

# JAPANESE

## Teacher's Instructional Manual

### Grade 12

(To be implemented from year 2010)



**Faculty of Languages Humanities and Social Science  
National Institute of Education  
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## Unit 01

### Japanese Pronunciation and Hiragana, Katakana

#### Competency 01

1. Identifies letters and writes properly.
2. Sounds connected with letters and letter combinations and practice words.

#### Competency level

1. Pronounces Japanese syllable sound 50.
2. Read and write in Hiragana, Katakana.
3. Understand the simple words using Hiragana, Katakana.
4. Listen and speak greeting, classroom words and numeral.

#### Number of periods: 40

**Learning Outcomes:** The students should be able to:

- Identify the Japanese pronunciation.
- Read and write in Hiragana, Katakana each 46 letters.
- Learn long vowels, voiced sound, a p-sound, double consonants, syllabic nasal and palatalized sound.
- Read and write the simple words and understand the meaning of them.
- Practice the greeting “ohayou gozaimasu” “sayounara”,etc.
- Understand the meaning of the classroom words, “ tatte-kudasai, yonde-kudasai,etc.
- Listen and speak numeral, “ichi” “ni” “san”,etc. 0~100.

## Introduction

Japanese is a very big language trend and it's one of the easiest Asian languages to learn! But sometimes you can get the pronunciations confused and mixed up with the pronunciations of the English Alphabet and English words.

*Hiragana* and *katakana* are syllabaries used to write Japanese. Apart from the shape of the letters, there's little difference between them. However, the fact that *katakana* is used to write foreign words gives rise to some special features. For further information on *hiragana* and *katakana* and how they function in Japanese.

**Hiragana** (平仮名, ひらがな or ヒラガナ?) is a Japanese syllabary, one component of the Japanese writing system, along with *katakana*, *kanji*, and the Latin alphabet (*Rōmaji*.) *Hiragana* and *katakana* are both *kana* systems, in which each character represents one *mora*. Each *kana* is either a vowel such as "a" (あ); a consonant followed by a vowel such as "ka" (か); or "n" (ん), a nasal sonorant which, depending on the context, sounds either like English *m*, *n*, or *ng* (IPA: [ŋ]), or like the nasal vowels of French. *Hiragana* are used for words for which there are no *kanji*, including particles such as *kara* から "from", and suffixes such as *~san* さん "Mr., Mrs., Miss, Ms." *Hiragana* are also used in words for which the *kanji* form is not known to the writer or readers, or is too formal for the writing purpose. Verb and adjective inflections, as, for example, *be-ma-shi-ta* (べました) in *tabemashita* (食べました?, "ate"), are written in *hiragana*. In this case, part of the root is also written in *kanji*. *Hiragana* are also used to give the pronunciation of *kanji* in a reading aid called *furigana*. The article *Japanese writing system* discusses in detail when the various systems of writing are used.

### Guidelines to Explain the Target Subject Input:

#### 1 . Pronouncing 46 sounds

##### Vowels

a i u e → unrounded lip

o → rounded lip

a 「あ」 - Compared to other sounds mouth is mostly open here. However it is also lightly opened. Tongue is not lifted. And is pronounced lightly

i 「い」 - Mouth is not widely opened. Lips are flattened. Tip of the tongue is lifted.

u 「う」 - Mouth is not widely opened. Lips are not rounded. No weight is put on the tongue.

e 「え」 - Mouth is opened wider than in pronouncing 「い」 .

o 「お」 - Mouth is opened wider than in pronouncing 「う」 . Back of the tongue is lifted.

### Consonants

A. 「が」 - A voiced sound when used in the beginning of a word . A nasal sound when used in the middle of a word.

「がっこう」 gakkou - “ga”= voiced sound

「かがみ」 kagami - “ga” = nasal sound

Attention: Nowadays some youth pronounce the “ga” sound of 「かがみ」 kagami as a voiced sound.

B. 「し」 - Very similar to the pronunciation of “shi”. But this is not pronounced as “si”.

C. 「ら行」 ( ra, ri, ru, re, ro) - A flap sound made with curved lips. However this is not similar to the pronunciation of “r” in English, which is a tap sound.

D. Voiceless vowels –

国 ( くに ) kuni, 杉 ( すぎ ) sugi, 札 ( ふだ ) fuda ← voiced

口 ( くち ) kchi, 好き ( すき ) ski, 蓋 ( ふた ) fta ← voiceless

\* / i / and / u / sounds become voiceless when used between ( /k/, /s/, /t/, /h/, /p/ ), which are voiceless consonants. .

E. Long vowels- 「映画」 (eiga) is pronounced as (eega), which is a long vowel.

## 2 . Letters

### Letters which can be easily confused in Hiragana:

「い」 and 「こ」、 「さ」 and 「き」、 「は」 and 「ほ」、  
「ぬ」 and 「め」、 「ね」 and 「れ」 and 「わ」

### Letters which can be easily confused in Katakana:

「ク」 and 「ケ」、 「ミ」 and 「シ」 and 「ツ」、 「ソ」 and 「ン」、  
「ナ」 and 「メ」、 「ヒ」 and 「セ」、 「フ」 and 「ス」 and 「ヌ」、 「コ」 and  
「ユ」



### 3 . Greetings

#### When meeting somebody

「おはようございます」 “ohayou gozaimasu” - Used when someone speaks with elders , seniors and strangers. Just 「おはよう」 “ohayou” is used when someone speaks with friends and people who are close.

「こんにちは」 - This is not used among family members.

「こんばんは」 - This is not used among family members

#### Expressions of Good bye

「さようなら」 “sayounara” - Used in generally.

「じゃあ、また」 “jaa mata” - Used with people who meet occasionally.

「失礼します」 “shitsureishimasu” - Usually used for elders and seniors. Also used when entering and leaving an office room, if the person is not a regular visitor.

#### Expressions of Apology

「すみません」 “sumimasen”

「ごめんなさい」 “gomennasai”

#### **References:**

[Minna no Nihongo shokyu 1 and 2]

[Japanese for young people]

[Pupil’s book for Japanese GCE (A/L)]

[Nihongo no shoho]

[minnanokyozai site <http://minnanokyozai.jp/> ]

[sushi test <http://momo.jp.go.jp/> ]

#### **Learning – Teaching Process**

##### **40 periods**

2 nd period	4 th period	6th period	12 th period	14 th period	16 th period
8 th period	10 th period		18 th period	20 th period	
Hiragana (Voiceless)					
あ～こ さ～と な～ほ ま～よ ら～ん			long vowels, voiced sound, a p-sound, double consonants, syllabic nasal and palatalized sound.		
Easy words					

* Greetings (Basic greetings) * Words used in the classroom ( ~てください)“~te kudasai”	* Greetings (Greetings used in practice) * Words used in the classroom ( ~ましょ う ) “~mashou”
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22 nd period 24 th period 26 th period 28 th period 30 th period	32 nd period 34 th period 36 th period 38 th period 40 th period
Katakana (Pure sounds) ア~コ サ~ト ナ~ホ マ~ヨ ラ~ン  Easy words	アート、ガレージ、パン、キャンディー など
Counting from 1 ~ 100	Telephone numbers, etc.

An example of a lesson (90 Minutes) 2 periods

<p>1 . Pronunciation (10 Minutes) a i u e o ka ki ku ke ko ← Pronunciation practice</p> <p>2 . Introducing meanings of words ( 20 Minutes ) ai (love), au (meet), ao ( blue), aka (red ), aki (fall ), iu (say ), ie (house), iku (go ),ue (up ), eki (station), oka (hill), kai (shell), kau (buy), kao (face), kiku (hear), koe (voice) ← Pronunciation practice</p> <p>3 . Introducing Hiragana ( 20 Minutes ) あいうえお Introduction of pronunciation and writing methods かきくけこ Introduction of pronunciation and writing methods</p> <p>4 . Reading words in Hiragana ( 10 Minutes )</p> <p>5 . Introduction of Greetings ( 10 Minutes ) ohayou gozaimasu, kon-nichiwa, kon-banwa ← Pronunciation practice Practice in class room, practice in pairs</p> <p>6 . Words used in the class room ( 10 Minutes ) ( ~てください ) (-te kudasai) - tatte kudasai, kite kudasai, mite kudasai, kaite kudasai</p>
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## Activities:

1. Listening Practice: Teacher pronounces words with misleading pronunciation to students. Students listen to the teacher and guess the correct word.

Example : Teacher:

- (1.) 1. 「はし」 “hashi” 2. 「はち」 “hachi” 3. 「かし」 “kashi” 4. 「かち」 “kachi”
- (2.) 1. 「くつ」 “kutsu” 2. 「くす」 “kusu” 3. 「ふつ」 “futsu” 4. 「ふす」 “fusu”

2. Activity for reading Katakana 「カタカナ・パニック」 “Katakana Panic”

- ① Making a Katakana card: Distribute a sheet with Katakana characters , cut out each character from the sheet.
- ② Line up Katakana cards on the desk.
- ③ Students will select one card each.
- ④ One student says a word in Katakana. Other students pick cards according to the spellings.
- ⑤ The student who has got the cards with the letters of that word, line them up to make the word.
- ⑥ Check whether it is correct or not.

3. Telling numbers and learning: 「おはじき」 “ohajiki” – Play Marbles

- ① The teacher takes marbles which are put in a box and counts them one by one.
- ② Students also take marbles from the box and count them.
- ③ All the students take marbles from the box and count them in rotation.
- ④ The student who has counted as many as marbles becomes the winner.

**Unit 02**  
**Listening and understanding daily conversation**

**Competency 02**

1. Listens, understands and responds.
2. Sounds connected with letters and letter combinations and practice words.

**Competency level**

1. Understands daily conversation.
2. Extracts and understands information and instructions properly.

**Number of periods: 56**

**Learning Outcomes:** The students should be able to:

- Active listening: Understands Direction, Shopping, Telephone.
- Passive listening: Understands weather forecasts, Announcements.
- Able to sort out specific information while listening.
- Able to imagine and predict while listening.
- Able to guess meanings of unknown words.

**Introduction**

(Guiding: Listening for beginner level )

Listening to the text while reading it is one of the listening methods for beginners. There is another method of listening while pausing the tape. Both are focused on bottom up approaches which cannot be considered as practical listening. Sufficient competency in listening cannot be gained only through this kind of listening exercises. It is important to do listening exercises without the support of characters of a word. Even if there are words which are hard to pick up, please use the strategies of guessing and predicting according to the context ,to understand those words .It is important to have such attitudes as, “ignore if we cannot understand”, “to be patient even though we get a vague understanding”, etc.

