

日本語ポートフォリオ

Japanese Language Portfolio

Revised

The design of Japanese Language Portfolio was influenced in a number of ways by the Council of Europe's European Language Portfolio. The descriptors in the "I can do this in Japanese!" section are based on those developed by Integrate Ireland Language and Training, and Milestone. The English version of the self-assessment grid in the "My self-assessment" section is a copyright material of the Council of Europe. The Japanese version was reproduced from the Japanese translation of *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* published by Asahi Shuppansha. The Chinese version is our unofficial translation of the English version. We would like to thank David Little, Michael Byram and Joanna Panthier for their generous assistance.

『日本語ポートフォリオ』のデザインは、いろいろな意味でヨーロッパ評議会のEuropean Language Portfolioに影響を受けました。「日本語でできます!」の中の能力の記述はIntegrate Ireland Language and TrainingとMilestoneによって開発されたものに基づいています。「私の自己評価」の中の自己評価表英語版の著作権はヨーロッパ評議会にあります。日本語版は『外国語の学習、教授、評価のためのヨーロッパ共通参照枠』（朝日出版社）から転載させていただきました。中国語版は英語版の非公式の翻訳です。快くご援助いただいたDavid Little、Michael Byram、Joanna Panthierの3氏にお礼を申し上げます。

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Introduction

The “Japanese Language Portfolio” was made for people who are learning Japanese while living in Japan. When you have problems such as that you want to learn the words that you need in everyday life straight away, but that you do not have the time to study at a desk or go to school, please use the “Japanese Language Portfolio”.

The “Japanese Language Portfolio” is not a textbook. It is a tool to help you decide what you need to study and to find the study method that suits you, so that you can learn as much Japanese as possible in your daily life.

You can use the “Japanese Language Portfolio” by yourself, but we hope that by using it with the helpers and fellow learners at the Japanese language class, you will have more fun and your learning will progress more easily.

As well as the Japanese version, there are English and Chinese versions of the “Japanese Language Portfolio”. The content of each is exactly the same, so even if you cannot speak Japanese with the helpers, you can communicate your intentions using the “Japanese Language Portfolio”. So the “Japanese Language Portfolio” is useful for you in order to use the Japanese language class better, and for the helpers to more effectively assist your learning.

The “Japanese Language Portfolio” has thirteen sections. You do not need to do them in order from the beginning. Please do what you feel like when you feel like it.

In activities using the “Japanese Language Portfolio”, the role of the helpers is not as a ‘teacher’. Their job is to help you decide for yourself what you want to learn, how you want to learn it, and at what point you have succeeded. When there is something you cannot do and want to learn but you do not know the best way to study, please discuss it with them. When there is something you would like to know about or experience in Japanese society or culture and would like suggestions of appropriate websites, television and radio programmes, events, people and so on, please discuss it with the helpers. Of course, you can also ask them questions about the Japanese language. There is much knowledge necessary for using Japanese that is not written in dictionaries and grammar books. If after looking it up there is something you still do not understand, please ask.

The “Japanese Language Portfolio” is a record of your progress and achievements in learning. Please save plans you have made, diary entries you have written, things you have used in learning, things you have written, things you have talked about, etc. in the pockets at the back. Looking at them later will show you how you have progressed and motivate you to continue studying, and you can also use it to explain to people what kind of Japanese study you have been doing.

The reason(s) I decided to go to the Japanese language class

People have many different reasons for coming to the Japanese language classes. There may be people who have reasons more important than the study of Japanese, or even who would not mind if they did not study Japanese. The helpers can help you better if they understand your reasons for coming to the class.

Please tell us your reasons for coming to the Japanese language class. Please indicate your most important reason with a 1, second most important with a 2 and so on. If you have reasons not in the list below, please write them in the box at the bottom in Japanese or another language.

- ☐ I wanted to meet fellow Japanese language learners.
- ☐ I wanted to meet Japanese people.
- ☐ I wanted to meet people with whom I can talk in my mother tongue.
- ☐ I wanted to exchange information about life in Japan with other non-Japanese people.
- ☐ I wanted to exchange information about learning Japanese with other learners.
- ☐ I wanted to ask questions about Japanese society and culture.
- ☐ I wanted to talk about my experience in Japan.
- ☐ I wanted to meet someone who would help me when I have a language problem in my daily life.
- ☐ I wanted to improve my Japanese.
- ☐ Other

After a few months, please do this page again, discussing with a helper whether or not your reasons now are the same as your original ones.

