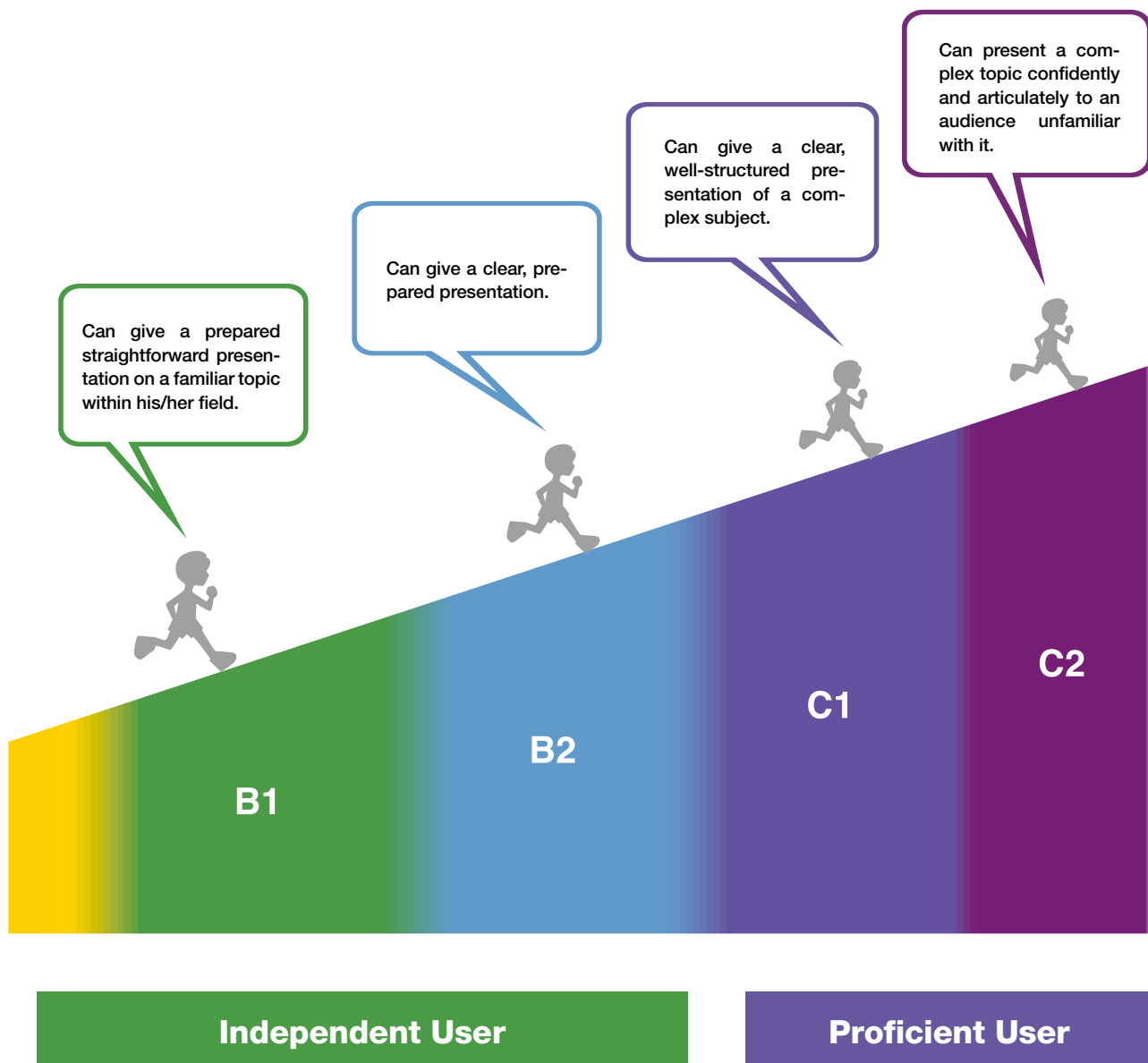
It is also possible to create new “Can-do” when necessary.

For more information on “Can-do” and the Minna no “Can-do” Website, please refer to Chapter 3 “Trying out the Minna no “Can-do” Website.”



(3) The “Can-do” levels are based on the CEFR levels of language proficiency.

Figure 1-2 Six levels of “Can-do”



Effect of using “Can-do”

“Can-do” is useful for objectively grasping the learner’s level of Japanese-language proficiency, and clarifying learning objectives from that point on. Furthermore, it enables sharing of objectives and proficiency levels with other people or institutions.

1.4 Portfolio

A portfolio is a tool to record and preserve each learner's learning process.

Portfolio structure

In the JF Standard, a portfolio is composed of the following three components: “assessment tables,” “records of linguistic and cultural experiences,” and “learning achievements.”

Teachers can freely create portfolios by combining the above three components according to the needs and objectives of their classes.

Before Using

Assessment tables

Assessment tables are created by teachers according to their objectives. (For instance, self-assessment checklists, assessment standards and assessment sheets for learning activities, report cards and certificates of completion)

Self-assessment checklist

[illegible]

Self-assessment checklists and assessment standards can be created using the “Can-do” on the Minna no “Can-do” Website.

Effect of using a portfolio

By using a portfolio, learners can assess their own level of Japanese-language proficiency and reflect on their learning process. Furthermore, if learners move to a different educational institution, they can accurately communicate what they have achieved so far.

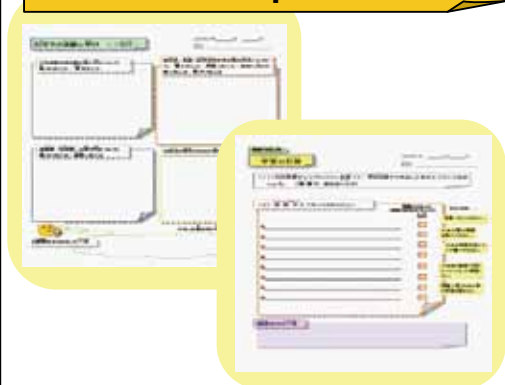
Records of linguistic and cultural experiences

Learners record their linguistic and cultural experiences. (For instance, goals they set out for themselves and a record of their progress.)

Learning achievements

Learners collect evidence of their achievements in accordance to the course objectives and their own objectives. (For instance, essays, speeches and other audio materials, tests, project deliverables, etc.)

Records of linguistic and cultural experiences



Deliverables



Trying out the JF Standard for Japanese-Language Education

When designing courses for a certain class, one needs to establish learning objectives and consider the assessment of learning achievements in accordance to those objectives. Figure 2-1 depicts the workflow of course design. In this process, it is possible to refer to the JF Standard Tree, “Can-do,” and Portfolio to clarify learning objectives and think about assessment.

Clarifying learning objectives using “Can-do”

When designing a course, users create learning objective lists and self-assessment checklists using the JF Standard Tree and “Can-do” in order to make it possible for teachers and learners to share objectives, and for learners to advance their learning with an awareness of the shared objectives. The learning objective lists clarify the relationship between objectives and classroom activities. The self-assessment checklists enable learners to keep track of their Japanese-language proficiency before, after, and/or during the course, and to advance their learning with awareness of the objectives and their achievements.

