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# JAPANESE LANGUAGE AND CULTURE

## 10-9Y, 20-9Y, 30-9Y

This program of studies is intended for students who began their study of Japanese language and culture in Grade 4. It constitutes the last three years of the articulated Japanese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

### INTRODUCTION

Japanese, spoken by over 120 million people in the world,<sup>1</sup> is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role in world economics; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.

Partnerships with Japan are also very important in the education of Alberta's students. A large number of Alberta's students and schools are involved in exchanges and twinning programs with Japan. Since the 1980s, hundreds of Alberta students have been in Japan. Schools across the province participate in formal and informal school

twinning programs. These programs have made important contributions to enhancing the language skills and cultural/intercultural development of Alberta's students.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures, giving them more opportunities in their lives and in their careers. For students who had no prior connection to the Japanese language and culture prior to Grade 4, this program of studies offers an opportunity to learn about and build bridges with a unique and influential culture. For students with a family connection to the culture, or prior experience with Japanese, there is the opportunity to improve their proficiency in, or renew contact with, their heritage language and culture.

There is significant evidence to suggest that learning another language contributes to the development of increased abilities in the first language and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

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1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World*, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>. (Accessed February 24, 2010.)

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be challenging yet fun. They are often fascinated by the opportunity to learn about historical and contemporary elements of Japanese culture.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

## ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning another language, such as Japanese, leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

## THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Japanese.

## Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

**Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

**Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

**Global Citizenship** aims to develop intercultural competence, with a particular focus on Japanese culture.

**Strategies** help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

## Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

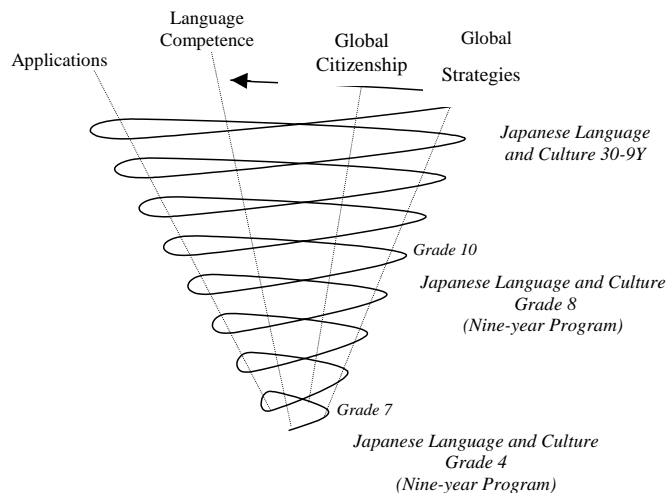
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

**Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Students' progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of

proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

#### Applications [A]

- Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

#### Language Competence [LC]

- Students will use Japanese **effectively** and **competently**.

#### Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

#### Strategies [S]

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

### **Specific Outcomes**

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

# General Outcomes

## Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- A-1 to impart and receive information
- A-2 to express feelings and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

## Language Competence



Students will use Japanese **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret texts
- LC-3 produce texts
- LC-4 interact
- LC-5 apply knowledge of the sociolinguistic/ sociocultural context
- LC-6 apply knowledge of how discourse is organized, structured and sequenced

## Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC-1 historical and contemporary elements of Japanese culture
- GC-2 appreciating diversity
- GC-3 personal growth and future opportunities

## Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

# Guide to Reading the Program of Studies

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

cluster heading  
 for specific  
 outcomes

## LC-3 produce texts

**Japanese Language  
 and Culture 10-9Y**

**Japanese Language  
 and Culture 20-9Y**

**Japanese Language  
 and Culture 30-9Y**

*Students will be able to:*

<b>LC-3.1</b> speaking	a. produce short oral texts on familiar topics, in guided and unguided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points
<b>LC-3.2</b> writing	a. produce short written texts on familiar topics, in guided and unguided situations	a. produce written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
<b>LC-3.3</b> representing	a. explore ways that meaning can be expressed through visual and other elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media

read each page vertically for the outcomes  
 expected at the end of each course

strand headings for  
 specific outcomes

specific outcome statements for each course

read each page horizontally for the developmental flow of  
 outcomes from course to course



# Applications

to express feelings and  
personal perspectives

to impart and  
receive information

to get things done

**Students will use Japanese in a variety of  
situations and for a variety of purposes.**

to form, maintain and change  
interpersonal relationships

for imaginative purposes  
and personal enjoyment

to extend their  
knowledge of the world

## APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Japanese.

Applications outcomes are achieved by selecting the Language Competence outcomes needed for the situation and purpose. The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course.

Applications—the situations and purposes for communication—drive this program, providing contexts for students’ language and cultural learning.



## General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

### A-1 to impart and receive information

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

A-1.1  
share factual information

- |   |   |  |
|---|---|--|
| a. provide detailed information on a specific topic in a familiar format; e.g., biography, travel diary | a. provide detailed factual information on a specific topic; e.g., tourist brochure, report | a. explain factual information appropriately for different audiences; e.g., classmates, adults |
| b. ask and answer questions on a topic  | b. ask and answer questions about an informative text read or heard                         |  |

### A-2 to express feelings and personal perspectives

*Students will be able to:*

A-2.1  
share ideas, thoughts, feelings, opinions, preferences

- |  |   |   |
|--|---|---|
| a. express and support their own opinions  | a. express and explain preferences  | a. exchange and compare opinions in a variety of situations             |
| b. express feelings appropriately in formal and informal situations; e.g., farewells, welcome ceremony | b. explore appropriate expression of feelings in a variety of situations; e.g., understand polite disapproval | b. analyze and discuss the expression of feelings in a variety of media |