My languages

You have probably learned several languages so far in your life. Please say what languages you know. Also, please ask your helpers how many languages they know.

Language _____

Listening	_____ _____ _____ _____
	none a little fair good very good
Speaking	_____ _____ _____ _____
	none a little fair good very good
Reading	_____ _____ _____ _____
	none a little fair good very good
Writing	_____ _____ _____ _____
	none a little fair good very good

Language _____

Listening	_____ _____ _____ _____
	none a little fair good very good
Speaking	_____ _____ _____ _____
	none a little fair good very good
Reading	_____ _____ _____ _____
	none a little fair good very good
Writing	_____ _____ _____ _____
	none a little fair good very good

Language _____

Listening	_____ _____ _____ _____
	none a little fair good very good
Speaking	_____ _____ _____ _____
	none a little fair good very good
Reading	_____ _____ _____ _____
	none a little fair good very good
Writing	_____ _____ _____ _____
	none a little fair good very good

Self-introduction

It's important to be able to explain who you are to other people. What do you want to say about yourself? Please think of as many sentences as possible of the type "Watashi wa ___ desu" ("I am ___") and "Watashi no ___ wa ___ desu" ("My ___ is ___"). Do you know the Japanese words and phrases to say what you want to say? If not, please use a dictionary or ask a helper. Please write the words, phrases or sentences you would like to remember in the box below.

What kinds of people are your helpers and your fellow learners? Ask them what sentences they have thought of.

After a few months, please do this page again. Perhaps the things you want to say or the things you are able to say will have increased.

Before you came to Japan, since coming to Japan and hopes for the future

What was your life like before you came to Japan? What is it like since you came here? What kind of life would you like in Japan in the future? Following the example, please write in the table below.

Is there anything you can do at the Japanese language classes to realise your hopes for the future? Please discuss it with the helpers and other learners.

Example:

	Before I came to Japan	After I came to Japan	My hopes for the future
My work	I was a teacher. 	I am a housewife. 	I want to teach English. 

In my case...

	Before I came to Japan	After I came to Japan	My hopes for the future

My self-assessment

How much Japanese do you know now? Please read the assessment grid on page seven and find your level. Then following the example, colour in your level and those before it on the table below.

Example:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken production						
Writing						

My Japanese:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken production						
Writing						

When I have a better command of Japanese I would like to ...

After a few months, please do this page again. If your level has changed, or you have become able to do the things that you wanted to, it will be a nice feeling.

	UNDERSTANDING					SPEAKING					WRITING				
Listening	A1	A2	B1	B2	C1	C2									
	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.									
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.									
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.									
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.									
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.									

I can do it in Japanese!

"I can do it in Japanese" is a list of daily activities. You can use it to think more concretely than in "My self assessment" about what you would like to become able to do, and to confirm what you have learned to do.

There are many items listed, so first, choose the skill that is most important to you.

"Writing" starts from page 9, "reading" from page 12, "spoken interaction" (conversation) from page 16, "spoken production" (speaking on your own) from page 23, and "writing" from page 26.

The best place to start is from the level you chose on "My self-assessment". For example, in listening, if you coloured up to A2, then it would be good to start from A2. If you did not colour any level, then start from A0.

For each item, if you can do it alone, then write today's date in the "without help" column. If you can do it with help such as people speaking slowly or explaining what things mean, then write today's date in the "with help" column.

When you have been through your level and the next one up, choose the thing(s) you would like to learn next, and write today's date in the "my next target" column. If you choose lots, it will be very difficult, so choose one or two things that you would like to learn soon, or that you think you can learn straight away.

Among the items, there are probably things which have no relevance to you, so please ignore them. The empty spaces at the end of each level are for you to write other things that you would like to become able to do. If the thing you want to learn is not in the list, please write it there.

For each "my next target", when you can do it with help, write that day's date in the "with help" column. When you can do it alone, please write that day's date in the "without help" column. In the example below, on 10th June someone has set giving their name and address as a target, on 15th June they have learned to do it with help, and on 20th June they have become able to do it alone.

Example	Without help	With help	My next target
I can give my name and address	20/6/05	15/6/05	10/6/05

Later, please discuss with the helpers and other learners how to practise in order to achieve your next target.

Listening

I can ...