Considering assessment of learning achievements using “Can-do”

When designing a course, users consider assessment standards that correspond to the learning objectives, and create assessment standards and assessment sheets using “Can-do” to ensure consistency between objectives and assessment.

These assessment standards and assessment sheets are incorporated in the portfolio and are used to assess learning achievements. By using the “Can-do” from the JF Standard for the establishment of learning objectives and the creation of assessment standards, it is possible to achieve consistency between objectives and assessment.

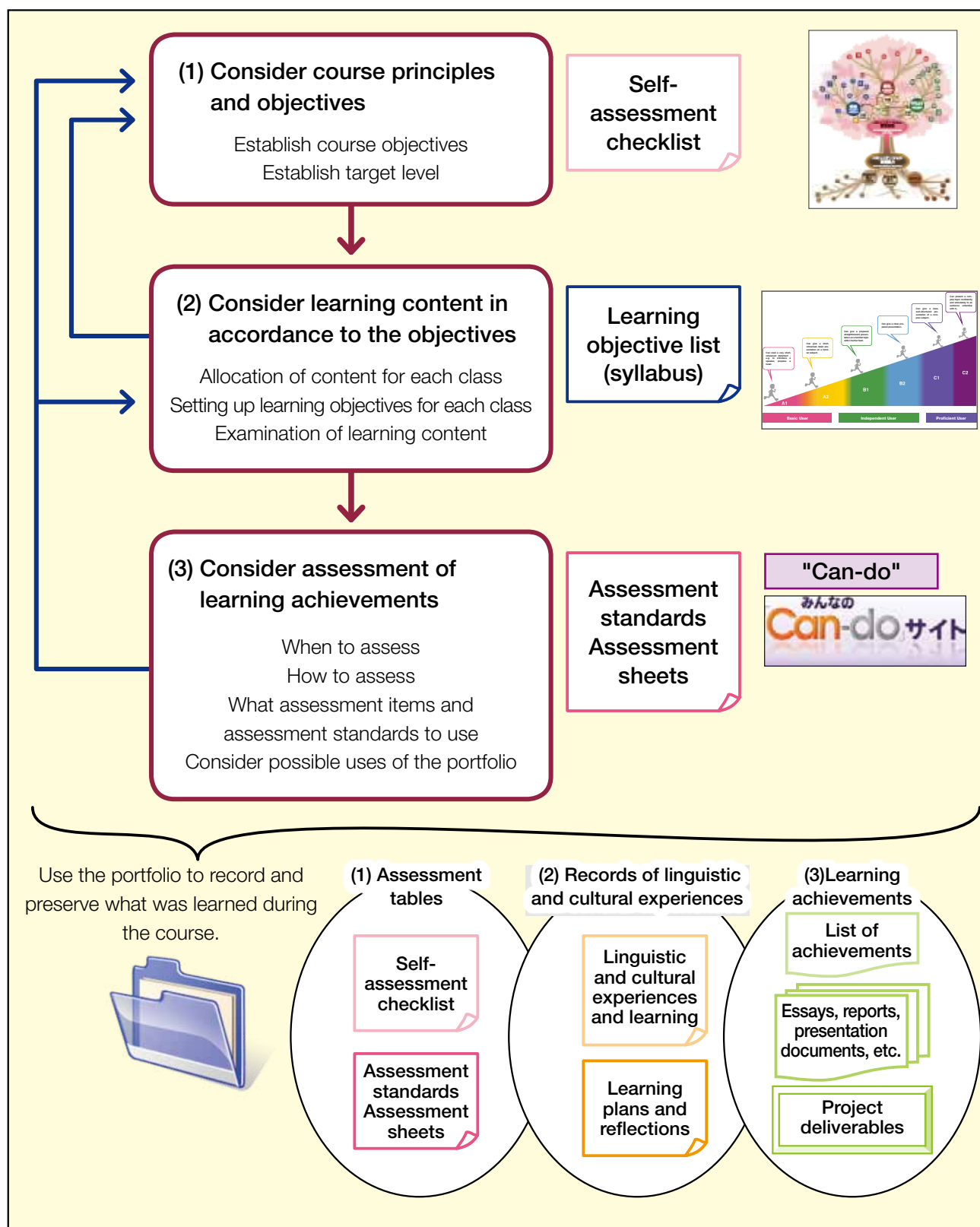
Using the portfolio as an assessment tool

The portfolio is used as an assessment tool. Its structure and format enable learners to record and preserve, and reflect on their learning process and experiences. The JF Standard suggests that a portfolio should be considered as a combination of the following three components: “assessment tables,” “records of linguistic and cultural experiences,” and “learning achievements.” However, specific portfolios are created tailored to each classroom’s needs and objectives.

Here we present an example of how the JF Standard Tree, “Can-do” and portfolio could be used in a specific course (1). Furthermore, “2.1. Clarifying learning objectives using ‘Can-do’” outlines the process of creating learning objective lists and self-assessment checklists by using “Can-do,” while “2.2. Considering assessment of learning achievements using ‘Can-do’” introduces the process of creating assessment standards and assessment sheets by utilizing “Can-do.”

(1) For a detailed explanation of the JF Standard Tree, “Can-do” and Portfolio, please refer to pages 1 – 32 of the “JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 User’s Guide.”

Figure 2-1 Designing a Course



*The process of designing a course is divided into the following three stages:

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

However, since the content of these three stages are interrelated, if necessary it is possible to return to the preceding stage and look over or reconsider the work that was done before proceeding, as demonstrated by the blue arrows in Figure 2.1.

Course case study

This is an example of the use of the JF Standard Tree, “Can-do” and portfolio, for an imaginary language course as outlined below.

Country A, XXX Japanese Language School Japanese Language Course for Adults

Information on the learners

- Learners
A total of 20 adults, consisting of teachers, businessmen and college students
Some of the learners have visited Japan in the past, others have not
- Learning background
All participants in the course have previous experience studying Japanese
The participants can carry out basic conversations with Japanese people relatively smoothly
- Level
The current level of the learners is around A2. The target level is B1.
- Learning objectives and motivation
 - To enhance one's understanding of Japanese society and culture, and to be able to smoothly communicate in Japanese with 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