## **Guidelines for Explaining the Target Subject Input:**

Point 1: Always use 'input' for language acquisition. Students learn the language by "listening".

Point 2: Learning not by reading (characters) but by listening.

Point 3: Understanding meanings of unknown words by guessing according to the context.

- Use sufficient time for comprehension over the whole course.
- Conduct lessons including skills of speaking, reading and writing.
- Make the students listen to different kinds of texts, using different text books.
  - ( A ) Number of speakers: one person –monologue, 2 people – dialogue, more than 3 people - conversation
  - ( B ) Active listening and passive listening : When listener can participate in the conversation actively and when listener cannot participate in the conversation actively.
  - ( C ) Media : Audio tapes, video tapes, utterances of the teacher, utterances of the students
  - ( D ) Text types : Social culture, communication for information, stories, debates
  - ( E ) Topics and situations : Family, school, hobbies, environment, culture
  - ( F ) Listening strategies
  - ( G ) Whether teaching materials are processed material or raw material.
  - ( H ) Level of complexity of the text book

## **References:**

[Minna no Nihongo shokyu 1 and 2]  
[Japanese for young people]  
[Pupil's book for Japanese GCE (A/L)]  
[Nihongo no shoho]  
[minnanokyoza site <http://minnanokyoza.jp/> ]  
[sushi test <http://momo.jpf.go.jp/> ]  
[kikukoto wo oshieru]Japan Foundation  
[Nihongo class activity 50] ASK

## Learning – Teaching Process

### Step 1- Listening by vocabulary level

Guidelines: What is the common word among the following three words? Write the word using Hiragana characters in the box (□) provided.

Worksheet	
1 . □□ ( a picture of shoes )	2 . □□□ ( a picture of a bag )
3 . □□□ ( a picture of a desk )	4 . □□ ( a picture of a mountain )

Script:

- 1 . きれいなくつ、あたらしいくつ、わたしのくつ
- 2 . かばんをかった、あたらしいかばん、かわのかばん
- 3 . おおきいつくえ、先生のつくえ、つくえのした
- 4 . たかい山、きれいな山、やまにのぼる、

Step 2- Listening by text. Go through exercises which help to understand meanings not only by characters but by sound.

Teacher will readout words related to classroom and the students make gestures of those words. At the beginning words can be read out slowly but then the speed can be increased little by little.

- 1 . 「きいてください」
- 2 . 「かいてください」
- 3 . 「よんでください」
- 4 . 「いってください」
- 5 . 「みてください」

### Step 3 – Listening while being aware about grammar

Listen to the following dialogue and answer the questions.

#### Script

#### Worksheet

Put a ○ when 「～ている」 or 「～ていない」 are used. Put a × when they are not used.

- 例 男(○) 女(×)  
1 男( ) 女( )  
2 男( ) 女( )  
3 男( ) 女( )

Example: 男： あの人知っていますか。

女： いいえ、知りません。

1 . 男： ペン、持っていますか。

女： いいえ、持っていま

2 . 男： もう、決めましたか。

女： ええ、き

のう、決めました。

3 . 男： もう、聞きましたか。

女： まだ、聞いていません。

#### Activities:

1 . Active listening in pairs

(Step 1)

- ① Listen to the following script on 「だし汁の作り方」 “How to make *dashishiru*” .Listening should be done only once.
- ② Listen to it again focusing on utterances of the listener. What kind of things the listener uses when ( ア ) to ( エ ) ?  
( ア ) Showing he has understood what the speaker says.  
( イ ) Asking for explains and to repeat what the speaker says.  
( ウ ) Checking whether he has correctly understood what the speaker says.

( 工 ) Responding to what the speaker says. (Surprise, admiration, satisfaction, sympathy)

(Step 2)

Listen once again and fill in the blanks of the script. What the listener says is marked within 《            》. Select the suitable utterance to match from ( ア ) to ( エ ) and write the mark within (       ) provided. If they belong to none of the above, write ( オ ).

「だし」って聞いたことがありますか。《いえ、何ですか。》(     ) 「だし」っていうのは日本のスープのことです。《\_ \_ \_ \_、スープ》(     ) みそ汁を作るのにも煮物を作るのにも「だし」を使って作ります。《ええ》(     ) たとえば、「だし」で野菜を煮て、みそをといたのがみそ汁です。《ああ、みそ汁を作るのに「だし」を使\_ \_ \_ \_。》(     ) ええ、で、煮物は、「だし」で野菜や肉や魚を煮て砂糖やしょうゆで味をつけたものです。《「にもの」\_ \_ \_ \_》(     ) 野菜なんかを「煮る」「煮ます」「煮たもの」で、煮物です。《あ、はい、分かりました》(     ) で、「だし」の材料ですが、こんぶとかつおぶしです。《あ、う、「こんぶ」っていうのは、聞いたことが\_ \_ \_ \_ \_ \_ \_ \_ \_ \_》(     ) あ、こんぶは海で取れる海草です。《ああ、\_ \_ \_ \_ \_ \_、 「のり」も海草ですね。「こんぶ」は「のり」のようなものですか。》(     ) そうです。そうです。で、かつおぶしは

## 2. Personal opinions

The teacher thinks about the students' interests and environmental conditions and prepares a text as given below. Students raise their hands after they listen to what the teacher is reading. Teacher says, "If what I am reading are applicable to you please raise your hands. If not do not raise your hands."



テキスト

- 1 . 私は去年の誕生日に家族からプレゼントをもらいました。
- 2 . 私は今年のクリスマスに母にプレゼントをあげるつもりです。
- 3 . 父は毎月おこづかいをくれます。
- 4 . お正月に毎年お年玉をもらいます。

\* Raising hands differ from one students to another .There are not correct answers.  
But the students can naturally use the strategy of “reacting” according to their  
personal experiences after listening to what the teacher is reading.

3. Listening to natural Japanese language in which the noises are also included.  
Make the students to listen to following dialogues and to do the two tasks.  
Noises are included.

- a. “To where did they go on the trip? Was it good or wasn’t?” Catch answers  
to only these two questions
- b. Catch adjectives that you know.

テキスト

- 1 . A : キャンプはいかがでしたか。  
B: 天気も良かったですし、人も少なくて、良かったですよ。  
A: それはそれは。
- 2 . A: ハワイ、どうでした？  
B: それが、日本人が多くてね。それに思っていたより物価も高くて。  
A: そうでしたか。
- 3 . A: 京都に行ったんだよね。どうだった？  
B: もう、最高。さすが、京都だね。あんなに歴史がある町は、京都だけね。  
やっぱり、一番日本らしいよ。  
A: 行ってよかったね。

## Unit 03 Oral Expression

### Competency 03

1. Engages in Communication clearly and effectively.

### Competency level

1. Engages in Simple daily conversation.
2. Giving information and instructions properly.

### Number of periods: 56

**Learning Outcomes:** The students should be able to:

- Speak direction, shopping, telephone conversations.
- Describe people, place and situations.

### Introduction

(What is “speaking”?)

The process of speaking can be given as follows.

“Contents/ what should be said” → “How to express” → “Express naturally/practically”

Consequently, just to pronounce what should be said is not sufficient. It is also important to do exercises which include the process of focusing on the content and the way of expressing what should be spoken. Let’s pay attention to the following points.

- 1 . There is an aim for communication.
- 2 . There are elements of communication as follows.
  - (A) Information gaps: The difference between the speaker and the listener fills up.
  - (B) Right to choose: Speaking while making choices on the content and the way of expressing by oneself
  - (C) Reactions: Continuing the dialogue while observing the reactions of the partner.

(About communication skills)

“Communication skills means skills related to the appropriateness in language use as of when to speak, whom to speak with and how to speak.” (Hymes 1972)

“Communication skills means the proficiency in grammar, proficiency in language use in the society, proficiency in conversation and proficiency in using language strategies” (Canal 1983)

Consequently, developing these four skills mentioned above should be the pillars of teaching conversation. They can be further discussed as follows.

1. Grammatical competency: Grammar rules, vocabulary, knowledge, pronunciation, characters, ability to transcribe.
2. Socio- linguistic competency: It is decided by the culture of a society that what kind of topics (like evaluation and honorific expressions), in what occasions and with what kind of people are to be spoken. Using words skillfully while maintaining such unique rules.
3. Discourse competency: There is a flow in natural dialogues. “Start”, “body”, “end” should be there in a conversation. The proficiency which manages a conversation by starting a conversation, continuing a conversation, concluding a conversation and changing the topic when necessary.
  
4. Competency of language strategy: The ability to cope when you do not get words in to your mind while speaking, when you do not understand what your partner is talking about and when you understand that your listener does not understand what you speak

## Guidelines for Explaining the Target Subject Input:

“An example of an activity based on an interview”

Interview: Role plays to practice orally what the students have learnt for grammar and sentence patterns. Make sentences and ask questions which are familiar and used in daily conversation.

### Model Text

サチ二：①すみません。サユリさん。

サユリ：②はい。

サチ二：③あの、お見合い結婚について、ちょっとインタビューしたいんですけども。

サユリ：④はあ、見合い結婚ですか。

サチ二：⑤ええ、見合い結婚についてどう思われますか。

サユリ：⑥見合い結婚ねえ。そうねえ、私は、結婚ならやっぱり恋愛がいいわねえ。

サチ二：⑦どうして恋愛がいいんですか。

サユリ：⑧どうしてって、自分が好きな人と結婚したいからよ。

サチ二：⑨はあ、自分が好きな人と結婚したい。

サユリ：⑩そうよ。自分が好きな人と結婚したいし、見合い結婚なんて面白くないし、ロマンスがないじゃない。

サチ二：⑪ロマンスって英語の romance ですか。

サユリ：⑫そうよ。2人でロマンチックにデートしたり、旅行したりして、それから結婚したいの。

Role play of the interview–

1. Ask questions to get information that you would like to know. ⑤⑦⑪
2. The role played by the listener to show that his/her understanding and impressions. ⑨⑬⑮
3. The role of managing the continuation of the interview. ①③⑮

#### A. Specific examples to improve conversational ability

1. Beginning: 「あのう、すみません。～について聞きたいんですが...。」
2. Moving to the next question: 「では、... 」 「じゃあ、・・・」
3. Back-channeling (Make brief responses while listening):  
「そうですか。」 「ええ。」 「はい。」
4. Ending: 「ありがとうございました。」

#### Main methods

1. Innovate the beginning, middle and the end of the interview before it is started.
2. Demonstrate the model dialogue and make the students analyze it.
3. Make the students record one's own interview and make them aware of the beginning, middle and the end of when they listen to it again.
4. Make the students aware of back-channeling. To distribute a model dialogue with omitted back-channeling and make the students mark them.
5. Use a tape without the interviewer's part and make the students speak out that part.
6. Role play model conversations in pairs.