## General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

### A-3 to get things done

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

Students will be able to:

A-3.1 guide actions of others	a. give and respond to warnings	a. give and follow a complex sequence of instructions b. express concerns; e.g., uncertainty, safety	a. persuade others
A-3.2 state personal actions	a. express consequence in relation to their own actions; e.g., <i>Shukudai o zenbu yattara, DVD o mimasu.</i> (When/after I do all the homework, I will watch the DVD.)	a. express personal expectations, hopes, plans, goals and aspirations; e.g., <i>Tenki ga yokattara, deketai desu.</i> (If the weather is good, I want to go out.)	a. speculate on and predict their own future actions; e.g., <i>Ganbatte benkyou shitara, shougakukin ga moraeru kamoshiremasen.</i> (If I study diligently, I may obtain scholarships.)
A-3.3 manage group actions	a. take on a leadership role in small-group projects	a. provide constructive feedback to group members when assessing the success of group projects; e.g., <i>Kimi no eranda ongaku, yokatta.</i> (The music you chose was good!) <i>Motto rei ga areba yokatta.</i> (The presentation would have been better if you had provided more examples.)	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

### A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. express sympathy and regret	a. make suggestions to handle a conflict situation	a. initiate and participate in social exchanges in formal situations
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## General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

### A-5 to extend their knowledge of the world

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

<b>A-5.1</b> discover and explore	a. explore connections among, and gain new insights into, familiar topics; e.g., through brainstorming, interviewing, surveys	a. explore presented ideas in a variety of ways; e.g., informal discussions or personal writing	a. compare their own insights and understandings with those of their classmates
<b>A-5.2</b> gather and organize information	a. identify key ideas and summarize b. retell in their own words	a. synthesize information from several sources b. evaluate the usefulness of sources	a. organize information to demonstrate relationships or logic
<b>A-5.3</b> solve problems	a. participate in problem-solving processes b. evaluate the effectiveness of problem-solving processes used	a. apply problem-solving skills to new situations	a. evaluate a real-life problem or situation and apply problem-solving skills to its resolution
<b>A-5.4</b> explore opinions and values	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. understand the concept of perspective and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, cartoons, anime

## General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

### A-6 for imaginative purposes and personal enjoyment

#### Japanese Language and Culture 10-9Y

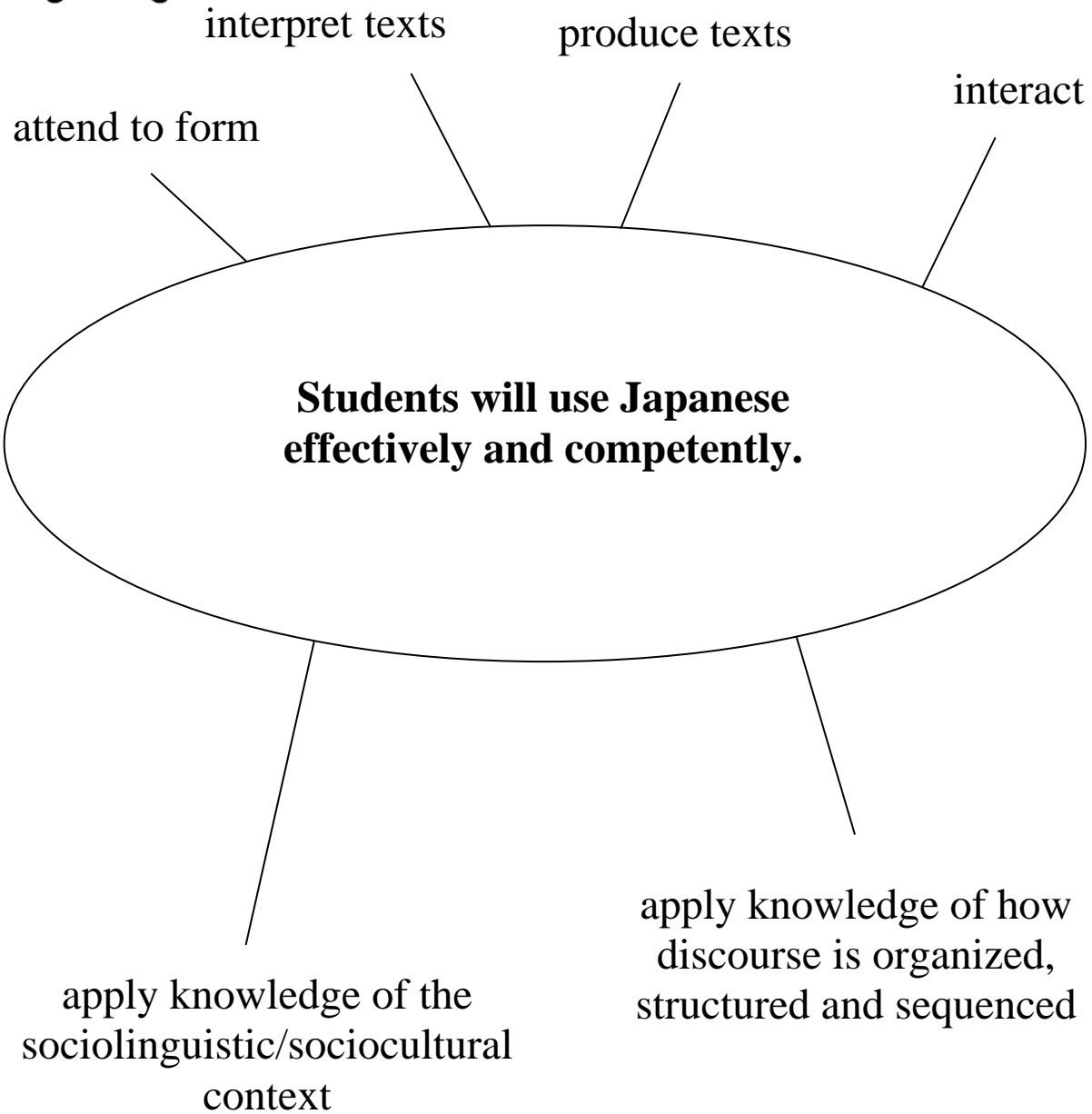
#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., view Japanese television programs or videos, make commercials	a. use the language for fun and to interpret and express humour; e.g., read manga, listen to songs, create stories or poems	a. use the language for fun and to interpret and express humour; e.g., plan and participate in a field trip, a culture day, a language camp, a weekend immersion or an exchange
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use the language creatively and for aesthetic purposes; e.g., create or perform a short play
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., keep a personal journal	a. use the language for personal enjoyment; e.g., explore ways to use their knowledge of Japanese	a. use the language for personal enjoyment; e.g., watch films or television programs