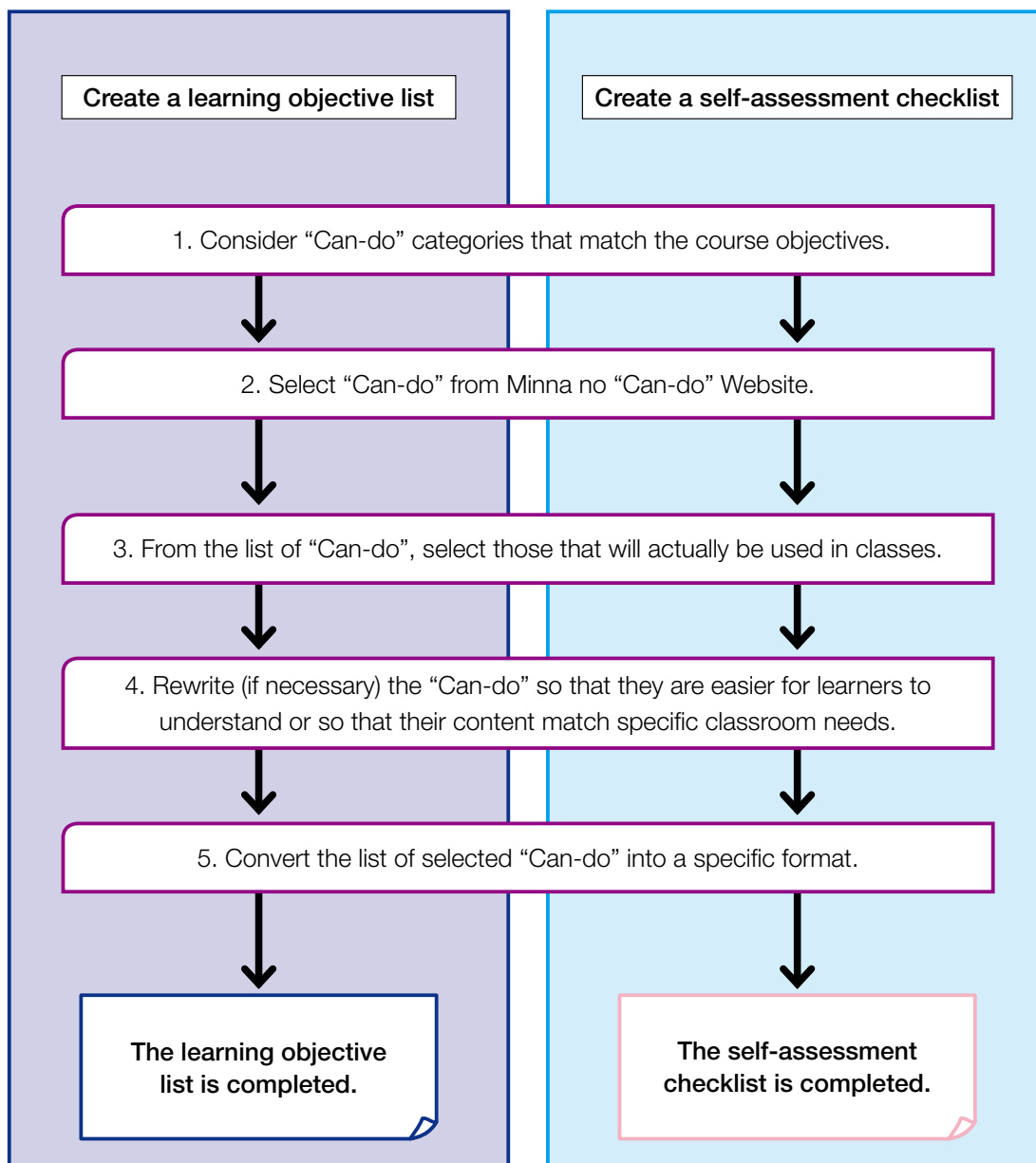
- Course objectives
 - To develop an ability to discern differences and similarities between one's own way of thinking and the Japanese mentality, as well as between the customs and culture of Country A and Japan by enhancing one's understanding of how the Japanese people think and their customs and 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.
- Course duration
Total hours: 42 hours (3 hours × 14 lectures)
However, in the first lecture learners receive orientation, and the last lecture is a summary of the course, so the actual learning hours are 36 (3 hours × 12 lectures).
- Learning content
Learning content is sorted into topics. The 6 topics to be covered in the course are: “Me and my family,” “Travel and transportation,” “Shopping,” “Work and professions,” “Human relations” and “Language and culture.”
Each topic is covered in two lectures.
- Teaching materials
There are no prescribed teaching materials. The teacher independently creates teaching materials.
- Assessment of learning achievements
 - Assessment of learning achievements is carried out using a portfolio.
 - Learners carry out self-assessment using the **self-assessment checklists** at the beginning and the end of the course.
 - During class, learners give oral presentations on three topics (“Travel and transportation,” “Work and professions,” and “Language and culture”). Their presentations are assessed using the **assessment standards** and the **assessment sheets**.
 - During the last class of the course, learners take a “Conversation Test” using one of the three oral presentations given during class.
 - For each topic, learners write in the **reflection sheets** about their impressions and what they have learned and discovered through this course regarding Japanese ways of thinking, customs and culture, as well as their own views and the mindset, customs and culture of their own countries.

*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 documents and submitted materials, as well as the recorded audio materials are preserved in “(3) Learning achievements” of the portfolio.

2.1. Clarifying learning objectives using “Can-do”

When designing a course, users create learning objective lists and self-assessment checklists using the JF Standard Tree and “Can-do” in order to make it possible for teachers and learners to share objectives, and for learners to advance their learning with an awareness of the shared objectives. Figure 2-2 outlines the overall workflow for the creation of learning objective lists and self-assessment checklists.

Figure 2-2 Workflow for the creation of learning objective lists and self-assessment checklists



■ Course case study: Creating a learning objective list

Below is an example of the process of creating a learning objective list for each topic in an imaginary Japanese-language course for adults at XXX Japanese Language School in Country A.

STEP 1 Consider “Can-do” categories that match the course objectives.

This course has the following two 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 how the Japanese people think and their 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.

First, take a look at the JF Standard Tree (the folded page).

The course objectives outlined above seem to be related to the following two categories of communicative language activities: (13) sustained monologue: describing experiences, and (16) addressing audiences.

STEP 2 Select “Can-do” from the Minna no “Can-do” Website.

Select “Can-do” that belong to the following two categories of communicative language activities: (13) sustained monologue: describing experiences, and (16) addressing audiences. The sentences should be of level B1, which is the target proficiency level of this course, and should cover the six topics included in the course (“Me and my family,” “Work and professions,” “Shopping,” “Travel and transportation,” “Food and diet” and “Language and culture”).

STEP 3 From the list of “Can-do” select those that will actually be used in classes.

Consider which “Can-do” in the list best describe the learning activities that will be carried out in classes, and select the necessary “Can-do”.

STEP 4 Rewrite (if necessary) the “Can-do” so that they are easier for learners to understand or so that their content match specific classroom needs.

See “MY Can-do” (p. 21)

If the content of the selected “Can-do” is too difficult, it is necessary to translate them into the learners' mother tongue, or to rewrite them into easier Japanese.

STEP 5 Convert the list of selected “Can-do” into the format of a list of learning objectives

Figure 2-3 Example of a learning objective list

Learning objectives**XXX Japanese Language School FY2010 Japanese-Language Course for Adults**

[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 how the Japanese people think and their 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.

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 strengths and weaknesses.
3		
4	Work and professions [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 transportation [Assessment (2)]	Can explain in some detail about famous tourist spots to Japanese tourists, taking into consideration the information they have.
9		
10	Food and diet	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 [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	

■ Course case study: Creating a Self-Assessment Checklist

Below is an example of the process of creating a self-assessment checklist for an imaginary Japanese-language course for adults at XXX Japanese Language School in Country A.

STEP 1 Consider “Can-do” categories that match the course objectives.

The course has the following two 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 how the Japanese people think and their 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.

First, take a look at the JF Standard Tree (the folded page).