#### B. An example to build up strategic competency

This strategy is based on the ability of the interviewer in making the other answer questions the way the interviewer understands. This includes making him/her answer short and slow in speed, etc for the interviewer to understand

#### Main methods

1. To go through the vocabulary which cannot be understood
2. To make gestures of “do not understand”.
3. Asking to repeat it once again.
4. To ask the speaker to speak slowly.
5. To confirm the meanings of words by using other familiar languages.

#### References:

[Minna no Nihongo shokyu 1 and 2]  
[Japanese for young people]  
[Pupil's book for Japanese GCE (A/L)]  
[Nihongo no shoho]  
[minnanokyozei site <http://minnanokyozei.jp/> ]  
[sushi test <http://momo.jpf.go.jp/> ]  
[hanasukoto wo oshieru ]Japan Foundation  
[nihongo class activity] ASK

## **Learning – Teaching Process**

The flow of the lesson of the interview (checking tasks of classroom activities)

### Step 1: Preparation activities

- ① How to decide the topic, objectives and the content of questions.
- ② With whom, when, where and with how many people the interview is held.
- ③ What kind of motivation factors and background knowledge should be used?
- ④ Whether to show the model of the interview? If it is decided to display the model, what kind of model should be used and how to display it.

### Step 2: Activities

- ① Whether to record using audio or video tapes? If such methods are not used it should be decided how to observe and how to keep records.
- ② Decide whether it is allowed to take notes during the interview.

### Step 3: Summary and evaluation

- ① Whether to make the students write down the results of the interview or to express orally. And how long it should be?
- ② How to check the mistakes and errors done during the interview?
- ③ How to convey those mistakes and errors in the report?
- ④ How and who does the evaluation? What are the measurements of the evaluation?

### **Activities:**

#### 1 . Introducing the partner

- ① Get in to pairs.
- ② One person does a self introduction. The partner listens silently or takes down notes.
- ③ When the speaker finishes his/her self introduction the partner asks questions.
- ④ The partners exchange their roles and repeat ② and ③.
- ⑤ To introduce the partner in front of the class.

- ⑥ To give a chance for all the students of the class to ask questions and the pair to answer them.

## 2 .

- ① To prepare photos or pictures. (It is better to provide pictures which the students have seen but they do not know the names of them.)

Example: くつべら – a shoehorn, ろうそく - a candle, 定期入れ – a pass holder

- ② To get the students in to pairs and to give a picture or a photo to one student and the other a paper.
- ③ The scene is of a super market: the student who holds the picture of a photo should be the guest and the student who holds the paper should be the shop owner.
- ④ The student who plays the role of the guest describes the picture without showing it to the owner
- ⑤ The student who plays the role of the shop owner draws the illustration of the description while listening to the partner. If there are words that the shop owner does know, he/she teaches them to the guest.
- ⑥ When the shop owner does not know the vocabulary he/she gets in to a pair with another partner and describes illustration to that partner.
- ⑦ Checks out what is in the picture or the photo.

## 3 .

- ① To decide a speaker and a listener.
- ② To write an example in the white board.

A: 「何かいいこと、ありましたか。」

B: 「. . . . .」

A: 「そうですか。それはよかったですね。」

\* What B says could be provided as 「朝、バスですわれました。」 「新しい歌を歌えるようになりました。」 etc

- ③ Listen well in pairs. Asking the listener to definitely use expressions of identity with the speaker like 「よかったですね。」 .
- ④ Glancing Back: discuss what kind of good things happened, how was the dialogue in the view point of the listener and the speaker, etc.

## Unit 04

### Grammar and Sentence pattern

#### Competency 04

1. Uses basic grammatical structures and subtleties in the language correctly.

#### Competency level

1. Acquires basic grammatical structures.
2. Makes simple sentences.
3. Writes grammatically.

**Number of periods: 66**

**Learning Outcomes:** The students should be able to:

- Adequate level of competency in Grammatical structure.
- Understand basic sentence pattern.
- Express grammatical items correctly.

#### Introduction

Teaching points of basic grammar

The main point in teaching beginner level is to build up a Japanese Language foundation in the students by making them thoroughly learn basic grammar and sentence patterns.

The grammar and sentence patterns in textbooks which are composed by focusing on the structure of sentences are piled up from very simple ones to complex ones. Since limited grammar, structural patterns and vocabulary can be used at the beginning, let's use pictures, photos and real life examples in teaching. Then the students can understand the meanings with fun than when explaining the meanings in words. Please make the best use of teaching materials and teaching aids.



## Features of grammar and expression in Japanese

1. To tell important things at the end. In Japanese, the predicate comes at the end of a sentence. Usually,  
The structure of the nominal sentence is - “S + noun”  
The structure of the adjectival sentence is – “S + adjective”  
The structure of the verbal sentence is – “S + verb”
2. Words which describe a word in detail, modifiers come before the word. Modifiers definitely come before the word it modifies.
3. In a complex sentence, the connection of the two events can be understood by the way in which the structures of two predicates are arranged. Even in describing an event which took place in the past, the former sentence should not always be in the past tense.

Example:

「男が女に領収書を押しつけるために、男は女を追いかけた。」 - ( まだ押しつけていません )

「男が女に領収書を押しつけたために、女は男を追いかけた。」 - ( すでに押しつけました )

4. The role of the particle (To arrange the word order freely) :  
“男は女を追いかける” and “女を男は追いかける” gives the same meaning. In Japanese the word order of a sentence other than the predicate and the modifier are decided freely. Since the particle decides that role the word order does not matter.

## Guidelines for Explaining the Target Subject Input:

### 4 important points in introducing structures

1. Introduction should be easily understandable and simple. Interesting example sentences should be given to students to motivate them.
2. Introduce both the form and the meaning.
3. Make the vocabulary and expressions simple.
4. The teacher should not conduct a one-way conversation. Various hints should be given as to make the students discover grammar rules by themselves.

### Points to grammar guide

1. To analyse the contents of what is going to be taught. Following questions should be checked by the teacher before planning the lesson.
  - (a) What kinds of forms?
  - (b) What kinds of sentence patterns?
  - (c) What are the meanings conveyed?
  - (d) How to use them?

2. The teacher should have a choice of what should be taught.
  - (a) What should be taught at the beginning?
  - (b) What should be taught next?
  - (c) What should be taught at last?

Make it the most easily understandable for the students. When teaching two or three similar expressions, those expressions should be introduced while observing the level of understanding of the students. The teacher should have an idea of what have already being taught and what remains to be taught.

3. Before introducing grammar and sentence patterns, vocabulary should be introduced. Picture cards, real life examples, demonstrations and vocabulary cards can be used in introducing vocabulary.
4. Several sentences should be prepared. There should be limitations to interpretations. Otherwise there could be misunderstandings about the meanings of the grammatical structures.
5. The lesson should be continued while confirming whether the students have understood or not. It should not be done merely by asking the question “do you understand?” but by giving a chance for the students to make example sentences, asking related questions and making the students translate sentences.

### References:

[Minna no Nihongo shokyu 1 and 2]  
 [Japanese for young people]  
 [Pupil's book for Japanese GCE(A/L)]  
 [Nihongo no shoho]  
 [minnanokyozai site <http://minnanokyozai.jp/> ]  
 [sushi test <http://momo.jp.f.go.jp/> ]  
 [heart and technick]Ark  
 [nihongo class activity] ASK

### Learning – Teaching Process

#### STEP 1 Oral Practice - Pattern Practice

- ① Repeated Practice (Imitation Practice- To imitate the teacher)

Teacher: お金をなくしました。 Student : お金をなくしました。

- ② Substitution Practice (Replace a word/part of a sentence)

Teacher : お金をなくしました。 Student: お金をなくしました。

Teacher: ( かばん ) Student: かばんをなくしました。

③ Transformational Practice (Transforming present tense in to past tense, etc.)

Teacher: 書きます→書きました ( 読みます ) Student: 読みました

Teacher: ( 飲みます ) Student: 飲みました

④ Extension Practice ( Making a sentence longer. )

Teacher: 行きました ( コロンボへ ) Student: コロンボへ行きました。

Teacher: ( 弟と ) Student: 弟とコロンボへ行きました。

Teacher: ( 先週 ) Student: 先週、弟とコロンボへ行きました。

## STEP 2 TASKS

- ① Setting a topic and doing exercises with vocabulary addressing the topic.
- ② The scope of sentence structure and vocabulary could be decided clearly by selecting a specific topic.
- ③ Preparing task sheets, a paper with the topic written on it, etc.  
Example: To prepare the menu of a restaurant and practice sentence structures used when ordering food items.
- ④ When the students find the content of the worksheet difficult, the teacher can take part as the model which will make it easier to enter into the performance.

## STEP 3 Information gap

- ① An activity which use the gap between the amounts of information.
- ② To create a gap between the amounts of information teaching materials, illustrations, reading materials, real life teaching materials, etc can be used.  
Example: Discussing things there are in a room and things there are not. Get in to pairs, discuss with the partner and confirm whether the things are in the room or not. 「あります。います」  
A: 机の上に本がありますか。 B: いいえ、ありません。  
A: テーブルの下にねこがいますか。 B: はい、います。
- ③ When simple illustrations are used all the students can participate actively. However already taught sentence structures and vocabulary can be used to make the students easy to exchange information verbally.

## STEP 4 Scenario Play

- ① Using a prepared serif; Memorize dialogues in the text book and play accordingly. This can also be done by making the students prepare a sketch and do role play.

- ② By practicing speaking with motions it will be easier to use expressions and manners in actual conditions.
- ③ Since it is difficult to remember longer sentences in speaking, the length of the sentence should be kept properly.

**Activities:**

1. Questions and answers in *Janken* (the game of ‘scissors-paper-rock’ in which the players indicate one of the three choices by a gesture)
  - ① Asking questions using verbal phrases and adjectival phrases. – Get in to a pair with the student who is sitting next and do the game of *janken*. The student who wins the game asks questions. Example: 「毎日テレビを見ますか」
  - ② Change the pair and do the questioning *janken* game several times.
  - ③ Discuss with the class about unexpected things and things that surprised them.