	A0	Without help	With help	My next target
1	follow simple instructions when people speak slowly and clearly			
2	understand simple information spoken to me (in shops, in school, at the doctor etc..)			
3	understand simple questions when people speak slowly and clearly			
4				
5				
6				
	A1	Without help	With help	My next target
1	understand when people tell me the price of something			
2	understand times and days of the week			
3	understand numbers			
4	understand dates			
5	understand a simple telephone message			
6				
7				

8				
	A2	Without help	With help	My next target
1	understand what the doctor/dentist/nurse is asking or saying to me if he/she speaks clearly and slowly			
2	identify the important information in a telephone message			
3	understand the basic information in a radio or television programme			
4	understand conversations on everyday topics that are familiar to me			
5				
6				
7				
	B1	Without help	With help	My next target
1	understand complex instructions given by a teacher or instructor in a familiar learning situation (at a driving school, vocational training, cooking classes etc)			
2	understand detailed questions about myself, my job, or my objectives			
3	follow and understand the main points of a film or television commentary when the language is clear and straightforward			
4	identify different registers in broadcast items (TV and radio)			
5	follow everyday conversation and identify the important information			

6				
7				
8				
	B2	Without help	With help	My next target
1	listen to a radio or television broadcast and, while listening, prepare to comment on the broadcast			
2	identify the expression of feelings and attitudes such as criticism, disapproval, agreement etc.			
3	understand most of what is said to me in standard language even in a noisy environment			
4	listen to a lecture on a topic that is known to me and identify the most important points of information			
5				
6				
7				

Reading

I can ...

	A0	Without help	With help	My next target
1	recognize hiragana			
2	recognize katakana			
3	find my name in a list			
4	read short simple words written in hiragana, katakana or roma-ji			
5	read short simple sentences written in hiragana, katakana or roma-ji			
6				
7				
8				
	A1	Without help	With help	My next target
1	use a bilingual dictionary to find new words			
2	read and understand street signs and simple public notices			
3	read and understand opening and closing times and days (in shops etc.)			
4	read and understand simple messages or directions (e.g. to go from X to Y)			
5	read and understand train/bus timetables			
6	read and understand date and time of an appointment			
7	look for and find numbers in the telephone directory			

8				
9				
10				
	A2	Without help	With help	My next target
1	use my dictionary when I don't understand fully			
2	understand instructions on a packet, object or medicine			
3	understand menus and choose what I want at a restaurant			
4	understand rules and regulations when expressed in simple language (e.g. safety in public places)			
5	understand the questions on most official forms			
6	read short news articles related to my interests and identify the important information			
7	understand the headlines in the newspaper			
8	understand most advertisements in papers and magazines			
9	understand the small advertisements (for accommodation, jobs etc.)			
10	look for basic information on a topic of interest to me in newspapers, magazines, brochures, books or on internet			
11	understand the difference between formal and informal letters			
12	understand short simple letters or e-mails giving or requesting information			

13				
14				
15				
	ES 1	Without help	With help	My next target
1	use a monolingual dictionary to extend my learning and to check spelling, accuracy etc.			
2	read and understand study-related texts (for obtaining a driving license, vocational training etc)			
3	read and understand the main news items in a newspaper			
4	read and understand information that is available in public leaflets, community information, instructions for application etc.			
5	read and understand public notices in many situations (hospitals, post offices, train stations etc.)			
6	read information in order to explain it to another person (public notices, public leaflets, community information etc.)			
7	identify different registers in different written media			
8	quickly scan and understand the main points of newspaper reports about familiar topics			
9	look for information on current affairs of my interest in newspapers, magazines, website etc.			
10	read and understand the rules of the workplace			
11	read and understand work-related texts			

12	read for pleasure and follow the plot in novels, short stories etc.			
13	match job descriptions with my skills and qualifications			
14	read course brochures and job advertisements to identify areas related to skills and qualifications			
15				
16				
17				
	B2	Without help	With help	My next target
1	read and understand news articles on different topics and in different styles			
2	read and interpret news items using my knowledge about the world in general and about the specific topic to support interpretation			
3	research and obtain information of relevance to me from specialized sources			
4	examine and analyze course information (not necessarily of language classes)			
5	read specialist material relating to my occupation or an area of personal interest, using a dictionary if necessary			
6				
7				
8				

Spoken Interaction

I can ...