The course objectives outlined above seem to be related to the following five categories of communicative language activities: (13) sustained monologue: describing experiences, (16) addressing audiences, (33) planning, (34) compensating, and (35) monitoring and repair.

STEP 2 Select “Can-do” from the Minna no “Can-do” Website.

Select “Can-do” from levels A2 (learners’ current level) and B1 (target level of the course) from the categories outlined above ((13) sustained monologue: describing experiences, (16) addressing audiences, (33) planning, (34) compensating, and (35) monitoring and repair.) For the purposes of this case study we selected “Can-do” that are not limited to a specific topic as learners will use the self-assessment checklists at the beginning and the end of the course.

STEP 3 From the list of “Can-do”, select those that will actually be used in classes.

Consider which “Can-do” you would like to actually use in classes, and select the necessary “Can-do”.

STEP 4 Rewrite (if necessary) the “Can-do” so that they are easier for learners to understand or so that their content match specific classroom needs.

⇒ See “MY Can-do” (p. 21)

If the content of the selected “Can-do” is too difficult, it is necessary to translate them into the learners’ mother tongue, or to rewrite them into easier Japanese.

STEP 5 Convert the list of selected “Can-do” into the format of a self-assessment checklist.

Figure 2-4 Example of a self-assessment checklist

XXX Japanese Language School FY2010 Japanese-Language Course for Adults

Name: _____

A2		First day	Last day	B1		First day	Last day
Activities	Can give short, basic descriptions of events and activities.			Can talk, in simple terms, about various familiar matters one is interested in.			
	Can describe plans and arrangements, habits and routines, past activities and personal experiences.			Can talk relatively fluently about simple matters, and can convey things in a linear manner.			
	Can explain what he/she likes or dislikes about something.			Can convey in detail one's experience while describing one's emotions 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 talk about one's 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 simple presentation prepared in advance on familiar topics related to one's specialty. Can deliver an articulate presentation, which the audience can follow without difficulties in most cases. Also, can articulate relatively precisely the main points.			
	Can cope with a limited number of straightforward follow up questions.			Can respond to questions, but when the questions are asked very quickly may have to ask that the questions be repeated.			
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.			

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

MY Can-do

In the JF Standard, "Can-do" that are created individually by practitioners to match specific classroom situations are called "MY Can-do."

■ Why are "MY Can-do" necessary?

"MY Can-do" are created when the "Can-do" provided on the Minna no "Can-do" Website do not match one's own 'classroom situation. "MY Can-do" offer the following advantages:

- By further specifying scenes, they make it possible to better adapt "Can-do" to particular classroom situations.
- By rewriting the sentences into simpler Japanese or translating them into the mother tongue of the learners, it becomes possible to establish objectives and assessment standards that learners will find easier to understand.

■ Creating "MY Can-do"

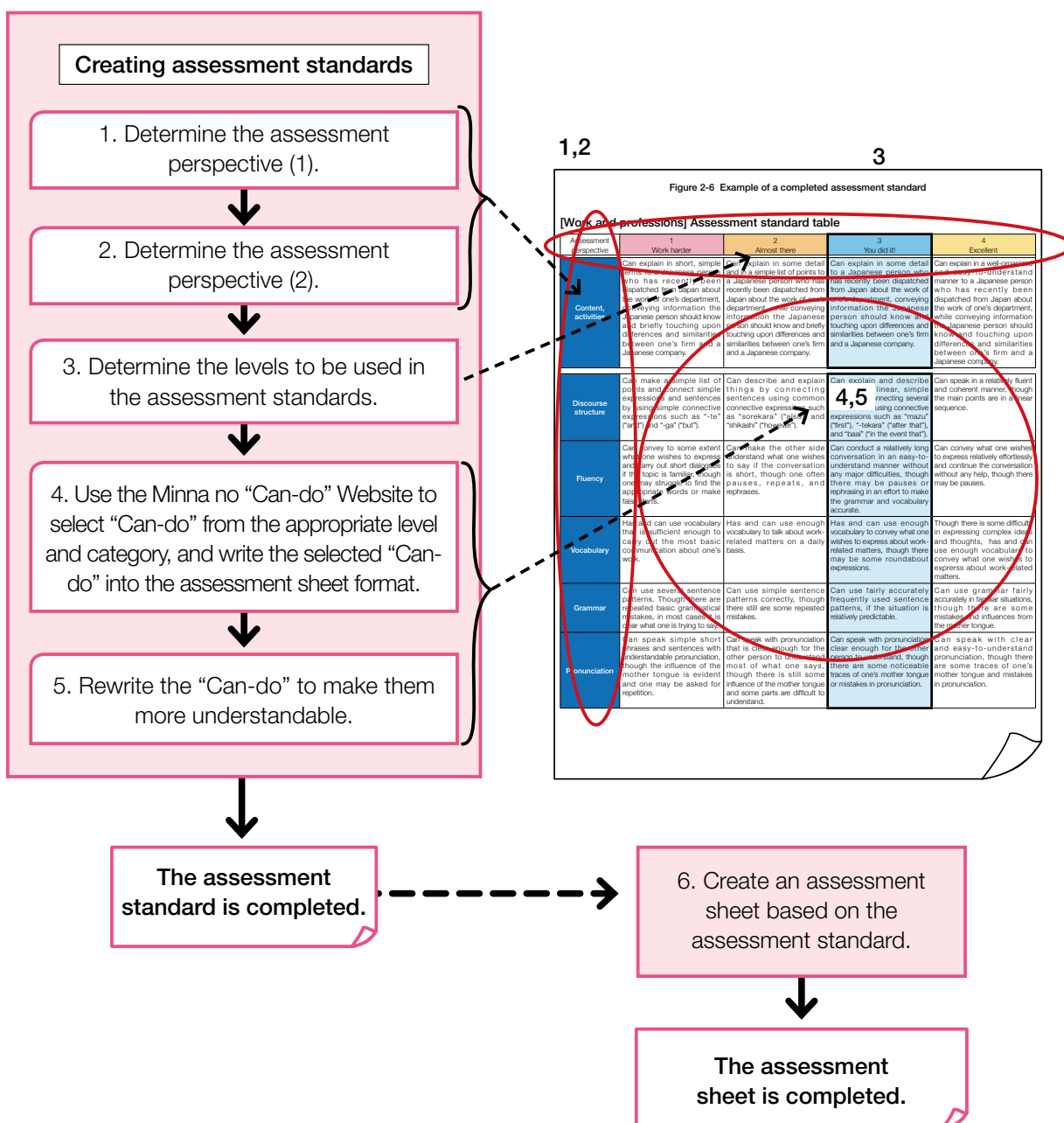
"MY Can-do" based on common language proficiency framework can be created by adding the specific features of proficiency levels to the conditions, topics, targets and actions (such as under what conditions the learner can do something, what kind of topics the learner can handle, to what extent the learner can perform something, etc.). For a detailed explanation on how to create "MY Can-do", please refer to pages 17 – 21 of "JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION 2010 User's Guide."

2.2. Considering assessment of learning achievements using “Can-do”

When designing a course, users consider assessment standards that correspond to the learning objectives, and create assessment standards and assessment sheets using “Can-do” to ensure consistency between objectives and assessment.