Attention: It is alright to put the content of questions decided beforehand. It is better to practice how to express ideas when the students do not understand to answer or when they do not like to answer, before the game starts. The teacher should advice students not to ask difficult questions and unpleasant questions.

2. Four expressions - ~ nai form, dictionary form, ~ nai form past tense, dictionary form past tense
  - ① Distribute vocabulary cards. One can take a number of cards. It’s better to use only verbs at the beginning.
  - ② Introduce exercises on ~ nai form, dictionary form, ~ nai form past tense and dictionary form past tense. The order of the students should be decided.
  - ③ The student who starts the activity selects a card from cards he/she selected and tells the dictionary form of the verb written in that card. Example: If the student selects the card with the word “食べます” on it, he/she should tell “食べる”.
  - ④ The next student should tell “食べない” and the next one “食べなかった”.
  - Then the next student should say “食べた”. That is according to the order decided previously.
  - ⑤ Then the next student should tell the dictionary form of the word in his/her card and the process should repeat as mentioned above.
  - ⑥ Then the activity takes place as a conversation. Example: Four students can proceed with the word “行きます” as follows.

A: ねえ、昨日、行った？

B: ううん、行かなかった。

C: あ、そう、じゃあ、明日、行く？ D: ううん、行かない。あさって行く。

⑦ If four students say sentences correctly, the teacher takes the card from the student A. Then they should be given 1 mark. If student C gives a wrong sentence, student A should return the card he/she has. Then student A should be given a new card. The student who could finish his/her cards quickly is the winner of the game.

### 3. Expressions of comparison - ~より...のほうが

① Get in to pairs. The conductor gives a topic. Example: “車について”

② The pair decides the first half of the sentence.

Example: “日本の車よりドイツの車のほうが”

③ Each student completes the latter part of the sentence.

④ The pair confirms the sentences which were completed by the other students.

Example: A: “日本の車よりドイツの車のほうが・・・いいです。”

B: “日本の車よりドイツの車のほうが・・・高いです。”

④ Present the sentences to the class.

## Unit 05 Kanji

### Competency 05

Acquires special usage of kanji unique to the language.

### Competency level

1. Acquires knowledge about the origin of kanji.
2. Uses kanji.
3. Formation of kanji.
4. Varieties of kanji.

### Number of periods: (28)

**Learning Outcomes:** The students should be able to:

- Write kanji in the follow of the stroke orders.
- Read kanji in the different ways, on-reading, kun-reading.
- Understand the meanings of kanji.
- Make words and sentences using kanji.

### Introduction

While each hiragana or katakana character represents a sound, kanji characters represent meanings. For example, "H<sub>2</sub>O" or "water" is represented by the kanji character 水 (pronounced as “mizu”) and 水 means **water**. Because of this, kanji is often referred to as ideographic or logographic. In contrast to the English alphabet which represents pronunciation which in turn evokes awareness of meaning, kanji is used to represent meanings which in turn evoke awareness of pronunciation.

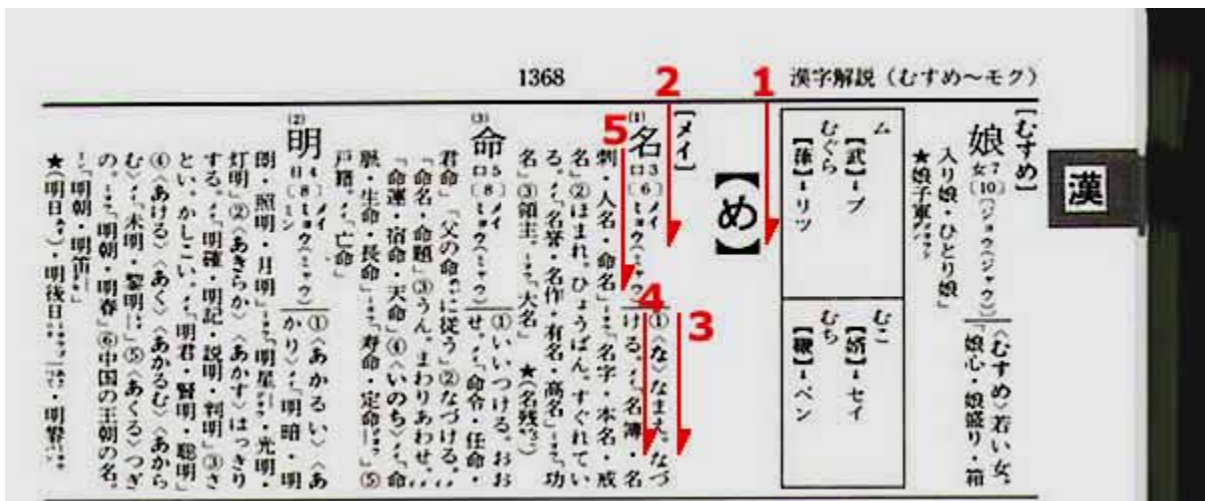
Kanji characters have two kinds of pronunciations or readings: *kun-yomi* (*kun* readings), which are of native Japanese origin, and *on-yomi* (*on* readings), which are Japanese approximations of Chinese pronunciations. Most kanji characters used in Japan have at least one *on*-reading and one *kun*-reading (although many characters have more than one *kun* and/or *on* reading). Some kanji characters only have *on* readings. Therefore, the same kanji can be pronounced differently depending on the context. For example, the kanji 本 in 日本 ("Japan") is pronounced as “hon” while 本 in 山本 ("Yamamoto," family name) is pronounced as “moto”.

にほん やまもと  
日本 vs. 山本

It is also possible for different, unrelated kanji to have the same pronunciation as shown below. These kanji characters with the same pronunciation are not interchangeable. Be sure to learn the right kanji for the word.

か か  
買う vs. 書く

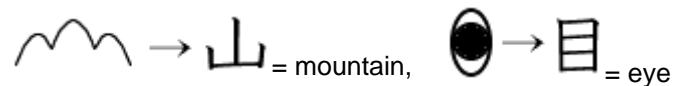
In a typical kanji dictionary, *kun* readings are typically written in hiragana and *on* readings are in katakana as shown below.



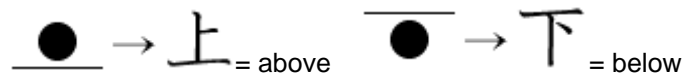
In this textbook, we will follow this distinction of writing on readings in katakana and kun readings in hiragana when we introduce individual kanji characters for the first time. Once kanji characters are newly introduced, only hiragana characters will be used to write the readings of those kanji characters.

Kanji characters can be categorized into one of the following four groups.

1. **Pictographs** or simplified pictures of physical objects.



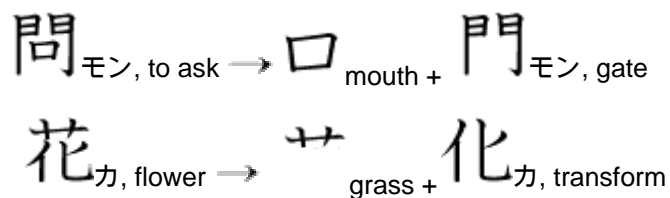
2. **Symbol characters**, which represent abstract ideas.



3. **Ideographs** or meaningful combinations of two or more pictographs or symbols.



4. **Phonetic-ideographic characters** or those made up of a semantic (meaning) element and phonetic (sounding) element.





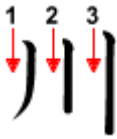
## Stroke Order and Direction

Stroke order and direction are very important in writing kanji. Note the following rules of writing kanji.

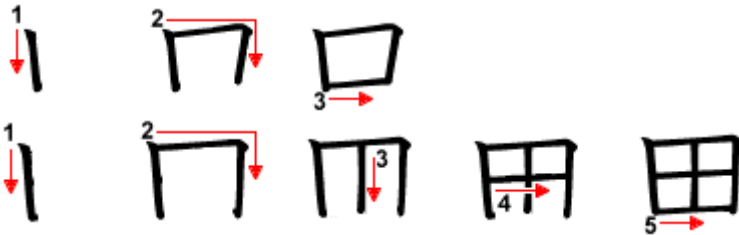
- A horizontal stroke goes from left to right, top to bottom.



- A vertical stroke goes from top to bottom, left to right.



- A box is completed in the following order. You close the box last.



There are three distinct stroke endings as follows.



## Guidelines for Explaining the Target Subject Input:

1. As it is mentioned in the introduction also, in the beginning of the Kanji lesson the students should be given knowledge about the origin of the kanji, Pictographs or simplified pictures of physical objects, Symbol characters, which represent abstract ideas. Ideographs or meaningful combinations of two or more pictographs or symbols, Phonetic-ideographic characters or those made up of a semantic (meaning) element and phonetic (sounding) element.
2. Whenever a new kanji is introduced the students should be provided guidance on the stroke order, number of strokes, *on* reading, *kun* reading, compound words, etc.
3. Understand the meaning of the text/ sentences, using the newly learnt kanji characters. (Appendix 11 – 1, 3)
4. Write text/ sentences using newly learnt kanji characters. When writing, it should be make sure that the accurate way of writing is used. (Appointed number of kanji characters – 300)

## References:

[Minna no Nihongo shokyu 1 and 2]  
[Japanese for young people]  
[Pupil's book for Japanese GCE (A/L)]  
[Nihongo no shoho]  
[minnanokyoza site <http://minnanokyoza.jp/> ]  
[sushi test <http://momo.jpf.go.jp/> ]  
[heart and technique]Ark  
[nihongo class activity] ASK

## Learning – Teaching Process

### Step 1: Introducing new kanji characters

Teaching the stroke order, number of strokes, *on* reading, *kun* reading, compound words made by those kanji characters, writing methods and meaning.

Remembering the stroke order of a Kanji is useful for students to write the accurate kanji character, as well as to learn the number of strokes. It is better to remember the number of strokes of a Kanji character since it is beneficial when referring to a kanji dictionary. The distinction between *on* reading and *kun* reading is also useful when referring to a dictionary. Since the *kun* reading expresses the meaning of the character itself, it is helpful when the student can keep the *kun* reading in mind. Rather than remembering one by one, it is easy to understand and to use the kanji characters as compound kanji words. Moreover, the vocabulary competency increases by remembering compound kanji words with 2 kanji characters, 4 kanji characters, etc.

Step 2: Practice reading sentences with newly learnt kanji characters

This should be especially focused on giving a chance for the students to identify the difference between *on* reading and *kun* reading. Attention should be paid here since some kanji characters have more than 2 meanings and one has to come to a conclusion about the meaning, by referring to the context of the sentence. When doing a reading exercise, methods like vocabulary based flash cards, etc can also be used in the class. Moreover it is better if the students can be provided with accurate example sentences; make them read those sentences and clarify the meanings.