# Language Competence



## LANGUAGE COMPETENCE

**Language competence** is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there are strands for sound system, writing systems, lexicon and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

**LC-1 attend to form**

	<b>Japanese Language and Culture 10-9Y</b>	<b>Japanese Language and Culture 20-9Y</b>	<b>Japanese Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> sound system	a. speak clearly and intelligibly in a variety of situations  b. use intonation, stress and rhythm appropriately in a variety of situations	a. produce the essential sounds, pauses, rhythm and intonation patterns of the language where rehearsal is possible	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where little rehearsal is possible
<b>LC-1.2</b> writing systems	a. read the complete katakana system b. read kanji used in familiar contexts  c. write a variety of simple sentences, using all three systems	a. use a repertoire of kanji in some familiar contexts b. write sentences, using all three systems	a. use a repertoire of kanji in a variety of familiar contexts b. use all three systems appropriately when writing sentences
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• geography</li> <li>• everyday life and customs</li> <li>• health and safety</li> <li>• pop culture</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• entertainment</li> <li>• environment/ecology</li> <li>• technology</li> <li>• tourism</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• current affairs and social trends</li> <li>• arts and literature</li> <li>• history and traditions</li> <li>• future plans</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Japanese Language  
and Culture 10-9Y**

**Japanese Language  
and Culture 20-9Y**

**Japanese Language  
and Culture 30-9Y**

*Students will be able to:*

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
	a. use, in modelled situations, <sup>2</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>Relative clause</li> <li>V potential form (ら)れます</li> <li>Passive (e.g., しかられます、ほめられます)</li> <li>V volitional form</li> <li>V かた</li> <li>V てみます</li> <li>V てしまいます</li> <li>V たら (after/when)</li> <li>V なければなりません/なくてはいけません</li> <li>V なくてもいいです</li> <li>V やすいです</li> <li>V にくいです</li> <li>A く/NaA に/V ようになります</li> <li>V/A/NaA すぎます</li> <li>N の/A/NaA/V とき</li> <li>そうです (hearsay)</li> <li>んです</li> <li>Interrogative + か/も</li> <li>Interrogative + でも(いいです)</li> </ul>	<ul style="list-style-type: none"> <li>Honorific/humble; e.g., お/ご+N, いらっしゃいます</li> <li>V たあとで</li> <li>V たら (if)</li> <li>V てしまいました</li> <li>V てもらいます</li> <li>V てくれます</li> <li>V ないで (V ます)</li> <li>N の/V ために</li> <li>(Quantity)しか + negative</li> <li>あまり V/A/NaA + negative</li> </ul>	<ul style="list-style-type: none"> <li>Honorific/humble; e.g., おVになります、おVします</li> <li>V てもらいます</li> <li>V てくれます</li> <li>V させてもらいます</li> <li>V させてくれます</li> <li>V/A/NaA のに</li> <li>V (d. f.)と/V ないと</li> </ul>

(continued)

**Legend**

V means verb

V (d. f.) means verb dictionary form

N means noun

A means *i*-adjective

NaA means *na*-adjective

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Japanese Language and Culture 10-9Y</b>	<b>Japanese Language and Culture 20-9Y</b>	<b>Japanese Language and Culture 30-9Y</b>
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• Relative clause</li> <li>• V potential form (<i>rar</i>) <i>emasu</i></li> <li>• Passive (e.g., <i>shikararemasu</i>, <i>homeraremasu</i>)</li> <li>• V volitional form</li> <li>• V <i>kata</i></li> <li>• V <i>te mimasu</i></li> <li>• V <i>te shimaimasu</i></li> <li>• V <i>tara</i> (after/when)</li> <li>• V <i>nakereba narimasen</i>/ <i>nakutewa ikemasen</i></li> <li>• V <i>nakutemo ii desu</i></li> <li>• V <i>yasui desu</i></li> <li>• V <i>nikui desu</i></li> <li>• A <i>ku</i>/NaA <i>ni</i>/V <i>you ni</i> <i>narimasu</i></li> <li>• V/A/NaA <i>sugi masu</i></li> <li>• N <i>no</i>/A/NaA/V <i>toki</i> <i>sou desu</i> (hearsay)</li> <li>• <i>n desu</i></li> <li>• Interrogative + <i>ka/mo</i></li> <li>• Interrogative + <i>demo</i> <i>(ii desu)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Honorific/humble; e.g., <i>o/go + N</i>, <i>irasshaimasu</i></li> <li>• V <i>ta ato de</i></li> <li>• V <i>tara</i> (if)</li> <li>• V <i>te shimaimashita</i></li> <li>• V <i>te moraimasu</i></li> <li>• V <i>te kuremasu</i></li> <li>• V <i>nai de</i> (V <i>masu</i>)</li> <li>• N <i>no</i>/V <i>tame ni</i></li> <li>• (Quantity) <i>shika</i> + negative</li> <li>• <i>amari</i> V/A/NaA + negative</li> </ul>	<ul style="list-style-type: none"> <li>• Honorific/humble; e.g., <i>o V ni</i> <i>narimasu</i>, <i>o V shimasu</i></li> <li>• V <i>te moraimasu</i></li> <li>• V <i>te kuremasu</i></li> <li>• V <i>sasete moraimasu</i></li> <li>• V <i>sasete kuremasu</i></li> <li>• V/A/NaA <i>noni</i></li> <li>• V (d. f.) <i>to</i>/V <i>nai to</i></li> </ul>