Figure 2-5 outlines the overall workflow for the creation of assessment standards and assessment sheets.

Figure 2-5 Workflow for the creation of assessment standards and assessment sheets



■ Course case study: Creating an Assessment Standard and an Assessment Sheet

Below is an example of the process of creating an assessment standard and an assessment sheet for oral presentations on the topic “Work and professions” for an imaginary Japanese-language course for adults at XXX Japanese Language School in Country A.

The learning objective of the topic “Work and professions” is “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.” Here we will examine step-by-step the flow of creating an assessment standard in line with the steps outlined in Figure 2-5.

STEP 1 Determine the assessment perspective (1).

Consider what kind of communicative language competences are necessary while referring to the “Can-do” describing productive activities (talking) on level B1, which is the target level of this course. In this case, it was determined that the following categories are required:

[(42) vocabulary range], [(43) vocabulary control], [(44) grammatical accuracy], [(45) phonological control], [(50) thematic development], [(51) coherence and cohesion], and [(52) spoken fluency]

STEP 2 Determine the assessment perspective (2).

The learning objective of the topic, too, can be used as an assessment perspective.

“Work and professions”

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.

STEP 3 Determine the levels to be used in the assessment standard.

As there is only a small difference in the learners’ Japanese-language speaking proficiency, the assessment standard is created using “Can-do” of level B1, which is the target level of the course, and “Can-do” of level A2 which is the current level of proficiency of the learners. If there is a larger difference in the speaking proficiency of the learners, it is recommended to consider using a wider range of levels for the assessment standard in line with the actual classroom situation (for instance, using “Can-do” from A1 to B2).

STEP 4 Write into the assessment sheet format the “Can-do” selected using the Minna no “Can-do” Website.

Take the “Can-do” from levels A2 and B1 from the Minna no “Can-do” Website for the categories selected in Step 1, and write them in the appropriate column of the assessment sheet format.

STEP 5 Rewrite the “Can-do” to make them more understandable.

⇒ See “MY Can-do” on page 21

Rewrite the “Can-do” written in the assessment standard format to make them more understandable for learners, while preserving their original content. If all learners share the same mother tongue, it is also possible to translate the “Can-do” into their mother tongue. Learners will be motivated not by pointing out the unattained objectives and insufficient points, but by writing down the attained objectives using positive expressions. Figure 2-6 shows an example of a completed assessment standard.

STEP 6 Create an assessment sheet based on the assessment standard.

Create assessment sheets for learners and teachers based on the assessment standard completed in Step 5. For this course we adopted a method in which the assessment standard’s format and its content are used without any modifications, and users enter check marks next to the achieved level. In the assessment sheet we created a column in which learners and teachers can freely write their comments. Figure 2-7 shows an example of an assessment sheet for speakers created using an assessment standard.

Figure 2-6 Example of a completed assessment standard

[Work and professions] Assessment standard table

Assessment perspective	1 Work harder	2 Almost there	3 You did it!	4 Excellent
Content, 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-organized 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 "-te" ("and") and "-ga" ("but").	Can describe and explain things by connecting sentences using common connective expressions such as "sorekara" ("also") and "shikashi" ("however").	Can explain and describe things in a linear, simple manner by connecting several short clauses using connective expressions such as "mazu" ("first"), "-tekara" ("after that"), and "baai" ("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 side 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 there may be pauses.
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 talk about 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 patterns. Though there are repeated basic grammatical mistakes, in most cases it is clear what one is trying to say.	Can use simple sentence patterns correctly, though there still are some repeated mistakes.	Can use fairly accurately frequently used sentence patterns, 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 speak 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.

Figure 2-7 Example of an assessment sheet created using the assessment standard

<Assessment sheet for speakers>

Assessment perspective	1 Work harder	2 Almost there	3 You did it!	4 Excellent
Content, 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-organized 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 "-te" ("and") and "-ga" ("but").	Can describe and explain things by connecting sentences using common connective expressions such as "sorekara" ("also") and "shikashi" ("however").	Can explain and describe things in a linear, simple manner by connecting several short clauses using connective expressions such as "mazu" ("first"), "-tekara" ("after that"), and "baai" ("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 side 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 there may be pauses.
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 talk about 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 patterns. Though there are repeated basic grammatical mistakes, in most cases it is clear what one is trying to say.	Can use simple sentence patterns correctly, though there still are some repeated mistakes.	Can use fairly accurately frequently used sentence patterns, 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 speak 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.

Things one achieved / is satisfied about	Things that were difficult / one should work harder on
--	--

Trying out the Minna no “Can-do” Website

<http://jfstandard.jp/cando/>

3.1. Minna no “Can-do” Website

The Minna no “Can-do” Website is a database of “Can-do” sentences that describe what and how well the learner can do things in Japanese. It supports the use of “Can-do” in classroom practices, including course design, lesson planning, and teaching material development.

Using the Minna no “Can-do” Website

For coordinators

Coordinators can use the website to design courses that take into account communicative activities in the real world.

Also, the site can be used for creating questionnaire surveys to monitor the Japanese-language proficiency of learners.

For teachers

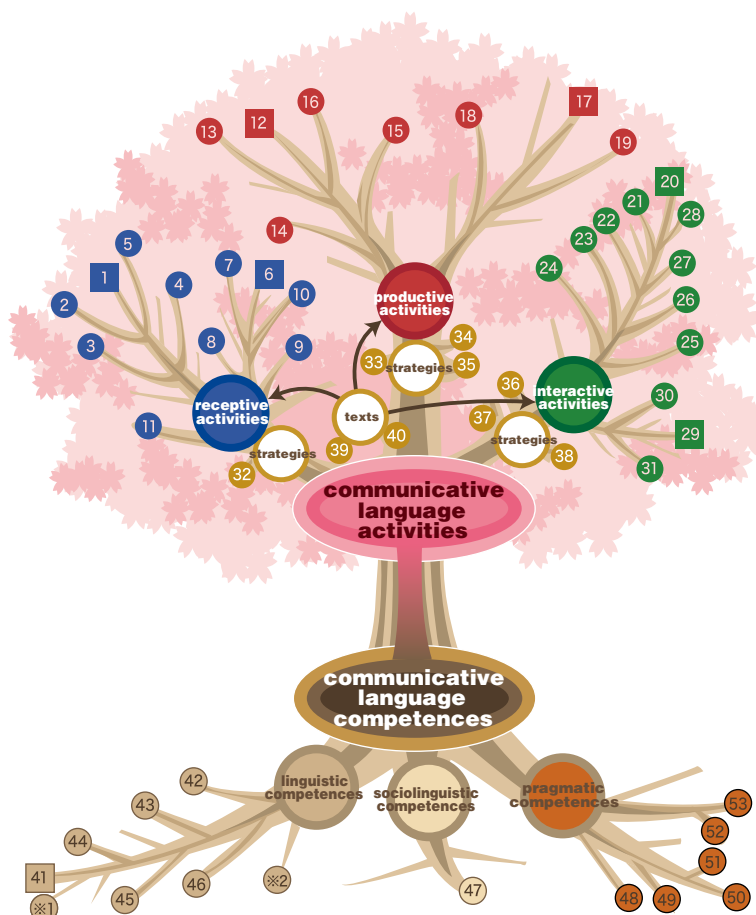
Teachers can create class objectives using “Can-do”.