A0		Without help	With help	My next target
1	say hai, iie, sumimasen (for getting attention and apologizing), onegaishimasu, arigatoo gozaimasu, and wakarimasen			
2				
3				
4				
A1		Without help	With help	My next target
1	say basic greetings (e.g. when meeting and parting with people, before and after meals, etc)			
2	greet and introduce myself to other people			
3	ask other people basic questions about themselves			
4	carry on a simple conversation about myself and other people			
5	ask how to say something in Japanese			
6	ask for basic items in a shop, library etc. using gestures if necessary			
7	ask for and understand simple directions			
8	give a basic piece of information (my name, address etc.) to an official			
9	leave a simple message in person			
10	conduct a simple telephone conversation based on facts or information I know			

11	ask a speaker to repeat or make a message clearer			
12				
13				
14				
	A2	Without help	With help	My next target
1	ask detailed questions about another person			
2	talk in detail about where I come from and what I am doing			
3	explain how I learn best			
4	talk about ways in which I have learnt in the past			
5	ask people to explain something if I don't understand			
6	ask for a particular size, colour etc. when shopping			
7	explain the problem to a doctor/dentist			
8	answer questions and give additional details in an interview situation			
9	ask questions of an official			
10	describe my qualifications or previous experience to an official			
11	talk fluently about my family situation			
12	talk fluently about my present situation			
13	ask questions on the telephone and understand answers			
14	make telephone calls to ask for information/forms etc. to be sent to my address			

15	make telephone enquiries for a range of different types of information			
16	ask for further details over the phone			
17	keep a short conversation going on a familiar topic			
18	express my likes and dislikes			
19	make and respond to invitations, suggestions, apologies and requests			
20	understand a conversation between Japanese people on a familiar topic and join in			
21	ask questions of others and respond to questions			
22	express my agreement or disagreement			
23	ask detailed questions of another person, including an official, on a topic of interest to me			
24				
25				
26				
	B1	Without help	With help	My next target
1	talk fluently in detail about where I came from and what I am doing			
2	ask detailed questions about another person			
3	ask other people for their opinion			
4	talk fluently about myself, my family, my interests or my occupation/profession			
5	explain my own way of learning			

6	talk about what kind of learning activity I am doing and what I can learn from it			
7	comment on my own learning experiences			
8	explain similarities and differences in my learning experience in my country and in Japan			
9	talk about Japanese language learning targets in relation to future work/study			
10	confidently ask questions about things that are not familiar			
11	carry on an informal conversation with a person that I met			
12	make an appointment for a meeting, interview etc.			
13	interpret if necessary for another person			
14	carry on a fairly fluent conversation with some requests for repetition or clarification			
15	make a phone call on behalf of another person			
16	discuss and respond to the views expressed in newspapers, on television etc.			
17	express personal opinions on a range of topics			
18	express my surprise, sympathy, interest and pleasure			
19	comment briefly and politely on the opinions of others			
20	join in conversations with little time for preparation			
21	use suitable techniques to keep my place in a conversation			
22	obtain information about courses			

23	explain why I am doing a particular classroom activity			
24	express my ideas and intentions accurately			
25	ask questions about work practices that appear unfamiliar			
26	explain how I work and comment on it			
27	discuss possible health and safety hazards at workplace			
28	explain similarities and differences in routines of life between my culture and that of Japan			
29	discuss and question different value systems (beliefs and attitudes)			
30	explain similarities and differences in the cultural norms of my own country and those of Japan			
31	answer questions about job interests			
32	talk about future work or study possibilities			
33				
34				
35				
	B2	Without help	With help	My next target
1	answer questions easily with little need to seek clarification			

2	comment in detail on my personal training, experience etc. in an informal or formal situation			
3	add comments to a discussion, expressing my opinion			
4	join in a conversation with a degree of fluency even when the topic is unfamiliar			
5	discuss my plans in detail			
6	discuss the differences between two similar sectors (e.g. electronics assembly and PC maintenance)			
7	analyse and comment on aspects of work practice in Japan			
8	comment on the suitability or effectiveness of workplace safety regulations			
9	discuss personal situations that could arise in the future			
10	discuss different values and norms recognizing their importance to different cultures			
11	identify and discuss behaviours that could cause negative feelings			
12	explain career plans with reference to past experience, qualifications and future possibilities			
13	discuss and analyse information about courses, jobs or other occupations			

14				
15				
16				

Spoken Production

I can ...