(continued)

**Legend**

- V means verb
- V (d. f.) means verb dictionary form
- N means noun
- A means *i*-adjective
- NaA means *na*-adjective

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Japanese Language and Culture 10-9Y</b>	<b>Japanese Language and Culture 20-9Y</b>	<b>Japanese Language and Culture 30-9Y</b>
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>3</sup> the following grammatical elements: .....		
LC-14 grammatical elements	<ul style="list-style-type: none"> <li>• V たことがあります</li> <li>• V たらどうですか</li> <li>• V<sub>1</sub> たり V<sub>2</sub> たりします</li> <li>• V たほうがいいです</li> <li>• V ないほうがいいです</li> <li>• N みたい (です/な N)</li> <li>• N<sub>1</sub> と N<sub>2</sub> と(では)どちらが A/NaA ですか</li> <li>• N<sub>1</sub> のほうが (N<sub>2</sub> より) A/NaA です</li> <li>• N が/を (quantity) + V ます</li> <li>• N<sub>1</sub> は N<sub>2</sub> とおなじです/ちがいます</li> <li>• かもしれません</li> <li>• とききます/よみます/いいます</li> <li>• A/NaA そう(です/な N) [appearance]</li> <li>• もう + V past</li> <li>• まだ(です)</li> <li>• Quantity だけ</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clause</li> <li>• V potential form (ら)れます</li> <li>• Passive (e.g., しかられます、ほめられます)</li> <li>• V volitional form</li> <li>• V たら (after/when)</li> <li>• V てみます</li> <li>• V なければなりません/なくてははいけません</li> <li>• V なくてもいいです</li> <li>• V かた</li> <li>• V やすい/V にくいです</li> <li>• A く/NaA に/V ようになります</li> <li>• V/A/NaA すぎます</li> <li>• N の/A/NaA/V とき</li> <li>• そうです (hearsay)</li> <li>• んです</li> <li>• Interrogative + か/も</li> <li>• Interrogative + でも(いいです)</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clause</li> <li>• Passive (e.g., しかられます、ほめられます)</li> <li>• V たあとで</li> <li>• V たら (after/when)</li> <li>• V たら (if)</li> <li>• V てしまいます/しました</li> <li>• V ないで (V ます)</li> <li>• V かた</li> <li>• V/N のために</li> <li>• そうです (hearsay)</li> <li>• んです</li> <li>• あまり V/A/NaA + negative</li> <li>• (Quantity)しか + negative</li> <li>• Counters</li> </ul>

(continued)

**Legend**

- V means verb
- V (d. f.) means verb dictionary form
- N means noun
- A means *i*-adjective
- NaA means *na*-adjective

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Japanese Language and Culture 10-9Y</b>	<b>Japanese Language and Culture 20-9Y</b>	<b>Japanese Language and Culture 30-9Y</b>
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• V <i>ta koto ga arimasu</i></li> <li>• V <i>tara dou desu ka?</i></li> <li>• V<sub>1</sub> <i>tari</i> V<sub>2</sub> <i>tari shimasu</i></li> <li>• V <i>ta hou ga ii desu</i></li> <li>• V <i>nai hou ga ii desu</i></li> <li>• N <i>mitai (desu/na N)</i></li> <li>• N<sub>1</sub> <i>to</i> N<sub>2</sub> <i>to (dewa) dochira ga A/NaA desu ka?</i></li> <li>• N<sub>1</sub> <i>no hou ga (N<sub>2</sub> yori) A/NaA desu</i></li> <li>• N <i>ga/o</i> (quantity) + V <i>masu</i></li> <li>• N<sub>1</sub> <i>wa</i> N<sub>2</sub> <i>to onaji desu/chigaimasu</i></li> <li>• <i>kamoshiremasen</i></li> <li>• <i>to kikimasu/yomimasu/iimasu</i></li> <li>• A/NaA <i>sou (desu/na N)</i> [appearance]</li> <li>• <i>mou</i> + V past</li> <li>• <i>mada (desu)</i></li> <li>• Quantity <i>dake</i></li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clause</li> <li>• V potential form (<i>rar</i>) <i>emasu</i></li> <li>• Passive (e.g., <i>shikararemasu, homeraremasu</i>)</li> <li>• V volitional form</li> <li>• V <i>tara</i> (after/when)</li> <li>• V <i>te mimasu</i></li> <li>• V <i>nakereba narimasen/nakutewa ikemasen</i></li> <li>• V <i>nakutemo ii desu</i></li> <li>• V <i>kata</i></li> <li>• V <i>yasui/V nikui desu</i></li> <li>• A <i>ku/NaA ni/V you ni narimasu</i></li> <li>• V/A/NaA <i>sugi masu</i></li> <li>• N <i>no/A/NaA/V toki</i></li> <li>• <i>sou desu</i> (hearsay)</li> <li>• <i>n desu</i></li> <li>• Interrogative + <i>ka/mo</i></li> <li>• Interrogative + <i>demo (ii desu)</i></li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clause</li> <li>• Passive (e.g., <i>shikararemasu, homeraremasu</i>)</li> <li>• V <i>ta ato de</i></li> <li>• V <i>tara</i> (after/when)</li> <li>• V <i>tara</i> (if)</li> <li>• V <i>te shimaimasu/mashita</i></li> <li>• V <i>nai de (V masu)</i></li> <li>• V <i>kata</i></li> <li>• V/N <i>no tame ni</i></li> <li>• <i>sou desu</i> (hearsay)</li> <li>• <i>n desu</i></li> <li>• <i>amari</i> V/A/NaA + negative</li> <li>• (Quantity) <i>shika</i> + negative</li> <li>• Counters</li> </ul>