The website facilitates sharing of learners’ objectives and class objectives.

For learners

The website facilitates self-assessment of Japanese-language proficiency and establishment of objectives by the learners. Learners can accurately communicate to third parties what they can do in Japanese.

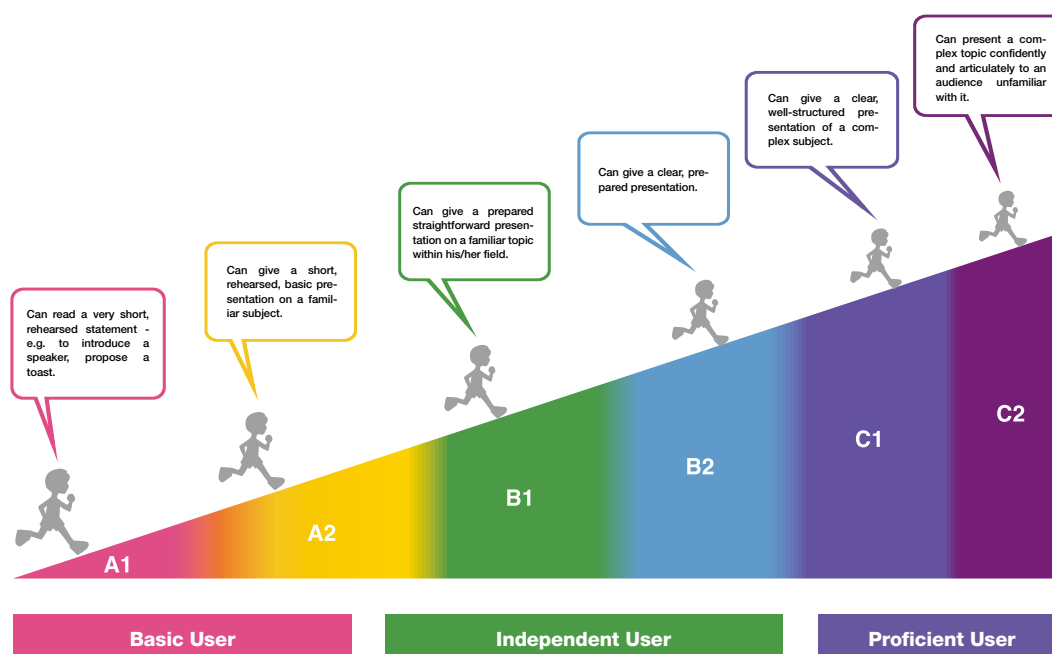
Figure 3-1 JF Standard Tree



The Minna no “Can-do” Website is a database of “Can-do,” which are organized by the categories depicted in the JF Standard Tree (Figure 3-1) and the six levels of “Can-do” (Figure 3-2).

The JF Standard Tree gives example components of communicative language competences (hereafter referred to as “language competences”) and communicative language activities (hereafter referred to as “language activities”) (1). Some of the activities and competences, which form, respectively, the branches and roots of the tree, are described by level of language proficiency. In the Minna no “Can-do” Website, each branch and root is called a “category,” and each category has “Can-do” written out by proficiency levels. The website features a category map that is a simplified version of the tree structure, and is where users can search “Can-do” from.

Figure 3-2 The six levels of “Can-do”



The Minna no “Can-do” Website contains the 493 “Can-do” provided by CEFR and the JF “Can-do” provided by the Japan Foundation as examples of language activities in Japanese. The “Can-do” are divided into six levels of language proficiency (A1, A2, B1, B2, C1, and C2). Levels A2, B1, and B2 can be further divided, resulting in nine levels of language proficiency (A1, A2.1, A2.2, B1.1, B1.2, B2.1, B2.2, C1, and C2) to divide the can “Can-do”.

(1) The concept and structure of the communicative language competences and communicative language activities are based on those of the CEFR.

3.2. General Workflow of the Minna no “Can-do” Website

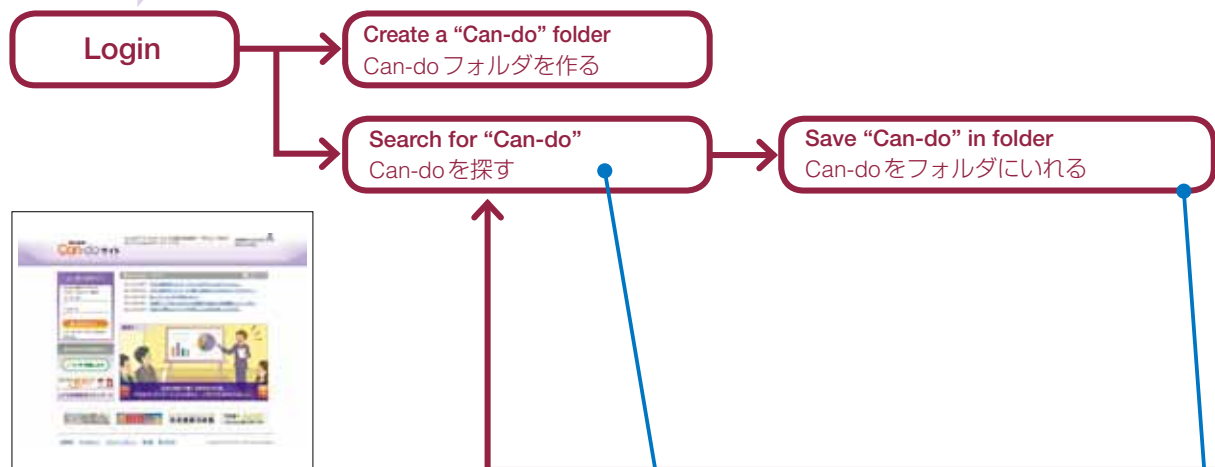
You can log in using the same user ID and password that you use for the “Minna no Kyozaï” website.



The Minna no “Can-do” Website is divided into four sections: “My Page”, “Search for ‘Can-do’”, “How to Use the Website” and “Forum (coming soon)”. You can move from one section to another using the tab key.

1. Search

2. Select and save in folder



Create a new folder by clicking
Create a new “Can-do” folder.

新しいCan-doフォルダを作る



Search Result



Look at the search results, select
the “Can-do” that you would like to
use and save them in your folder.

※ For the newly registered user, there is already
one “new folder”, ready for use.

If you wish to edit the core information in your folder, click Edit core information of “Can-do” folder.

Can-doフォルダ
基本情報編集

Before printing out your excel spreadsheet, you can rearrange the data in your folder by using the sort and filter functions.

 3. Edit 4. Print

Edit data in folder

フォルダの情報を編集する

Create your own “Can-do” (MY Can-do)

MY Can-doを作る

Remove unwanted “Can-do”

いらないCan-doを取り除く

Move “Can-do” to other folders

Can-doを他のフォルダに入れる

[Return to search page and select other “Can-do”](#)

検索画面に戻ってCan-doを選ぶ

Analyse content of folder

フォルダを分析する

[Print out as excel spreadsheet](#)

Excelに出力する

[illegible]

You can print out your "Can-do" folder in an excel spreadsheet.
You can change the layout of your excel spreadsheet.