Step 3: Practice writing sentences using memorized kanji characters

Pay attention to misleading kanji characters (“休” and “体”) and similar readings (“銅” and “胴”). Moreover make the students write accurate kanji characters focusing on the correct stroke order. To be able to write kanji characters by themselves, they should be written and practiced in a note book several times. These practicing exercises can be given as homework.

### Example lesson

50 Minutes can be given for a kanji lesson by allocating 10 minutes from each period throughout the week. Usually there are 2 periods (90 minutes) for a day. Therefore 10 minutes can be allocated to teach kanji. 10 kanji characters can be practiced within the period of one week. This comes to the fact that the students can master 250 characters within 25 weeks. (25 weeks×10 kanji characters)

An example for a week (Day 1, 10 minutes)

Monday	A test based on kanji characters learnt during the previous week. (kanji reading questions and writing questions)
Tuesday	Introduction of 5 new kanji characters – stroke order, number of strokes, readings, meanings, etc.
Wednesday	Introduction of another 5 new kanji characters – stroke order, number of strokes, readings, meanings, etc.
Thursday	Reading exercises on the 10 kanji characters learnt on Tuesday and Wednesday.
Friday	Writing exercises on the 10 kanji characters learnt on Tuesday and Wednesday.

### Activities:

1. Collecting Kanji characters
  - (1) Make some groups.
  - (2) Give a name to each group. For an example groups can be named by the Kanji characters which are related to days of the week as follows;

ひ group, <sup>みず</sup>水 group, <sup>き</sup>木 group, <sup>きん</sup>金 group, <sup>つち</sup>土 group, etc.

(3) Students in each group search for Kanji characters in which their group representative

Kanji is included.

Example: From the 火へん - 「畑」 「炎」

From the さんずい - 「海」 「泳」 etc.

Collect as much as you can and present those kanji characters to the class.

2. Let's find out Kanji characters

(1) Words which are formed with 2 Kanji characters are known as <sup>じゅくご</sup>熟語 (jukugo = compound word). (Words with 3 Kanji characters, are known as 三字熟語 (sanjijukugo). Words with 4 Kanji characters, are known as 四字熟語 (yojijukugo).)

(2) Types of compound words are mentioned below.

I. 音読み(onyomi) + 音読み(onyomi) Example: 草原 (そうげん)

II. 訓読み(kunyomi) + 訓読み(kunyomi) Example: 若草 (わかくさ)

III. 音読み(onyomi) + 訓読み(kunyomi) Example: 重箱 (じゅうばこ)

IV. 訓読み(kunyomi) + 音読み(onyomi) Example: 湯桶 (ゆとう)

(3) Find out to which type the Kanji characters that you know are belong to and write them in

separate groups.

(4) If they do not belong to any of those four groups refer to the dictionary and find out the

group.

(5) When you have found them, let's present to the class.

3. "Let's make kanji"

(1) Make groups with 2-4 students in a group. Then distribute 1 paper for each group.

(2) Ask the students to write kanji characters with "口". When writing them, allow the

students to use it either as a big character or a small character and/or horizontally or

vertically

(3) Finish the task within 5 minutes.

(4) Follow up by making each group present kanji characters written by them. The group that has written as many as kanji characters becomes the winning team.

It is easier for the students to understand, when examples like 日, 目, 国, 品, etc are provided.

## Unit 06

### Reading Comprehension

#### Competency 06

Reads and Comprehends meanings.

#### Competency level

1. Reads.
2. Comprehends.
3. Extracts information from pieces of writing.
4. Varieties of kanji.

#### Number of periods: (40)

**Learning Outcomes:** The students should be able to:

- Understand simple essays.
- Understand reading strategy.
- Read details of essays.
- Understand outline of essays.

#### Introduction

“Reading” in everyday life and “Reading” in learning

We read for various purposes. Depending on the purpose, the ways of reading differ from one to the other. For example when reading a newspaper, we choose a news item that we would like to read by glancing at the headlines and subheadings. We read a novel from the beginning, predicting the sequence of happenings of the story. When we read a manual we read it by reading the end and/or getting back to the front, while observing and grasping facts from the object or the machine. Sometimes we read quickly to grasp the information and sometimes we read slowly while searching the meanings of every word in that text.

Even in teaching reading skills in a Japanese language lesson, it is effective to bring out circumstances of reading in everyday life. There are different types of aims in reading for everyday life. Some of them are reading for pleasure, reading to change the mood, etc. In reading for everyday life purposes, one does not have to read by force or does not have to read if he/she does not like to. One can read the text if he/she likes to read. If the text is

good, he/she shares it with others as well. If the information written in text is very useful, then he/she can use that knowledge.

Let's make a mechanism for our students to read with pleasure for academic purposes. Let's plan a lesson about which the students would say "we would love to read it!" and they would discuss about it even after the lesson!

### **Guidelines for Explaining the Target Subject Input:**

There are different models of reading as

1. Bottom up model
2. Top down model
3. Interaction model, etc.

1. Bottom up model: Reading gradually from the smallest unit to the largest unit.

{ letter → word → sentence → paragraph → text }

2. Top down model: Reading for purpose while making predictions. In this model, the reader tries to find whether the text suits with the purposes and checks whether the predictions are correct, while reading.

{ headline· picture → predict· guess → verifying the prediction· guess → confirmation and correction of prediction· guess }

3. Interaction model: It is believed that when the above mentioned models are put together the process of reading is composed.

### **<スキーマ>**

私達は毎日の生活の中で人や物との交流を通して、知識、情報、経験を自分自身のスキーマとして育てています。一人のスキーマは他の人とまったく同じではありません。私たちが新しいことを理解しようとするとき、それは私達が持っているスキーマに照らし合わされ、関連付けられながら解釈されます。新しく入ってきた情報に私達が持っていたスキーマと違う要素が入っていれば、スキーマは再構成され、新しく作り直されます。

## Reading Strategies

In the top down model:

1. Quickly find necessary information only.
2. Read the text roughly and get the overall meaning or the gist of the text.
3. Read while making predictions.
4. Read the important words and sentences only and ignore unimportant ones.

In the bottom up model:

1. Find new words.
2. Pay attention to conjunctions and indicators. Reading while paying careful attention to the connection between one sentence to the other and one paragraph to the other.
3. Putting the minute contents of the text in an order by writing them in lists or graphs.

### **References:**

[Minna no Nihongo shokyu 1 and 2]

[Japanese for young people]

[Pupil's book for Japanese GCE (A/L)]

[Nihongo no shoho]

[minnanokyozei site <http://minnanokyozei.jp/> ]

[sushi test <http://momo.jpf.go.jp/> ]

[heart and technique]Ark

[nihongo class activity]ASK

## **Learning – Teaching Process**

Lesson Plan

STEP 1- Pre Work (Preparation Activity):

- ① Students are brought to a mood to read.
- ② The schema is made familiar to the students.
- ③ Providing the necessary words and knowledge for the students to understand the text.

STEP 2 – Work (Reading Activity):

- ① Reading for a purpose.

- ② Using strategies to understand the text.

STEP 3 – Post Work (Expansion Activity):

- ① Students are made to write and speak about their impressions and meanings.
- ② To use the information which they gained by reading.
- ③ To learn vocabulary by using sentence structures, vocabulary and expressions in the text.

**Activities:**

1. Activity to bring up the skill of prediction

Example: Let's think about the rest of the story by reading a paragraph. Read the second paragraph after discussing with the other students.

むかし、病気の母親と親孝行のむすこがいました。  
ある日、むすこが山ではたらいていた時、やぶの中からおにばばがでてきました。そして、むすこのべんとうをみました。麦とだいこんだけのおべんとうでした。おにばばが言いました。  
「病気の母親にも、こんなそまつな食事をさせているのか。」  
むすこが答えました。  
「おかあさんには白いご飯をたべさせているよ。」  
おにばばは、  
「あと 10 日したら、おまえの家に行くから、白いご飯をたいてまっけておいて。」  
と言って、やぶの中に消えていってしまいました。  
10 日後、むすこは白いご飯をたいてまっけていました。すると、空からドスンときれいな箱が落ちてきました。箱をあけてみると、



2. Activity to develop the skimming technique

Example: In the next paragraph there are 3 sentences which are not included in the previous paragraph. Find them quickly as you can.

さくぶん「ぼくのなつやすみ」

ルイス シルバ

ぼくは かぞくと とうきょうへ きました。

(中略)

よる、たたみのへやで ご飯をたべました。 はじめて つめたいソーメンを たべました。 みんなは はしで たべました。 でも マリナとぼくは フォークで たべました。それから しゃしんを みながら ふるさとや ともだちの はなしを しました。 ぼくの ふるさとは ブラジルの リオデジャネイロです。 にぎやかなまちです。 リオデジャネイロの カーニバルは ゆうめいです。 ぼくたちは ブラジルの うたを うたいました。 かんじの べんきょうは むずかしいです。

それから、にわで としおくと いろいろな 花火を しました。とてもきれいでした。 たための へやに よつふとんを しきました。 はじめて かぞくと いっしょに ねました。 ともだちに あいました。

つぎのあさ、 はやくおきました。 そして さとうさんの かぞくと デイズニーランドへ きました。人が いっぱいいました。 びっくりしました。 ミッキーマウスのショーをみました。 ミッキーマウスといっしょに しゃしんを とりました。 そして、あくしゅをしました。 こうえんで おべんとうを たべました。 ミッキーマウスの手は おおきかったです。 それから ジェットコースターや ポートや ロープウエーに のりました。 よるの パレードが いちばん おもしろかったです。また、いきたいです。

3. Activity to bring up the scanning technique

Example: Find words (1) to (5) given below, from the text and circle them.

(1) 毎朝 (2) 午後 (3) 週末 (4) ねこ (5) いそがしい

犬の生活

わたしはトモです。サントスさんのうちにいます。わたしは毎朝奥さんと散歩に行きます。8時ごろテレサちゃんと学校へ行きます。それからうちへ帰ります。そして、奥さんと買い物に行きます。午後、学校へテレサちゃんをむかえに行きます。それからいっしょに公園へ遊びに行きます。

週末はテレサちゃんの学校とサントスさんの会社は休みです。サントスさんの家族は遠いところへ車で遊びに行きます。わたしもいっしょに行きます。とても疲れます。

サントスさんのうちにねこもいます。ねこは毎日何もしません。どこもいきません。わたしは朝から晩までいそがしいです。休みがぜんぜんありません。わたしはねこといっしょに休みたいです。

## **Unit 07**

### **Translation**

#### **Competency 07:**

Translates.