(continued)

**Legend**

- V means verb
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- A means *i*-adjective
- NaA means *na*-adjective

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Japanese Language and Culture 10-9Y**

**Japanese Language and Culture 20-9Y**

**Japanese Language and Culture 30-9Y**

*Students will be able to:*

c. use, independently and consistently,<sup>4</sup> the following grammatical elements: .....

LC-14  
grammatical elements

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• V た</li> <li>• V なかった</li> <li>• V (d. f.) ことができます</li> <li>• V てから</li> <li>• V (d. f.) まえに</li> <li>• V てくれませんか</li> <li>• V (stem) に (いきま<br/>す/きます/かえりま<br/>す)</li> <li>• V こと/のが A/NaA<br/>(e.g., すき/とくい)<br/>です</li> <li>• V つもりです</li> <li>• A くて/NaA で</li> <li>• N だ</li> <li>• N だった</li> <li>• NaA だ</li> <li>• NaA だった</li> <li>• N は V ことです</li> <li>• N が/は Quantity あ<br/>ります/います</li> <li>• とおもいます/おも<br/>っています</li> <li>• からです [reason]</li> <li>• どの/なぜ/なんで/<br/>どうして<br/>[interrogatives]</li> <li>• Common counters</li> </ul> | <ul style="list-style-type: none"> <li>• V たことがあります</li> <li>• V たらどうですか</li> <li>• V<sub>1</sub> たり V<sub>2</sub> たりします</li> <li>• V たほうがいいです</li> <li>• V ないほうがいいです</li> <li>• N<sub>1</sub> と N<sub>2</sub> と(では)どちら<br/>が A/NaA ですか</li> <li>• N<sub>1</sub> のほうが (N<sub>2</sub> より)<br/>A/NaA です</li> <li>• N<sub>1</sub> は N<sub>2</sub> とおなじです/<br/>ちがいます</li> <li>• N みたい (です/な N)</li> <li>• N が/を (quantity) + V<br/>ます</li> <li>• かもしれない/ません</li> <li>• A/NaA そう (です/な N)<br/>[appearance]</li> <li>• Quantity だけ</li> <li>• とききます/よみます/<br/>います</li> </ul> | <ul style="list-style-type: none"> <li>• V potential form (ら) れます</li> <li>• V volitional form</li> <li>• V てみます</li> <li>• V なければなりません/なくて<br/>はいけません</li> <li>• V なくてもいいです</li> <li>• V やすい/V にくいです</li> <li>• A く/NaA に/V ようになります</li> <li>• V/A/NaA すぎます</li> <li>• N の/A/NaA/V とき</li> <li>• そうです (hearsay)</li> <li>• Interrogative + か/も</li> <li>• Interrogative + でも (いいです)</li> </ul> |
|---|--|---|

**Legend**

(continued)

V means verb

V (d. f.) means verb dictionary form

N means noun

A means *i*-adjective

NaA means *na*-adjective

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Japanese Language and Culture 10-9Y</b>	<b>Japanese Language and Culture 20-9Y</b>	<b>Japanese Language and Culture 30-9Y</b>
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>• V <i>ta</i></li> <li>• V <i>nakatta</i></li> <li>• V (d. f.) <i>koto ga dekimasu</i></li> <li>• V <i>te kara</i></li> <li>• V (d. f.) <i>mae ni</i></li> <li>• V <i>te kuremasen ka?</i></li> <li>• V (stem) <i>ni (ikimasu/ kimasu/kaerimasu)</i></li> <li>• V <i>koto/no ga A/NaA (e.g., suki/tokui) desu</i></li> <li>• V <i>tsumori desu</i></li> <li>• A <i>kute/NaA de</i></li> <li>• N <i>da</i></li> <li>• N <i>datta</i></li> <li>• NaA <i>da</i></li> <li>• NaA <i>datta</i></li> <li>• N <i>wa V koto desu</i></li> <li>• N <i>ga/wa</i> Quantity <i>arimasu/imasu</i></li> <li>• <i>to omoimasu/omotte imasu</i></li> <li>• <i>kara desu</i> [reason]</li> <li>• <i>dono/naze/nande/doushite</i> [interrogatives]</li> <li>• Common counters</li> </ul>	<ul style="list-style-type: none"> <li>• V <i>ta koto ga arimasu</i></li> <li>• V <i>tara dou desu ka?</i></li> <li>• V<sub>1</sub> <i>tari V<sub>2</sub> tari shimasu</i></li> <li>• V <i>ta hou ga ii desu</i></li> <li>• V <i>nai hou ga ii desu</i></li> <li>• N<sub>1</sub> <i>to N<sub>2</sub> to (dewa) dochira ga A/NaA desu ka?</i></li> <li>• N<sub>1</sub> <i>no hou ga (N<sub>2</sub> yori) A/NaA desu</i></li> <li>• N<sub>1</sub> <i>wa N<sub>2</sub> to onaji desu/chigaimasu</i></li> <li>• N <i>mitai (desu/na N)</i></li> <li>• N <i>ga/o (quantity) + V masu</i></li> <li>• <i>kamoshirenai/masen</i></li> <li>• A/NaA <i>sou (desu/na N) [appearance]</i></li> <li>• Quantity <i>dake</i></li> <li>• <i>to kikimasu/yomimasu/iimasu</i></li> </ul>	<ul style="list-style-type: none"> <li>• V potential form (<i>rar</i>) <i>emasu</i></li> <li>• V volitional form</li> <li>• V <i>te mimasu</i></li> <li>• V <i>nakereba narimasen/nakutewa ikemasen</i></li> <li>• V <i>nakutemo ii desu</i></li> <li>• V <i>yasui/V nikui desu</i></li> <li>• A <i>ku/NaA ni/V you ni narimasu</i></li> <li>• V/A/NaA <i>sugi masu</i></li> <li>• N <i>no/A/NaA/V toki</i></li> <li>• <i>sou desu</i> (hearsay)</li> <li>• Interrogative + <i>ka/mo</i></li> <li>• Interrogative + <i>demo (ii desu)</i></li> </ul>