You can browse related “Can-do” and other “Can-do” from the same category.

You can create your original “Can-do” (MY Can-do) to match your course objectives and learners’ needs.

3.3. How to use the Minna no “Can-do” Website

In this section, you will find out how to use the Minna no “Can-do” Website by following the four steps, “Search”, “Select and save in folder”, “Edit” and “Print”.



In the “Search for ‘Can-do’” (Can-doを探す) section, you can look for “Can-do” by specifying your search criteria, such as the level that you are aiming for, the framework that you wish to use (CEFR or JF), the categories listed in the JF Standard Tree and the topics that you might like to cover.

<Procedure>

- 1 Key words can help you to search for “Can-do”. Follow the example on the screen and enter key words which appear in the “Can-do” statement itself or other information such as the level, framework or topic that you want. Click on search to look at the results.
- 2 You can also search for “Can-do” by specifying your search criteria, such as the level, framework, topic and category. Select your criteria and click on search .
- 3 When you select your criteria, the number of search results that fit each criterion will appear on the right hand side of the screen. If you have selected categories from the category map, the number of results will be shown for each category. You can either click (全○件を表示する) or the button/s that will give you the results for the individual categories.



Tip for using the website!

Before you start searching for “Can-do”, it is a good idea to create a “Can-do” folder by clicking on .



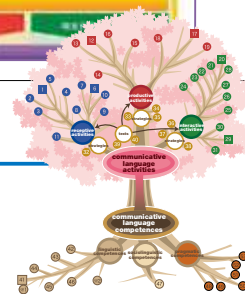
Tip for using the website!

Take time to look at the before using the category map.



Tip for using the website!

If you want to find out more about the levels, click About levels (レベルとは) and refer to the descriptions of each level and the self assessment grid.



To make it easier to search for “Can-do” in individual categories, the screen shows a category map, which is a simplified version of the JF Standard Tree.

This is how Musashi sensei used the website!

Hello, my name is Musashi. This is my first year of teaching Japanese and I'm really enjoying my job.

Since many of my students wish to acquire Japanese language skills that can be used in a business setting, I decided to use the Minna no "Can-do" Website to find out what my students need to do in order to improve their presentation skills in front of their clients.



First, I jumped to the [Search for "Can-do"](#) [Can-doを探す](#) page and clicked on [Create a new "Can-do" folder](#) [新しいCan-doフォルダを作る](#) to set up a "Can-do" folder titled "Improving Presentation Skills!". Then I searched for "Can-do". I looked at [Activities](#) [活動](#) and selected the category "addressing audiences" from the "productive activities" section.

Framework

There are 3 different frameworks for "Can-do".

CEFR Can-do: the 493 examples of "Can-do" provided by the CEFR.

JF Can-do: "Can-do" provided by the Japan Foundation as examples of language activities in Japanese. JF Can-do are categorized into topics.

MY Can-do: original "Can-do" created by users of the website.

Types of "Can-do"

There are 4 different types of "Can-do".

活動 Activities: examples of specific language activities that take place in real life are referred to as "Can-do (Activities)". They are further divided into receptive, productive and interactive activities.

方略(ストラテジー) Strategies: examples of communicative strategies, which indicate how language competences can be used effectively to generate language activities, are referred to as "Can-do (Strategies)". They are further divided into receptive, productive and interactive activities.

テキスト Texts: examples of language activities such as processing text and note-taking, which involve the summarizing or re-wording of texts during receptive, productive and interactive activities, are referred to as "Can-do (Texts)".

能力 Competences: examples of language competences that are necessary for language activities are referred to as "(Competences/Knowledge)". Language competences are composed of linguistic competences, sociolinguistic competences and pragmatic competences.

Types of Language Activities

"Can-do" are classified into 3 different types of language activities.



Reception: receptive language activities such as reading and listening (i.e. understanding)



Production: productive language activities such as speaking and writing (i.e. expression)



Interaction: interactive language activities such as engaging in a conversation and interacting by correspondence.





Topics

JF Can-do are divided into 15 different topics.

JF Can-do, which are examples of language activities in Japanese, are divided into 15 different topics: "Me and My Family", "Home and the Living Environment", "Free time and Entertainment", "Daily Life and Stages of Life", "Work and Profession", "Travel and Transportation", "Health", "Shopping", "Food and Drink", "Nature and the Environment", "Relationships", "School and Education", "Language and Culture", "Society" and "Science and Technology".


In the section “Select ‘Can-do’ and save in folder” (Can-doを選んで入れる), you can look at the search results, select any “Can-do” that you may want to use in your course or class and save them in the “Can-do” folder that you have created.

<Procedure>

- ① If you wish to further filter your search results, click on “Framework (種別)”, “Level (レベル)”, “Category (カテゴリ)” etc. and the filter function will pop up on the screen. Tick whatever you want to show on the screen and click “OK”.
- ② Tick any “Can-do” that you want to save and select the folder in which you wish to save them. When you click on  , the “Can-do” that you have selected will be saved in the folder of your choice.
If a particular “Can-do” already exists in your folder, there will be a tick  beside that “Can-do”. By clicking on the tick , you can remove that “Can-do” from your folder.
- ③ By clicking on the “Can-do” statement itself, you can access detailed information about that “Can-do”. From here, you can also jump to another page to look at other “Can-do” from the same category in order of level or go to a different page to look at other related “Can-do”.



Tip for using the website!

By clicking on Create a new “Can-do” folder  , you can create a new “Can-do” folder without moving away from the search results page.

Tip for using the website!

By clicking **Show search criteria** (検索条件を表示する), you can remind yourself which criteria you have selected to achieve the results on the search results page.

Tip for using the website!

The “Can-do” statement itself can be shown alternately in Japanese and in English.

This is how Musashi sensei used the website!

Having had a look at all the “Can-do” in the category “addressing audiences”, I found out that the statements belonged to different levels. Since my students were aiming for something around level B1, I decided to tick all the “Can-do” in level B1 and save them in my “Can-do” folder.



<Examples of “Can-do” in level B1>

“Can give a prepared straightforward presentation on a familiar topic within his/her field”.

“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”.

Going one step further in the “Select ‘Can-do’ and save in folder” section



Tip for using the website!

Click on your “Can-do” to find out more about the statement and to look at other related “Can-do”.

You can find out more about a particular “Can-do” by clicking on the statement itself. In the Minna no “Can-do” Website, you can start by looking at one “Can-do” and be guided towards other related “Can-do” of the same level and category or to Can-do (Strategies) and Can-do (Competences/Knowledge) of the same level. From such a wide selection, you may be able to find other “Can-do” that you would like to use. Make sure you click on Show related “Can-do”

to look at related “Can-do” statements.

This is how Musashi sensei used the website!