#### **Competency level**

1. Read and comprehend meanings.
2. Translates.
3. Become aware of the similarities and dissimilarities in the source and target language.

#### **Number of periods: ( 10 )**

**Learning Outcomes:** The students should be able to:

- Change Japanese into Sinhala, Tamil and English.
- Change Sinhala, Tamil and English into Japanese.
- Understand linguistic culture.
- Understand the difference between Sri Lanka and Japan in society and culture.

#### **Introduction**

The act of translation can be divided into 3 major parts as reading the source text which is written in a foreign language, understanding the content of the source text, expressing the content of the source text in mother language. Translation consists of reading, understanding and writing. To be able to translate, there is a prerequisite. It is the ability of the learner. Accumulation is very important in translation. That is reading the text which is written in a foreign language, having different kind of ideas by reading and writing them in mother language. Specific talents are not needed to do a translation. It is a very ordinary ability. Though the ability to read the text which is written in a foreign language, the ability to understand it and the ability to write in mother language are ordinary skills, without a modest effort to keep the consistency/accumulation of the work of translation, it cannot be mastered. We must teach the students about the pleasure and the usefulness of translation. That is the will and passion to learn translation by students themselves. If one has the will and passion one can learn the general facts in translation by him/herself.

When students whose mother language is Sinhala or Tamil learn Japanese, it is essential for them to learn grammar structures of Japanese language. It is important to focus more on grammar structures in learning a language. If one does not learn grammar structures, he/she cannot learn the Japanese language or learn something in Japanese. So what should be done to learn grammar structures? Is there a learning method, a teaching method for grammar and reading? That is the method of translating as well. That is the

method of reading a very difficult book and translating it. There are several advantages of that method.

Firstly, a very difficult text cannot be read by intuition or by sense. Unless the grammar structure is analyzed and understood correctly, the text cannot be read and understood. So, even one doesn't like, he/she has to be aware of the importance of grammar structure and has to learn them.

Secondly, since the act of translation consists not only reading Japanese language but also translating it in to either Sinhala or Tamil, one can gain practice of understanding the source text in her/his mother tongue. Though there is a view that a foreign language should be learnt as a foreign language, when the learners are born and bred in Sri Lanka that is not completely possible. Since the brain is programmed to think in one's mother language, if one does not understand the text in his/her mother language, nothing could be understood as it is. One learns a language to learn something by using that particular language. So it is extremely important to have a load of practice in understanding the text in one's mother language.

Thirdly, when Japanese text is translated in to the mother language, one gets to feel the difference between the logic and the sense in Japanese language and the logic and the sense in the mother language. As a result, one can have a deeper understanding about the logic and the sense in both languages. In other words, the ability of thinking also develops.

However, translating the Japanese language in to mother language cannot be done in a hurry. Even after learning the grammar structures, equivalent vocabulary, one cannot master in translation. Because even he/she knows grammar structures and understands equivalent vocabulary, a foreign language is not that easy and simple to understand. What becomes important here is to learn the socio-cultural background on which those words and terms stand. A general proficiency is what needed in translation.

### **Guidelines for Explaining the Target Subject Input:**

1. Motivate the students about why translation is necessary by giving out reasons.
2. Necessity in reading skills: Students should have a good proficiency in grammar and semantics to read the source text.
3. Necessity in comprehensive skills: Make the students able to understand the content thoroughly after reading the text. (Knowledge about society and culture, conversational skills, contextual comprehension, etc.)
4. Ability to express: To express the content in mother language. To develop students' ability of selecting vocabulary transformations and contextual suitability, as from the nature of the mother language.

**References:**

[Minna no Nihongo shokyu 1 and 2]  
[Japanese for young people]  
[Pupil's book for Japanese GCE(A/L)]  
[Nihongo no shoho]  
[ minnanokyozei site <http://minnanokyozei.jp/> ]  
[ sushi test <http://momo.jp.go.jp/> ]  
[heart and technique]Ark  
[nihongo class activity]ASK

**Learning – Teaching Process**

Let's pay attention to the different styles of translating explanatory texts and literary texts.

STEP 1 – Pick up the students to imagine settings as many as possible from one sentence.  
Create images on that sentence.

STEP 2 – Search for social backgrounds, human relationships and individual viewpoints.

STEP 3 - Examine the difference with mother language. Think about the most effective expression.

**Activities:**

1. Let's think about the contexts for the sentence - 「私は高校生です」 (Now I'm a high school student)
  2. Based on that context, let's think how to translate the sentence in to mother language.
  3. Let's examine how the contextual understanding differs with others.
- Example: 1. I passed the entrance exam last month. Now I'm a high school student.  
2. Last year, I took the gold medal at the Olympics . Now I'm a high school student.  
3. I am working in the TV channel. But still I'm a high school student.

## Unit 08

### Composition and Literary works' criticism

#### Competency 08:

1. Write a composition.
2. Evaluates and criticizes literary work.

#### Competency level

1. Make an essay.
2. Read and comprehend simple literary work.
3. Make simple comments.

#### Number of periods: ( 10 )

**Learning Outcomes:** The students should be able to:

- Make a sentence grammatically.
- Constitute some paragraphs.
- Write composition.
- Comment some literary works.

#### Introduction

The ability to write an essay is not just being able to write a paragraph. Also it does not imply being able to write with pleasure. There are some fundamentals of writing an essay; as writing accurately, persuasively and practically. In order to gain that, teaching material which trains the thinking of the students is essential.

It is important to pay attention to the following elements in developing essay writing skills of the students.

- ① To develop logical writing and sensible writing.
- ② Use methods of learning with pleasure. (Subject matters which are familiar to students, games, appealing to the intellectually curious hearts of the students)
- ③ Bringing in the assessment perspective.

- ④ Firmly fix the content and the order of the essay by repeated similar questioning.

### **Guidelines for Explaining the Target Subject Input:**

The ability to write essays is specifically based on different variables such as the ability to describe, the ability to compose a paragraph, the ability to bring in the content altogether and extend the essay, the ability to write sentences accurately and the ability to persuade readers. Therefore it is better if an essay with above elements can be included as a lesson.

#### 1. Description

Detailed writing means, paying attention for minute points while changing the viewpoints and way of thinking. Therefore learning here means writing in detail while thinking about ‘who’, ‘what’, ‘when’, ‘how’ and ‘why’. It would be more effective by setting the essay to limited number of characters and giving the students a limited time to write the essay.

Example:

Describing a picture

Number of characters: Should be more than 100

View points: Using different words and expressions in describing various words and things.

Observing different writing figures and describe them for students who don't know them.

Making the student who described them write in that form

#### 2. Structure of the essay

Make the students knowledgeable of breaking the essay into paragraphs. For that, students should be trained to separate similar contents into different groups. The ability to put text according to the content could be trained by making the students separate the existing short length text and putting them into several groups. Moreover, exercises can be done for the students to practice how to write the essay by changing only the order of content, without changing the content of the essay.

#### 3. Expansion of the essay

In developing the essay, one should not just put “what himself/herself did” into words. It is better if one can write while keeping in mind what others would see “what he/she did”. Since lot of things can be expressed from just one idea, the students learn how to frame the meaning-wise content. For an example, the sentence- 「私は先生にほめられました。私はうれしくなりました。」, without using the word 「うれしい」 we can express “what I did” in different ways. We can make it as 「私は顔を赤くして笑いました。」. It expresses the meaning of 「うれしい」 / (delight). Thus the students are made to think how the feeling of ‘delight’ can be expressed without

using the word, 「うれしい」. It would be pleasurable when it is done together with the cooperation of the whole class as many ideas would flow in.

## Learning – Teaching Process

### 1. Free composition

It is easier to write an essay after making clarifications on the following facts.

- ① What is the topic? ② For whom it is written? ③ What is the purpose of writing?
- ④ How to write?

### 2. Paragraph writing

- ① Practice how to switch from the one sentence to two or three sentences.

Two sentences express the effects and/or results.

Example: サチニさんはスリランカ出身です。雪を見たことはありません。

Three sentences express the “Introduction → Development → Conclusion”

Example: カスン君はスリランカ出身です。今、カナダにいます。

毎日、寒いと言っています。

- ② Making quizzes : Making sentences by creating quizzes.

Example: ぼくは白くて冷たいです。厚いところは好きではありません。ふつう、頭にバケツをかぶっています。動けません。子どもたちはぼくのが大好きです。ぼくも子どもたちが大好きです。ぼくはだれでしょう。

Answer: ( ゆきだるま )

- ③ Converting a cartoon into a paragraph

- ④ Specific outline can either be made by the writer himself/herself or can be provided to the them.

Example: Let's write about memories of summer vacation, including following information.

1. Let's introduce a place that you visited during the summer vacation.
2. Let's write with whom you went outside.



3. Then write about things you did there.
4. Then write about the impressions you got.

**Activities:**

1. Describing a specific thing  
Writing an essay describing a specific thing (without revealing what the thing is).  
Others make possible guesses on what it is.
  - ① Make the students to read the explanatory text ( ↓下 ) and make the students think on how to write the essay.
  - ② Divide the students in to groups.
  - ③ Make the students write essays describing specific things/topics provided to them
  - ④ When the students have finished, make them read their essays and make the listeners guess the answer.
  - ⑤ The group which can guess the right answer by listening to the description for the first time will score 30 marks.  
The group which can guess the right answer by listening to the description for the second time will score 20 marks.  
The group which can guess the right answer by listening to the description for the third time will score 10 marks.  
The group which scored highest marks becomes winners.

Explanatory sentence

An essay can be written as follows.

- I. 「これは皮がついた食べ物です。」 Answer: 「 」
- II. 「皮をはぐと、ふくろになっています。ふくろは20ぐらいあり、形は平べったい球の形です。黄色と赤を混ぜた色です。」

Answer: 「 」

- III. 「その中に、ぶつぶつになって実が入っているのです。とてもみずみずしく、すっぱみがありとてもあまいです。食べ方はふくろの周りについているけばけばをとって1ふくろずつたべます。大きな口をあけると2つ3つ口に入れて食べることもできます。あまり食べ過ぎると、手が黄色くなります。」

Answer: 「 」

The answer is 「みかん」. If the students were able to answer question first time, they will score 30 marks. If the students were able to answer question the second time, they will score 20 marks. If the students were able to answer question the third time, they will score 10 marks.

Let's write about what is described as your friends can understand.