**Legend**

- V means verb
- V (d. f.) means verb dictionary form
- N means noun
- A means *i*-adjective
- NaA means *na*-adjective

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-2 interpret texts

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand the main points and some supporting details of oral texts on familiar topics, in guided situations	a. understand the main points and some supporting details of oral texts on a variety of familiar topics, in guided situations	a. understand a variety of oral texts on familiar topics, in guided situations
<b>LC-2.2</b> reading	a. understand the main points and some supporting details of written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of written texts on a variety of familiar topics, in guided situations	a. understand a variety of written texts on a range of topics, in guided situations
<b>LC-2.3</b> viewing and nonverbal interpretation	a. propose several interpretations of the visual and other elements of a variety of media	a. identify the purposes and intended audiences of, and the messages and points of view in, a variety of media, in guided situations	a. identify the purposes and intended audiences of, and the messages and points of view in, a variety of media

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-3 produce texts

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

LC-3.1 speaking	a. produce short oral texts on familiar topics, in guided and unguided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points
LC-3.2 writing	a. produce short written texts on familiar topics, in guided and unguided situations	a. produce written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-3.3 representing	a. explore ways that meaning can be expressed through visual and other elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media

### LC-4 interact

*Students will be able to:*

LC-4.1 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain routine interactions	a. converse on familiar topics
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## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-5 apply knowledge of the sociolinguistic/sociocultural context

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

<b>LC-5.1</b> register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. use language to suit audience and purpose, in guided situations
<b>LC-5.2</b> idiomatic expressions	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications
<b>LC-5.3</b> variations in language	a. recognize influences resulting in variations in language	a. identify some variations in language	a. experiment with some variations in language
<b>LC-5.4</b> social conventions	a. recognize the use of social conventions in oral and written texts	a. interpret the use of social conventions in oral and written texts	a. use social conventions in oral and written texts
<b>LC-5.5</b> nonverbal communication	a. recognize a variety of nonverbal communication techniques	a. experiment with nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts



## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-6 apply knowledge of how discourse is organized, structured and sequenced

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

LC-6.1 cohesion/coherence	a. use a variety of conventions to structure texts; e.g., format for a report	a. interpret texts that use patterns involving time or chronological sequencing	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>shikashi</i> , <i>demo</i> , <i>soreni</i>
LC-6.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., letters, announcements, brochures, questionnaires, Web pages	a. use a variety of familiar media text forms in their own productions; e.g., advertisements, commercials, comic strips	a. use a variety of text forms and media in their own productions; e.g., reports, poetry, speech, digital communication
LC-6.3 patterns of social interaction	a. combine social interaction patterns; e.g., suggest–accept/decline	a. combine social interaction patterns to perform transactions; e.g., request goods/services	a. perform complex interactions; e.g., discuss, persuade/negotiate



# Global Citizenship



historical and contemporary  
elements of Japanese culture

appreciating diversity

**Students will acquire the  
knowledge, skills and attitudes  
to be effective global citizens.**

personal growth and future opportunities

## **GLOBAL CITIZENSHIP**

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship includes citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Japanese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Japanese culture, applying cultural knowledge, diversity within Japanese culture and valuing Japanese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Japanese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of Japanese culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “appreciating diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC-1 historical and contemporary elements of Japanese culture

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. organize and represent information about elements of Japanese culture in a variety of ways	a. analyze information about elements of Japanese culture	a. evaluate sources of information on Japanese culture
<b>GC-1.2</b> knowledge of Japanese culture	a. explore and identify some elements of Japanese culture; e.g., cultural values, attitudes and interests of people their own age in the culture	a. explore, identify and examine some elements of Japanese culture; e.g., key historical events and their influence on contemporary ways of life	a. identify, examine and analyze some elements of Japanese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
<b>GC-1.3</b> applying cultural knowledge	a. apply knowledge of elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., determine the meaning of culturally significant terms in authentic texts
<b>GC-1.4</b> diversity within Japanese culture	a. identify different elements of Japanese culture, derived from a variety of sources, and hypothesize about their origins	a. investigate diverse elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts
<b>GC-1.5</b> valuing Japanese culture	a. seek out and use opportunities to enter into contact with members of the Japanese culture; e.g., exchange letters or e-mail with a pen pal or an e-pal	a. seek out and use opportunities to enter into contact with members of the Japanese culture	a. seek out and use opportunities to enter into contact with members of the Japanese culture

