

# Descriptions of Target Student Abilities: First-Year Japanese

## Japanese Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	JAPANLANG 1 (First-Year Japanese, 1st quarter)	JAPANLANG 2 (First-Year Japanese, 2nd quarter)	JAPANLANG 3 (First-Year Japanese, 3rd quarter)
<p>Students in First-Year Japanese are able to engage in simple conversations on the most common aspects of daily life, using basic grammatical structures and appropriate lexical forms.</p> <p>Students demonstrate an awareness of different styles of speech (e.g. polite vs. casual vs. honorific), and begin to choose between polite and casual forms in their oral production.</p>	<p>Students will be able to use socially and culturally appropriate forms to participate in simple conversations in familiar settings in Japanese culture.</p> <p>They begin to identify and understand the cultural practices, beliefs and values underlying interpersonal communication in Japanese.</p>	<p>During the first quarter, students interact with classmates and their instructor using the polite style of speech. They can exchange basic personal information and converse on daily activities using lists and simple sentences.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Meet and greet others with greeting expressions appropriate for the context (such as occasion, time, and addressees).</li> <li>• Introduce themselves and exchange information such as name, major, telephone numbers, birthdays, etc.</li> <li>• Identify various people, places and entities from their immediate surroundings and everyday life (e.g. classroom items, clothing, food, buildings, etc.).</li> <li>• Give short descriptions of the above locations, objects and people using appropriate adjectives.</li> <li>• List their daily activities, including interests and hobbies, using verbs and adjectives in the present and past forms.</li> </ul>	<p>During the second quarter, students continue to interact with classmates and their instructors, and begin to engage in occasional interactions with Japanese speakers outside the classroom. They develop their communicative skills acquired in the previous quarter and engage in simple conversations using the casual style of speech. Their discourse consists primarily of short simple sentences, with occasional complex sentences.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the functions of the previous quarter with greater sophistication.</li> <li>• Speak in the explanatory or “chatting” mode in addition to the “fact” mode.</li> <li>• Carry out short conversations using the casual style of speech.</li> <li>• Describe potential abilities and activities one can or cannot do.</li> <li>• Talk about physical conditions, well-being and basic symptoms in a daily context.</li> <li>• Describe in greater detail everyday and recreational activities in the present and past (e.g. vacations, trips, places of interest) with better control of adjectival forms.</li> <li>• Make simple comparisons between two things.</li> </ul>	<p>During the third quarter, students continue to interact primarily with classmates and their instructors, as well as with members of the Japanese-speaking community in limited settings. They reinforce and further develop communicative skills in both polite and casual speech. Their discourse consists principally of simple sentences with occasional complex sentences.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the functions of the previous quarter with more accuracy and at a higher level.</li> <li>• Engage in simple conversation with older people, people of higher status, etc., and ask and answer simple questions appropriately.</li> <li>• Begin simple story-telling about unexpected events or negative experiences (and convey related affect) by using the passive verb construction and <i>~tara</i> in Japanese.</li> <li>• Make a ‘hearsay’ report using structures such as <i>soo desu</i> and to <i>itteita</i>.</li> <li>• Express gratitude and apologize to someone in a culturally appropriate way.</li> <li>• Express regrets for (not) doing something.</li> <li>• Make various types of conjecture (<i>~yoo da, rashii</i>)</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>Start to interact with the others for various purposes in a culturally appropriate manner, e.g. inviting someone to do something with them, or accepting or declining such invitation, making a simple request, asking for and granting permission, etc.</li> <li>Give proper reactions to what they hear (back-channel feedback).</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information about future activities, duration of actions, and intentions.</li> <li>Express opinions, desires, and conjectures.</li> <li>Participate effectively in structured simulated conversations in a wider range of contexts; e.g. ordering a meal, visiting a doctor's office, giving or receiving gifts, etc.</li> <li>Interact with others for various purposes in a culturally appropriate manner, e.g. making requests (positive and negative), asking for permission/a favor, offering simple advice and suggestions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Provide simple explanations using relative clauses.</li> <li>Participate effectively in simulated conversations in a wider range of situations, for example: giving directions, extending apologies, making requests or complaints, gossiping, etc.</li> </ul>