① 「 」 Answer: 「 」

② 「 」 Answer: 「 」

③ 「 」 Answer: 「 」

It is better if the students can be made to describe 「バナナ」, 「ゾウ」, etc.

## 2. Grouping

Learn how to construct an essay.

- ① There are key words as ア,イ,ウ,エ etc representing each paragraph(to your left side).
- ② Connect the key words with the numbers which are related to them(to your right side).
- ③ Discuss within groups and think about the correct answer.
- ④ When the right answers are decided, the students can write the essay using them.

### Example

The following is an example relating to “ねこの「たま」と遊んだ”. Let`s get into groups.

- |                    |   |   |  |
|--------------------|---|---|--|
| ア . 名前がついたわけ       | ・ | ・ | 1 . 私が「たま、たま」とよぶと、すぐきます。                       |
|                    |   |   | ・ 2 . かねに白と茶色のもようがついています。                      |
| イ . なついていること       | ・ | ・ | 3 . ときどき、へやのなかでおもらしをすることがあります。                 |
|                    |   |   | ・ 4 . ニャーといってすりよってきます。                         |
| ウ . よくないこと         | ・ | ・ | 5 . しかし、私のたまはほんとうにかわいいのです。これからも大切にしていきたいです。    |
| エ . まとめ ( かわいいこと ) | ・ | ・ | 6 . また、つめがつよく、ときどきひっかきます。                      |
|                    |   |   | ・ 7 . おかあさんが「ころころしてるから、たまという名前がいいんじゃない」と言いました。 |

左と右を結んだあと、書き出しの文や、接続語をつかって作文を書きましょう。

When you have finished matching the left side with the right, let`s write an essay using them.

### 3. Expansion

Learning various expressions

- ① Learn expressions which express emotions and expand them.
- ② Give hints and then write.
- ③ Make the students write many things apart from those hints.
- ④ Make them present in front of the class.

Example

「いもうとが、まだ帰ってきません。ぼくは、心配でした。」

↓

Example of a Expansion:

「いもうとがまだ帰ってきません。ぼくは家の時計を見ました。」

Or, 「家の中をうろつきはじめました」, 「電話をかけました」,

「家の外へ出ました」, 「大きな声で歌い始めました」 etc.

### References:

[Minna no Nihongo shokyu 1 and 2]

[Japanese for young people]

[Pupil's book for Japanese GCE(A/L)]

[Nihongo no shoho]

[ minnanokyoza site <http://minnanokyoza.jp/> ]

[sushi test <http://momo.jpf.go.jp/> ]

[heart and technique]Ark

[nihongo class activity]ASK

## **Unit 09 Literature**

### **Competency 09:**

Incorporates ethics and morals founded in language and literature in their lives.

### **Competency level**

1. Acquires knowledge about Japanese culture and society in modern ages.
2. Compares and contrasts Japanese and Sri Lankan cultures and society.
3. Incorporates knowledge in their lives.

### **Number of periods: ( 5 )**

**Learning Outcomes:** The students should be able to:

- Understand about the outlines of Japanese modern literature.
- Describe about the main literary works and these authors.
- Acquires knowledge of literature and the background of the ages.

### **Introduction**

1. There are people who think that reading novels is just a hobby and it only provides some excitement in the life. Is it really so? If there are many people who think so, it is a clear sign that teaching of literature has had problems. It is because people were made to think that “Literature has no real purpose, and it is nothing but a subject casually learned by people who has time to spare”. People were further made to think that it is “ some thing with a really high value” because of that very reason it had no real purpose in life.

There is a tendency for people to believe that “reading of books and enjoying of music is an etiquette”, and they think it’s useless, nevertheless it is used to mould children as flowers. This tendency of people has to be considered with a critical view point. This type of attitudes on literature is not suitable at all.

The objective is to reform and mould the human being by means of enjoying reading of books. As a result, the objective can be achieved. If the reader wishes to gain some benefit from reading, he or she will not be able attain literary intellect. (That is because this type of reading is totally different from inquisitive

reading). The literature education in literalism, taught people to enjoy literature. However, in the progressive way of thinking, the main objective is to gain benefits, enjoying literature is not even considered. Literature education is to teach the way to enjoy literature.

If the word “appreciation” sounds to be inappropriate, it can be replaced by the word “inspiration”. seeking problems within appreciation, or in other words, learn to appreciate by searching for problems. Teaching of such a literal satisfaction is very important.

Any education system that does not involve literary thinking, can not be called a literary education. The objective of literary education is to create human beings who could earn their living by practicing literary thinking. To achieve the ability to identify problems in the life by using literary thinking. It will broaden and deepen the life.

The basis of literary education is nothing but scientific attitudes. The sense of inquisitiveness and sense of purpose acquired from literary education, has now with the influence of political and social conditions has helped to inculcate reasonable scientific thinking ability.

We can feel that the literature without scientific thinking is somewhat remote from the present era, and any science without literature thinking does not provide any intellect to the life.

We should not just think about problems and try to find solutions, “we should possess the mixed feelings of emotion and anger and do the needful” this has to be realized deep within the heart. The goal of literary education is to create a practical human being with a life of such realization and thinking.

2. The modern literature of Japan has formed after the livelihood and the thinking of general masses been greatly influenced by the west. Though originally in Japan, the social recognition for literary art was not very high, during the beginning period of modern society, the materialism was considered important and the social standard given for literature was fairly low. As a result of which, the people who were writing novels were looked upon very lightly. Therefore the people who were somewhat close to literature were always taking the stand point of a social critic. However, in a deferent perspective, these people were showing the purity of literature. In other words, the literature was not used to acquire social recognition and reputation, that is because the people who had the genuine desire to express their inner feelings, did so with a free set of mind. The free artistic research and refusal of feudalism paved the way for a new moral.

The traditional literature of Edo period had vanished by the time of Meiji period. Thereafter, under the influence of the western modern literature, the Japanese modern literature started to bloom, though without traditional Japanese roots. Even the historical and traditional novels had the aura of the western literature. In a way, this shows a face which is largely different from the western literature itself.

## Guidelines for Explaining the Target Subject Input:

The modern literature of Japan is said to have originated from the realism of the Meiji period. Shouyou Tsubouchi in his “Essence of Novels” stressed the novel to be a form of Art. He further emphasized the expressing of things as you see, as you hear and as they really are. Shouyou Tsubouchi is a novelist who used this school of thought in depth. With this influence Ozaki Kouyou and Rohan Kouda wrote popular novels and formed a group of literature lovers. The role players of modern Japanese literature are the people of these groups. As a matter of fact, Mori Ougai and Natsume Souseki were exceptional because they stood out side these groups and functioned independently. Since then, the novels remained under Romanticism and Naturalism. From this period to the Edo period, the literature distances it self from traditional Literary fiction. From that point onwards, the Japanese literature takes uniquely Japanese formation and is different from Western literature and fine arts. This situation generates the characteristics of Japanese literature.

During the Taisho period, as against naturalistic literature, a non naturalistic literature was developed. Aesthetic fractions, silver birch fractions were people who were known as leisure fractions. This literal school of thoughts and systems blossomed during the Taishou period and then slowly faded away. A group of people, who were called Intellectuals, too existed.

With the start of Shouwa period, Proletarian literature too became popular. Unlike the political novels of the initial Meiji period, the literature started speaking more and more about social problems. However this period was fast transforming Japan in to Militarism. It not only had the trend to change the society but even suppressed a lot of free thinking and it was in fact known as “literature in transformation”.

In this Text book, the modern literature is divided in to 6 parts. Meiji period was divided in to “Initial term”, “Mid term” and “Final term”. Taishou period was taken as a whole. The Shouwa period was divided in to “Pre war period” and “Post war periods”. It further consist 3 steps namely, “Historical background” and “Literary assertions”, “major literary work” , “prominent writers” and “In depth appreciation of literary works.”

**References:**

[ minnanokyoza site <http://minnanokyoza.jp/> ]

[ sushi test <http://momo.jpf.go.jp/> ]

**Learning – Teaching Process**

1. Historical background and literary thinking.  
Analysis of literary thinking which were present during various periods.
2. Major literary works and their Authors.  
Brief analysis of representative authors of each period and their work.
3. Appreciation of literary work  
Read and appreciate the work to identify their nature.

**Activities:**

1. Making of Haiku  
A Haiku is made of 17 characters with intervals at 7<sup>th</sup> and 5<sup>th</sup> characters. Words are selected to suit the number of characters. Expresses happenings and own feelings.
2. The first line  
Searching for the first line of a work of a famous writer together with every one. Check the writings in literature work by using internet etc.  
For example, Natsume Souseki (wagahai ha neko de aru) → “wagahai ha neko de aru. Namae ha madanai”  
Kawabata Yasunari (Yukiguni) → “Tonneruwo ikeruto sokoha yukiguni datta”  
etc. Check the workings of other writers and report in the class.
3. Writing Novels  
Choose a name of a novel by a famous writer and write a novel under the same name. Contents may differ, only the name will remain same.  
For example, “Maihime” – This is a work by Mori Ougai. Use this title and write your own novel.  
“Watahino kurasuniha dansuno jouzuna onna no ko ga imasu. Namaeha sachinisan desu. Kanojoha.....



## Unit 10

### Culture, Society and Language

#### Competency 10:

Familiarizes with culture, society and traditions through language.

#### Competency level

1. Acquires knowledge about culture and society.
2. Compares and contrasts.

#### Number of periods: ( 5 )

**Learning Outcomes:** The students should be able to:

- Understand about Japanese culture and society.
- Describe Japanese culture and society.
- Compares Japanese and Sri Lankan culture.

#### Introduction

What is culture in Japanese Language Education? We called that learning language is learning culture.

Culture is within the society and we are creating that society. Learning a language is learning that society and learning that culture. We understand a certain society and a culture by communicating with the people belonging to that particular unit.

Recently Japanese language education is moving from “Japanese language knowledge” to “Acquisition of communication skills”. Learning culture is not only learning about incidents and circumstances but also thinking about the role of the learner’s understanding about the society. Therefore, learning culture can be called as the individual learning process of each student in making connections with others through communication.

“Connection with learning culture through communication”

It is a view that each individual learner keeps on observing his culture and other cultures with his/her own vision. These types of learning methods, where the learner himself/herself identifies the connection between a language and its culture are visible in recent days. Culture is not considered as knowledge but as the ability to communicate.