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC–2 appreciating diversity

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>GC-2.1</b> awareness of own language(s)	a. analyze ways in which their own language(s) and Japanese are similar and different; e.g., text forms	a. analyze ways in which their own language(s) and Japanese are similar and different; e.g., grammar structures	a. identify aspects of their personal style in their own language(s) and analyze how these affect their use of Japanese
<b>GC-2.2</b> general language knowledge	a. recognize that languages evolve over time, and provide reasons for their evolution	a. describe factors that influence the status of languages; e.g., perceptions of regional dialects, socio-economic status of the speakers of the language, media influence	a. make generalizations about the systematic nature of language; e.g., sound system, rules of punctuation, grammar, sentence structure
<b>GC-2.3</b> awareness of own culture	a. identify ethnocentric elements in documents from their own culture; e.g., author’s perspectives, newspaper points of view	a. analyze ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different b. identify components of Canadian identity
<b>GC-2.4</b> general cultural knowledge	a. identify some potential obstacles to communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time b. examine how national identities evolve	a. identify ways that individuals develop their own cultural identity/identities and participate in their society
<b>GC-2.5</b> valuing diversity	a. seek out opportunities to interact with people from various cultures	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
<b>GC-2.6</b> intercultural skills	a. identify a variety of strategies to deal with possible breakdowns and misunderstandings in cross-cultural communication	a. identify ethnocentric perspectives in a document or in events and explain their origins	a. view a situation from more than one perspective b. identify and use strategies for enhancing interactions with people from a different culture

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC–3 personal growth and future opportunities

#### Japanese Language and Culture 10-9Y

#### Japanese Language and Culture 20-9Y

#### Japanese Language and Culture 30-9Y

*Students will be able to:*

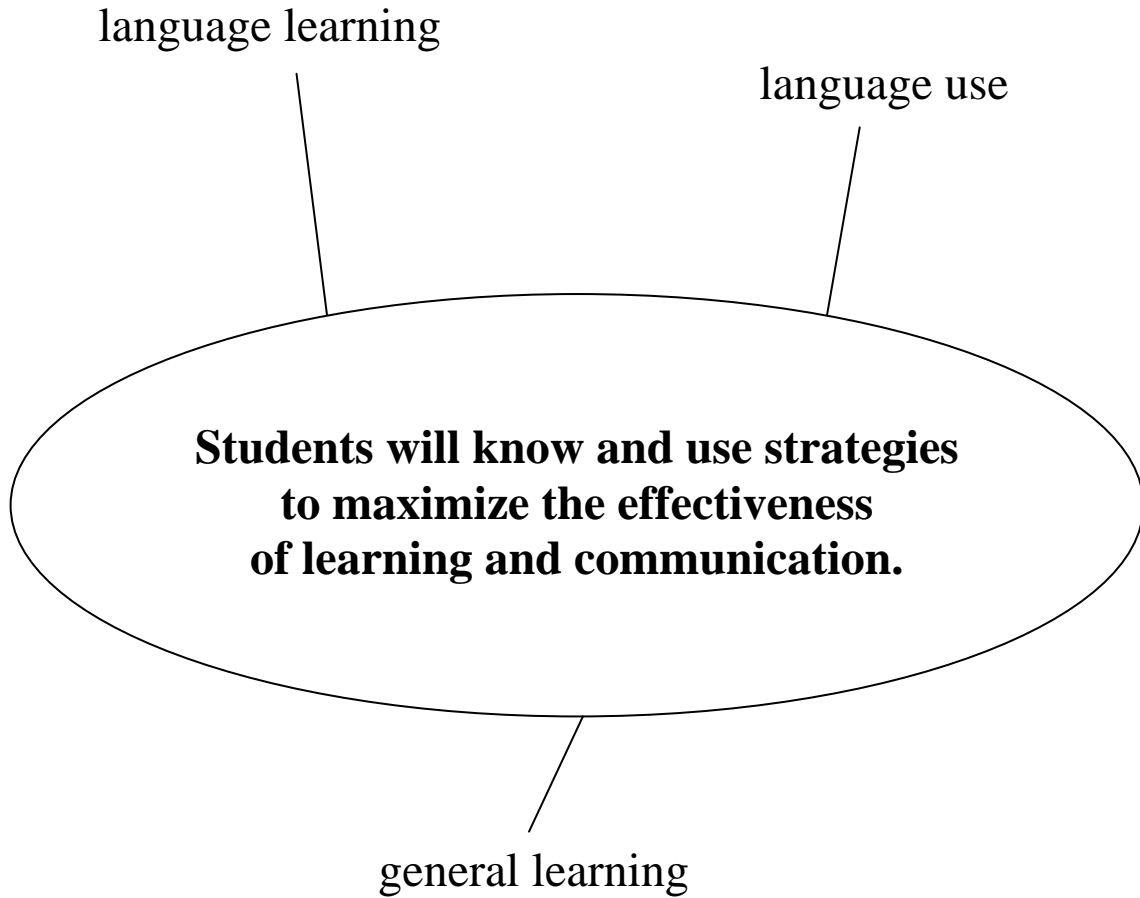
<b>GC–3.1</b> Japanese language and culture	a. explore opportunities for further education, personal enjoyment and personal growth related to the Japanese language and culture	a. explore careers in which knowledge of Japanese language and culture can be applied	a. explore applications of Japanese language and culture in the global workplace
<b>GC–3.2</b> cultural and linguistic diversity	a. explore opportunities for further education, personal enjoyment and personal growth related to international languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global community







# Strategies



## STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive**, but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Because senior high school students in the Japanese Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

