Clarification of Can-do Objectives in Japanese Language Learning—Weaving a Can-do Statements List into the Japanese Language Program at Tokyo University of Foreign Studies—

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This paper reports 1) how the students at JLPTUFS rated their proficiency by checking off can-do statements from the list provided in the JLC Japanese Standards and 2) the on-going process whereby the teachers of skill-specific classes at JLCTUFS share and synthesize the objectives and content at each level, with the goal of originating a checklist of can-do objectives for JLPTUFS.

With regard to checking off can-do statements, for many statements there was significant correlation between the students’ level and their performance using the Japanese language in what they reported. Higher level students answered that they could perform many more tasks in Japanese than lower level students. However, for a few questions, significant correlations were not found. This may have been caused by gaps between the objectives and content in the JLPTUFS program and the JLC Japanese Standards, or differences in class objectives and the content taught in certain classes based on the Japanese level. Furthermore, there is certainly the possibility that different students understand the statements differently.

For the purpose of program improvement, teachers of skill specific classes have reported and shared class-related information including objectives, materials and content of classes. This has enabled us to construct a basis for weaving a can-do objective list into the JLPTUFS curriculum, from the “100,” basic level through the “800”, highly advanced level.

In conclusion, some of the issues that need to be examined further include:
1) Clarifying can-do statements and having them more accurately reflect the Japanese levels based upon the JLPTUFS syllabus.
2) Making the objectives of skill specific classes more precise when compared with those of integrated classes.
3) Intertwining linguistic elements with can-do statements.