The B1 level “Can-do” that I chose was “Can give a prepared straightforward presentation on a familiar topic within his/her field” from the category “addressing audiences”. When I searched for “Can-do” related to this statement, I found not only other “Can-do” from the same category, but also those from the category “overall oral production” as well as Can-do (Strategies) and Can-do (Competences/Knowledge) of the same level. From this selection, I decided to save two other Can-do (Strategies) which I thought would be necessary when making a presentation.



<Examples of B1 level Can-do (Strategies) from productive activities>

“Can work out how to communicate the main point(s) he/she wants to get across”.

“Can convey meaning by qualifying a word meaning something similar”.

“Can-do” Folder

You can use different “Can-do” folders depending on what your objective is and whom you wish to target in your activity.

A “Can-do” folder is a file that carries your “Can-do”. You can use more than one “Can-do” folder at the same time, depending on the objective and target of your activity, whether it is course or curriculum design, lesson planning or the development of teaching materials or tests.

In your “Can-do” folder, you need to enter the core information, such as the name and purpose of the folder, the outline (e.g. the objective of the course and the learning background of the participants) and the total number of hours (e.g. course duration).



There are mainly two parts of the “Can-do” folder that you can edit.

[Editing your “Can-do” folder]


You can edit the core information of your “Can-do” folder and save new “Can-do” in your folder or remove “Can-do” that you no longer need.

[Editing your “Can-do”]



You can rewrite your “Can-do” to suit your objective or target or even create a totally new “Can-do”.

<Procedure>

[Editing your “Can-do” folder]

- ① If you wish to edit the core information of your “Can-do” folder, click Edit core information of my “Can-do” folder (Can-do フォルダ基本情報編集) and rewrite on the edit page.
- ② If you tick a “Can-do” and click on **Remove** , that “Can-do” will be removed from your folder. Alternatively, if you click the down arrow and choose Save (入れる), the “Can-do” can be saved in a different folder.
- ③ The “Can-do” in your folder can be sorted in the order that you saved them or the other way round (i.e. your newest “Can-do” can come at the top of the page). You can also filter your “Can-do” by clicking on the buttons “Framework” (種別), “Level” (レベル) etc.

[Editing your “Can-do”]

- ④ You can edit a “Can-do” statement to suit your objective or target and create your own original “Can-do” (MY Can-do). You will jump to the “Can-do” edit page by clicking on Edit this “Can-do”.
- ⑤ When you choose a level and category, the definition of the category at the chosen level will appear on the screen. You can use this as a guide to rewrite your “Can-do”. Click **Register as a new MY Can-do**  to save the edited “Can-do” as a MY Can-do in your folder.
- ⑥ If you click Create a new MY “Can-do” , you can create your original MY Can-do from scratch.



This is how Musashi sensei used the website!

I tried creating my original “Can-do” that suited the objective of my class and the learning background of my students (creating a MY Can-do).



Tip for using the website!

You can change the level, classification (type of “Can-do”, type of language activity, category) and topic to suit your needs.

By selecting a level and category, the definition of your chosen category and level will appear on the screen. Try rewriting your “Can-do” by referring to the key words that define the Conditions, Topic/situation, object and Action of the category at a chosen level.



This is how Musashi sensei used the website!

The “Can-do” that I had chosen was “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”.

Based on this statement, I decided to create my original “Can-do”. I changed the Topic/situation without changing the level or category of the statement and this is what I came up with.

“Can give a simple well-organized presentation in a company study group about a product of another company that one has researched and how it differs from the product of one’s own company, if preparations are made in advance”.



The structure of “Can-do”

A “Can-do” is composed of 4 elements: Conditions + Topic/Situation + Object + Action.

The CEFR’s Can-do (Activities) can be broken down into 4 elements: Conditions, Topic/Situation, Object and Action, and the definition of the 4 elements for each category is different at each level. Using the 4 elements to describe each category individually according to level also helps to define language proficiency levels more accurately.

When creating a MY Can-do, because the learners are often already identified, it is possible to make the statement shorter by leaving out some of the 4 elements.



You can analyse your “Can-do” folder from various perspectives.

You can also print out your “Can-do” folder on to an excel spreadsheet or a CSV.

<Procedure>

- ① You can analyse the “Can-do” that you have saved in your “Can-do” folder from various perspectives in the form of graphs.
- ② Before you print out your “Can-do” folder, make sure that you rearrange the “Can-do” that you wish to print out by using the sort and filter functions.
- ③ Select whether you want to print out your data “by level” (レベル別) or “by language activities” (言語活動別) and click or .

Print out by level: spreadsheets are printed out separately from level A1 to C2.

Print out by language activities: spreadsheets are printed out separately for reception, production, interaction, texts and for linguistic, sociolinguistic and pragmatic competences.

Tip for using the website!

Click on Analyse “Can-do” folder to analyse your data according to level, framework (CEFR or JF) or language activities. By looking at your “Can-do” statements in the form of a graph, you can check whether the “Can-do” that you have selected suit your objective and target. Having analysed your data, if you wish to add other “Can-do” to your folder, you can always go back to Search for “Can-do” and look for new “Can-do”.



Tip for using the website!

Changing the layout of your excel spreadsheet

Rearrange the data so that it will fit into your syllabus, self-assessment checklist, lesson notes or assessment sheet. You can also change the layout of your spreadsheet by rearranging the order of your “Can-do”, by fixing the width of your columns and rows or by changing the font. Make sure that you also check your print area when you print out your spreadsheet.

Example of an excel spreadsheet

種別	レベル	種類	言語活動	カテゴリー	Can-do本文（日本語）	Can-do本文（英語）	トピック
CEFR	B1	活動	産出	講演やプレゼンテーションをする	自分の専門でよく知っている話題について、事前に用意された簡単なプレゼンテーションができる。ほとんどの場合、聴衆が難なく話しについていける程度に、はっきりとしたプレゼンテーションをすることができ、また要点をそこそこ正確に述べることができる。	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	活動	産出	講演やプレゼンテーションをする	質問には対応できるが、質問を話すスピードが速い場合は、もう一度繰り返すことを頼まねばならない。	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	
JF	B1	活動	産出	講演やプレゼンテーションをする	ガイドとして有名な観光地などを案内するとき、あらかじめ準備してあれば、名所や名物などを、ある程度詳しく紹介することができる。	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	講演やプレゼンテーションをする	電気屋などの職場で、あらかじめ準備してあれば、客に電子辞書などの商品について、ある程度詳しく紹介し、想定した質問に答えることができる。	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

This is how I selected the “Can-do” that my students needed for their task of “addressing audiences”.



To enter the Minna no “Can-do” Website, you can use the same user ID and password that you use for **Minna no Kyoza** (<http://minnanokyoza.jp/>), a website that supports Japanese language teachers to create teaching materials.





JF Standard for Japanese-Language Education 2010 (Second Edition)

1st edition, 1st impression published July 2010
1st edition, 2nd impression published September 2010
1st edition, 3rd impression published February 2011
1st edition, 4th impression published June 2011
2nd edition, 1st impression published June 2012

Written, edited and published by The Japan Foundation

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- Further information regarding the JF Standard for Japanese-Language Education can be found on <http://jfstandard.jp>
 - Any comments or questions related to the “JF Standard for Japanese-Language Education 2010” can be forwarded to jfstandard@jpf.go.jp
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