## General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

### S-1 language learning

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-1.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

#### *Examples of cognitive language learning strategies:*

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of Japanese and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Japanese speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning
- use induction to generate rules governing language use

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*Examples of metacognitive language learning strategies:*

- decide in advance to attend to the learning task
  - make a plan in advance about how to approach a language learning task
  - set realistic, achievable and appropriate goals
  - listen or read for key words
  - decide in advance to attend to specific aspects of input
  - know how strategies may enable comprehension of texts containing unknown elements
  - rehearse or role-play language
  - recognize the potential of learning through direct exposure to the language
  - seek opportunities inside and outside of class to practise and observe
  - check copied writing for accuracy
  - monitor speech and writing to check for and correct persistent errors
  - reflect on learning tasks with the guidance of the teacher
  - reflect on the listening, speaking, reading and writing process
  - evaluate your performance or comprehension at the end of a task
  - accept suggestions for improvement
  - reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
  - experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
  - make choices about how you learn best
  - understand that language learning is a lifelong process
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*Examples of social/affective language learning strategies:*

- understand that making mistakes is a natural part of language learning
  - be willing to take risks and to try unfamiliar tasks and approaches
  - continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
  - initiate or maintain interaction with others; e.g.,
    - observe and imitate Japanese speakers
    - participate in shared reading experiences
    - invite native speakers from the community to be guests in the class
    - seek opportunities outside of class to interact with community members
    - work cooperatively with peers in small groups
  - participate actively in brainstorming and conferencing as prewriting and postwriting exercises
  - work with others to solve problems and get feedback on tasks
  - experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
  - repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
  - reread familiar self-chosen texts to enhance understanding and enjoyment
  - provide personal motivation by arranging your own rewards when successful
  - learn from/with peers
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## General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

### S–2 language use

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S–2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

#### *Examples of interactive language use strategies:*

- acknowledge being spoken to, using verbal and nonverbal cues; e.g., *hai, ee, sou desu ka* and nodding
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto ..., anou ..., sou desu ne, demo ..., sumimasen*
- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when you do not understand; e.g., “*Mou ichido itte kudasai. “~tte, nan desu ka?”*”
- ask follow-up questions to check for understanding; e.g., “*Wakarimashita ka?”*”
- indicate lack of understanding of Japanese text/expressions; e.g., “*Wakarimasen.*”
- use a simple word similar to the concept to convey, and invite correction; e.g., *hon* for *kyoukasho*
- ask for confirmation that a form used is correct; e.g., “*Ii desu ka?” “Tadashii desu ka?”*”
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *toshoshitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., “*~to yuu koto desu ka?” “~n desu ka?”*”
- use other speakers’ words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood
- self-correct if errors lead to misunderstandings; e.g., “*Machigaemashita.*” “*Wakari-nikukatta desu ne?”*”
- invite others into the discussion; e.g., “*Dou omoimasu ka?”*”
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- start again, using a different tactic, when communication breaks down

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*Examples of interpretive language use strategies:*

- note gestures, intonation and visual supports that aid comprehension
  - make connections between texts on the one hand and prior knowledge and personal experience on the other
  - use illustrations and prediction strategies to aid reading comprehension
  - determine the purpose of listening, viewing or reading
  - listen or look for key words
  - listen selectively, view selectively or read selectively based on purpose
  - use knowledge of the sound–symbol system or kanji to aid reading comprehension
  - use key content words or discourse markers to follow an extended text
  - infer probable meanings of unknown words or expressions from contextual clues
  - reread several times to understand complex ideas
  - use skimming and scanning to locate key information in texts
  - summarize information gathered
  - assess your information needs before listening, viewing or reading
  - make predictions about what you expect to hear or read based on prior knowledge and personal experience
  - prepare questions or a guide to note information found in a text
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*Examples of productive language use strategies:*

- use nonverbal means to communicate
  - use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
  - use familiar repetitive patterns from stories, songs or media
  - incorporate newly modelled words/expressions
  - use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
  - use knowledge of sentence patterns to form new sentences
  - use illustrations to provide detail when producing your own texts
  - take notes in Japanese when reading or listening to assist in producing your own text
  - paraphrase and summarize texts
  - use a variety of resources to correct texts
  - use resources such as an English–Japanese dictionary or a Japanese dictionary/thesaurus to increase vocabulary
  - edit and proofread the final version of a text
  - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
  - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
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## General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

### S-3 general learning

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

#### *Examples of cognitive general learning strategies:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

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*Examples of metacognitive general learning strategies:*

- identify your needs and interests
  - take responsibility for planning, monitoring and evaluating your learning experiences
  - make a plan in advance about how to approach a task
  - divide an overall learning task into a number of subtasks
  - work with others to monitor your learning
  - develop criteria for evaluating your work
  - choose from among learning options
  - discover how your efforts can affect learning
  - reflect on learning tasks
  - reflect upon your thinking processes and how you learn
  - reflect on time management for effective learning
  - manage your physical working environment
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*Examples of social/affective general learning strategies:*

- follow your natural curiosity and intrinsic motivation to learn
  - choose learning activities that enhance understanding and enjoyment
  - be willing to take risks and to try unfamiliar tasks and approaches
  - be encouraged to try, even though you might make mistakes
  - monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
  - use positive thinking and/or self-talk as a way to persevere on a difficult task
  - participate in cooperative group learning tasks
  - use social interaction skills to enhance group learning activities
  - seek help from others
  - take part in group decision-making processes
  - participate in and/or initiate group problem-solving processes
  - observe and imitate the successful learning strategies of others
  - use support strategies to help peers persevere at learning tasks
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