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	JAPANLANG 1 (First-Year Japanese, 1st quarter)	JAPANLANG 2 (First-Year Japanese, 2nd quarter)	JAPANLANG 3 (First-Year Japanese, 3rd quarter)
<p>Students will be able to understand and interpret written and spoken language on familiar topics, as well as manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Japanese-speaking world.</p> <p>Students will read primarily texts created specifically for language learners and begin to understand simple, authentic texts that use the two sets of phonetic symbols (<i>hiragana</i> and <i>katakana</i>), and 300 <i>kanji</i> characters.</p>	<p>Students will be able to identify and interpret a wide range of cultural products and practices of Japan.</p> <p>Through contact with and investigation of these cultural products and practices, students will (1) gain, expand, and reinforce their understanding of cultural perspectives, beliefs, and values and (2) compare and contrast the Japanese culture with their own.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand Japanese greetings and terms of address (-san, -kun, -chan, -sensee, etc.) and compare and contrast them with their own.</li> <li>Understand basic Japanese customs; e.g., taking off shoes before entering a house, bowing to each other to greet, giving business cards to each other in a proper way, etc.</li> <li>Identify topic, focus, and key details of specially prepared, short oral texts such as dialogues and monologues (~ 1-2 minutes), that use the polite style of speech and incorporate familiar vocabulary and structures.</li> <li>Become familiar with the Japanese reading system and its conventions.</li> <li>Understand short, simple written texts that use lexically and linguistically familiar material and are created for this level, such as memos, postcards, emails, and short letters.</li> <li>Read and pick out information in simple authentic materials such as: restaurant menus, songs, postings on a bulletin board, and advertisements for clothing items.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify topic, focus, and key details of specially prepared, short conversations (~ 3 minutes) in both polite and casual speech styles, that are built on lexically and structurally familiar material.</li> <li>Begin to recognize familiar words, phrases or sentences in authentic oral texts such as TV dramas, anime, manga, and songs.</li> <li>Become familiar with the life of a typical business person in Japan and compare it with their own.</li> <li>Begin to understand Japanese traditional culture such as kabuki.</li> <li>Begin to understand the Japanese folktale (written with simple grammar patterns and vocabulary) such as <i>kasajijoo</i>.</li> <li>Understand some Japanese holidays or celebrations (both traditional and modern), such as the star festival, new year's day, and St. Valentine's day in Japan.</li> <li>Demonstrate an accurate understanding of specially prepared written texts that use lexically and linguistically familiar material, in formats such as diaries, blog entries, emails, and letters.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify topic, focus, and key details of longer conversations (~ 5 minutes) in polite and casual speech styles, as well as in some honorific speech, that are built on lexically and structurally familiar material.</li> <li>Recognize some familiar words or phrases in authentic materials such as TV dramas, anime, manga, and songs.</li> <li>Become familiar with the life of a typical college student in Japan and compare it with their own.</li> <li>Begin to recognize some words and expressions used by young people.</li> <li>Understand Japanese gift-giving culture and compare and contrast it with their own.</li> <li>Begin to recognize geographical features and dialects in Japan.</li> <li>Begin to identify broad genres of information in a short authentic audio segment, e.g. sports, news, weather, traffic, commercials, etc.</li> </ul>

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<i>continued</i>			<ul style="list-style-type: none"> <li>• Read and pick out information in a wider variety of simple authentic materials such as: store websites, pricelists, event calendars, etc.</li> <li>• Begin to identify broad categories of information within written authentic texts (newspapers), e.g. headlines, publication information, ads, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an accurate understanding of specially prepared written texts that use primarily familiar vocabulary and 300 kanji characters introduced in class.</li> <li>• Identify main ideas and some details of authentic materials such as: schedules, posters, signs, advertisements, brochures, etc.</li> </ul>

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	JAPANLANG 1 (First-Year Japanese, 1st quarter)	JAPANLANG 2 (First-Year Japanese, 2nd quarter)	JAPANLANG 3 (First-Year Japanese, 3rd quarter)
<p>By the end of First-Year Japanese, students will be able to make 5-minute joint oral presentations and write a structured composition related to course material.</p>	<p>Students will learn to conduct oral and written presentations in a culturally appropriate manner and format. At the end of the sequence, students will be able to compare some cultural products, practices and perspectives in their oral and written presentation, using both memorized phrases and their own words in Japanese.</p>	<p>During the first quarter, students present information about themselves and their classroom community, orally and in writing. Oral presentations are highly rehearsed and consist primarily of short simple sentences. Students are able to write approximately 20 short sentences, about a third of a page.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present jointly with a classmate a highly structured skit (3-5 minutes) using the polite speech style on the most common topics, e.g. family, friends, university, everyday life, city, etc.</li> <li>• Write and speak about familiar topics such as their habitual daily lives, past weekends, high school days, favorite restaurants and shops, classes, friends, family and past vacations, etc., mainly using short discrete sentences in the polite speech style.</li> <li>• Learn to type in Japanese, using all 4 types of characters used in Japan and Japanese-speaking communities (<i>hiragana, katakana, kanji</i> and Roman alphabets).</li> </ul>	<p>During the second quarter, students improve in quality and quantity of their oral and written reports. Oral presentations are rehearsed and consist primarily of simple sentences with some subordinate clauses. Students are able to write longer and more varied sentences (approximately a half-page), including some subordinate clauses.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present jointly with a classmate a structured and rehearsed skit (4-6 minutes) using both polite and casual speech styles, and handling various speech acts such as inviting someone, making requests, giving advice, giving/receiving gifts, etc.</li> <li>• Write and speak on some topics in more detail, using some complex sentences in both polite and casual speech styles. Topics range from e.g., themselves and others' hometown, daily lives, places and activities, childhood experiences, typical holidays and celebrations, brief comparisons, and simple recommendations.</li> <li>• Begin to write emails to their Japanese instructors in an appropriate way for real-life purposes, such as explaining an absence, asking for a recommendation etc.</li> </ul>	<p>During the third quarter, students are able to create and reformulate material in their prepared reports. Oral presentations and written discourse demonstrate increasing length and organization, with some embedded clauses. Students are able to write a one-page composition in all time frames.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present jointly with a classmate a structured and rehearsed skit (5-7 minutes) using both polite and casual speech styles, in which they incorporate a wider range of speech acts and functions such as telling a short personal story, gossiping, grumbling.</li> <li>• Write and speak on a variety of topics in greater detail, using longer and more complex sentences in both polite and casual speech styles. Topics broaden to include e.g. autobiography, favorite books/movies, additional past experiences or events, as well as longer comparisons.</li> <li>• Write appropriate emails to their Japanese instructors for real-life purposes, e.g. making a request, giving an explanation, expressing gratitude, apologizing, etc.</li> </ul>