## **Guidelines for Explaining the Target Subject Input:**

What should be done by the students in order to explore a culture by themselves? We have to consider facts such as what type of a learning environment should be arranged, in what ways it should be arranged, in order to support the views of the students by standing on their position. In other words, it is necessary to have an environment programming on language and culture. Let`s consider the class room as a place where the student and the teacher explore a culture together, but not as a place where the teacher can just teach “something” to the students.

What is important in language studies is not gathering information about various cultures but developing the skills of grasping the culture and responding to the culture. Understanding about the society will deepen by connecting with other people and one can gain the “power to live” by analyzing it furthermore. By getting to know about the life of people living in a society through pictures and such materials, and by thinking about that “society” and “culture” develops the “power to live” there. The ability to come over confusions which occurs in connecting with others, and the ability clarify misunderstandings, ability to solve problems, ability to develop interpersonal relationships, are connected with the fact how students understand “culture”, how they deal with each other, how they make a new culture, etc.

## **References:**

[Pupil’s book for Japanese GCE(A/L)  
[ minnanokyoza site <http://minnanokyoza.jp/> ]  
[ sushi test <http://momo.jpf.go.jp/> ]  
[kotoba to bunka wo musubu nihongokyouiku] bonjinsha

## **Learning – Teaching Process**

1. Content-based approach:  
Learning something using the Japanese language  
This is also known as ‘embedded syllabus’ which is filled with teaching instructions. Students learn a foreign language while learning other various subjects. It also indicates that one can come across cultural information from various teaching materials and observing the day-to-day life.
2. “What is a culture?” Making a new culture.  
Since now, “culture” was introduced to students by teachers as information. Then the knowledge about culture was something which is fixed and which does not subject to change. It denotes the meaning that ‘culture’ is something that comes from the past. But ‘culture’ is something diverse and dynamic which is subjected

to gradual changes. In that point of view, following perspectives in teaching 'culture' could be identified.

- (1.) To develop an interest in the students by giving their lives a perspective
- (2.) Make assumptions of real life communication settings and interaction settings as possible.
- (3.) To integrate learning the language with learning the culture.

3. Looking for the identity of the individual

(Encounter: The real faces of seven high school students) <http://www.tjf.or.jp>  
Meet the seven high school students and learn the language within the process of grasping information on their ideas, activities, and changing lifestyles in Japanese.

**Activities:**

1. "What do we do with water?"

- ① Students explain various ways in which water is used in Japanese language while looking at various pictures.
- ② Think about various ways in which the Japanese and the Sri Lankan use water under the theme of "Daily usage of water".  
Example: to wash face, for *ofuro* in Japan, shower, etc.
- ③ Pay attention to the "water cycle"

Example:

Mountains → River → Sea → Vapour → Clouds → Rain → Mountains → River .....

- ④ Learn about weather conditions around the world.

Students can learn about "water" using Japanese language as above and they can think about various lifestyles of people.

2. Exchange Students

Think about a setting of interaction

- ① Think about situations in which a Japanese high school student has come to Sri Lanka and a Sri Lankan student has gone to Japan.
- ② Imagine their surprises and confusions as they meet their host families

Example:

- There are various types of Japanese slippers like slippers which are used in the toilet, in the veranda, etc. In some rooms it is ok to use slippers but in some rooms Japanese people do not wear slippers.
- How the Japanese feel when Sri Lankans use their hands when they eat. How to teach them.

③ Discuss how to handle the surprises and confusions and how to overcome them. In the discussion the students should explore by themselves, the language expressions and kind of information that are needed.

3. Using the “Encounter -teaching material”

① Read the text about the seven high school students and understanding their view points.

② If they come to Sri Lanka, what sort of a party could be arranged to welcome them? Discuss among students.

③ Make the students to act as the seven students mentioned above. Do a role play of an interview about how the students would answer the questions

⑤ Prepare one’s own records

# **School Based Assessment**

## **School Based Assessment - Introduction**

Learning Teaching and Evaluation are the three major components of the process of Education. It is a fact that teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, teachers should know that these components influence mutually and develop each other. According to Formative Assessment (Continuous Assessment) fundamentals, assessment should take place during the process of teaching. Formative Assessment can be done at the beginning, in the middle, at the end and at any instance of the learning teaching process.

Teachers who expect to assess the progress of learning of the students should use an organized plan. School Based Assessment (SBA) process is not a mere examination method or a testing method. This programme is known as an intervention to develop learning of students and teaching of teachers. Furthermore, this process can be used to maximize the students' capacities by identifying their strengths and weaknesses closely.

When implementing SBA programmes, students are directed to exploratory processes through Learning Teaching activities and it is expected that teachers should be with the students facilitating, directing and observing the task they are engaged in.

At this juncture, students should be assessed continuously and the teacher should confirm whether the skills of the students get developed up to expected levels by assessing continuously. The learning-teaching process should not only provide proper experiences to the students but also check whether the students have acquired them properly. For this to happen, proper guidance should be given.

Teachers who are engaged in evaluation (assessment) would be able to supply guidance in two ways. They are commonly known as feedback and feed-forward. Teacher's role should be providing feedback to avoid learning difficulties when the students' weaknesses and inabilities are revealed and provide feed-forward when the abilities and the strengths are identified, to develop such strong skills of the students.

For the success in the teaching process, students need to identify which objectives of the course of study could be achieved and to what extent. Teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about student progress to parents and other relevant parties. The best method that can be used to assess is the SBA that provides the opportunity to assess students continuously.

Teachers who have got the above objectives in mind will use effective learning, teaching, and evaluation methods to make the teaching process and learning process effective. Following are the types of evaluation tools students and teachers can use. These types were introduced to teachers by the Department of Examination and National Institute of Education with the new reforms. Therefore, we expect that the teachers in the system would be well aware of them.

**Types of assessment tools:**

- |                              |                          |
|------------------------------|--------------------------|
| 1. Assignments               | 2. Projects              |
| 3. Survey                    | 4. Exploration           |
| 5. Observation               | 6. Exhibitions           |
| 7. Field trips               | 8. Short written reports |
| 9. Structured essays         | 10. Open book test       |
| 11. Creative activities      | 12. Listening Tests      |
| 13. Practical work           | 14. Speech               |
| 15. Self-creation            | 16. Group work           |
| 17. Concept maps             | 18. Double entry journal |
| 19. Wall papers              | 20. Quizzes              |
| 21. Question and answer book | 22. Debates              |
| 23. Panel discussions        | 24. Seminars             |
| 25. Impromptus speeches      | 26. Role-plays           |

Teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. Teachers should be able to pick and choose the suitable type for the relevant units and for the relevant subjects to assess the progress of the students appropriately.

The types of assessment tools are mentioned in the Teacher's Instructional Manual. If the teachers try to avoid administering the relevant assessment tools in their classes, there will be lapses in exhibiting the growth of academic capacities, affective factors and psycho- motor skills in the students

## School Based Assessment Plan

### Term 1

#### Assessment No. 1

**Competency** : Listens and responds according to the language competency

**Activity** : Listening Test and Dictation -Students listen many kind of words and write these words into Hiragana or Katakana.

**Time** : 30-45 minutes

<b>Evaluation Criteria:</b>	a clean sound	4
	a double consonant, a syllabic nasal	4
	a long sound vowel, a palatalized sound	4
	Hiragana spellings	4
	Katakana spellings	4
	<b>Total</b>	<b>20</b>

#### Assessment No. 2

**Competency** : Speaks and responds according to the language competency

**Activity** : Self-introduction , Question & Answer - Students present self-introduction, after that they answer the teacher's question.

**Time** : 3 –5 minutes per persons

<b>Evaluation Criteria:</b>	Contents	4
	Fluency	4
	Accuracy	4
	pronunciation , Intonation	4
	Global Impression	4
	<b>Total</b>	<b>20</b>



### Assessment No. 3

**Competency** : Writes according to the language competency

**Activity** : Students write a **simple essay** about their daily life.

**Time** : 20-30 minutes

<b>Evaluation Criteria:</b>	grammar and spellings	4
	Contents	4
	Creativity	4
	Vocabulary, Kanji	4
	Flow and style	4
	<b>Total</b>	<b>20</b>

## Term 11

### Assessment No. 1

- Competency** : Interviews and reports according to language competency.
- Activity** : Students make an interview sheet and **interview** their friends. . After getting the information of several persons, they present it in the class.
- Time** : 30-45 minutes

<b>Evaluation Criteria:</b>	contents of interview	4
	understanding of statements	4
	accuracy of information	4
	fluency of presentation	4
	expression	4
	<b>Total</b>	<b>20</b>

### Assessment No. 2

- Competency** : Speech according to language competency.
- Activity** : **Speech** - Students speak about family travel, school life, etc.
- Time** : 3-5 minutes per persons.

<b>Evaluation Criteria:</b>	grammar and accuracy	4
	contents	4
	creativity	4
	vocabulary and fluency	4
	flow and style	4
	<b>Total</b>	<b>20</b>

### Assessment No. 3

**Competency** : Acquires knowledge of grammatical structures to express himself or herself in given situations

**Activity** : **Wall papers** - Group work. Students discuss for making wall papers. They need to share of work, and to co-operate it each other.

**Time** : 2weeks

<b>Evaluation Criteria:</b>	planning ability	4
	ollecting material	4
	editing and co-operation	4
	expression	4
	accuracy of grammar, vocabulary, kanji	4
	<b>Total</b>	<b>20</b>

## Term 111

### Assessment No. 1

**Competency** : Acquires knowledge of grammatical structures to express himself or herself in given situations

**Activity** : **Role plays**

**Time** : 3-5 minutes per persons

<b>Evaluation Criteria:</b>	Acquisition of Structures	4
	Analytical Skills	4
	Ability of apply acquired structures	4
	Vocabulary	4
	Style and clarity	4
	<b>Total</b>	<b>20</b>

### Assessment No. 2

**Competency** : Speaks and responds according to the language competency

**Activity** : **Debates** - Group works. Each group insists on their opinions .The topics are “ Which is better, -the past days and the present days?-" or “ Which is better, -city life or country life?-"etc.

**Time** : 45 – 60 minutes

<b>Evaluation Criteria:</b>	expression	4
	team work	4
	persuasive power	4
	accuracy of grammatical structure	4
	fluency of speech	4
	<b>Total</b>	<b>20</b>

### Assessment No. 3

**Competency** : Writes and responds according to the language competency

**Activity** : Students products about **short written reports** about Sri Lanka and Japan. They survey about their curious matters of both countries.

**Time** : 2 weeks

<b>Evaluation Criteria:</b>	contents	4
	organization	4
	creativity	4
	wealth of data	4
	expression, flow and style	4
	<b>Total</b>	<b>20</b>