	AO	Without help	With help	My next target
1	read aloud hiragana			
2	read aloud katakana			
3	read aloud roma-ji			
4	say my name and address			
5	say aloud aiueo etc from beginning to end			
6				
7				
8				
	AI	Without help	With help	My next target
1	talk about my family circumstances and where I live			
2	say prices, numbers, time, date and days of the week			
3	say my name clearly so that a hearer can write it down in katakana			
4	explain kanji's in my name so that a hearer can write them down (only for those with kanji for their name)			
5	leave a simple voice message			
6				
7				

8				
	A2	Without help	With help	My next target
1	describe an event or happening in the present or past			
2	say my name and address clearly so that a hearer can write them down, explaining kanji's if necessary			
3	describe a radio or television programme (e.g. what kind, who was in it, what s/he did etc.)			
4				
5				
6				
	B1	Without help	With help	My next target
1	describe work or training experience in sequence			
2	make a presentation about myself			
3	describe an event or happening fluently and in sequence			
4	describe the educational system and typical classroom activities in my own country			
5	describe the main points of a radio or television programme			
6	deliver a prepared summary of a film, book or news item			
7	deliver a well rehearsed short news item			
8	make an audio or video recording of a short item on a topic of personal interest			

9	describe the typical working day in Japan			
10	describe the functions of a particular business, industrial or service sector			
11	describe and explain the cultural norms and events in my own country			
12				
13				
14				
	B2	Without help	With help	My next target
1	describe an event or happening to another person adding comments			
2	present a clear, well-organized argument in a debating situation			
3	explain a topical issue presenting arguments from different perspectives			
4	outline clearly a problem or difficulty in school, a training situation, or the workplace			
5	speak at some length about a topic of particular interest to me			
6	analyze and comment on radio or television programmes			
7				
8				
9				

Writing

I can ...

	A0	Without help	With help	My next target
1	write hiragana			
2	write katakana			
3	write roma-ji			
4	copy short sentences as written in Japanese			
5	write my name in katakana			
6	write my address as written in Japanese			
7	write my address in roma-ji			
8	write short simple words in hiragana, katakana or roma-ji			
9	write short simple sentences in hiragana, katakana or roma-ji			
10				
11				
12				
	A1	Without help	With help	My next target
1	write briefly about myself			
2	make short notes about what I have learnt			
3	write down new words when I hear them			
4	fill in a form with basic information about myself (i.e. name, address etc.)			

5	write a postcard or greeting card			
6	write short messages either in handwriting, on a computer or mobile phone			
7				
8				
9				
	A2	Without help	With help	My next target
1	write about myself and my daily life (family, school, hobbies)			
2	write a short basic account of an event or happening in the past or present			
3	make notes about what I have learnt and write comment on it			
4	make notes with comments about my progress in learning			
5	fill in a form with detailed information (e.g. at hospital)			
6	make notes of the important information in a telephone message			
7	make notes of the important points in a conversation (face-to-face or on the telephone)			
8	use a dictionary to check choice of words or how to write them			
9	use a grammar book to find correct structures			
10	write a short letter or e-mail requesting information			
11				

12				
13				
	B1	Without help	With help	My next target
1	keep a learning diary			
2	take detailed and accurate notes of a telephone conversation			
3	write a short news item on a topic of interest			
4	design and write an advertisement			
5	write a description of the plot of a book or film			
6	use suitable expressions to write a formal letter			
7	write a letter of invitation			
8	write a letter of complaint			
9	write a formal letter explaining a particular situation			
10	write an informal letter or e-mail to a friend describing an event or happening			
11	write an informal letter or e-mail to a friend describing or explaining a particular situation			
12	list and describe my skills and qualifications			
13	fill in a CV form sold at stationary shops			
14	give clear information about education, training, work experience, interests etc.			
15	use a monolingual dictionary to check the curriculum vitae for accuracy and edit			

16	write a personal statement indicating career objectives and personal suitability for a position			
17	write a detailed work history (education/training, positions held, achievements etc.)			
18				
19				
20				
	図2	Without help	With help	My next target
1	express in writing my views or attitudes on a topic of relevance to me			
2	prepare short news items in a variety of styles			
3	write a short review of a book or film, or an account of a sporting event (e.g. football match)			
4	write a well-organised formal letter for a particular purpose (complaint, job application etc.)			
5	write an informal letter or e-mail describing an event or explaining about something in detail			
6	keep a learning diary accurately			
7	use specialist vocabulary to describe previous experience and qualifications			
8	prepare curriculum vitae which reflects different aspects of experience and training			

9	state personal experience and achievements in a way that reflects the demands of a particular job			
10				
11				
12				

Immediate goals

For the targets you have chosen in "I can do it in Japanese!", plan your learning like the example below.
(Please use photocopies of this page. Put the copies in the pockets at the end)

Example:

Date	12 May 2006
What I would like to be able to do next?	Order food at a restaurant
What I am going to do to reach the goal?	Go to a restaurant with a friend who can speak Japanese and observe my friend. Note the names of the food I ate. Write down ways of saying numbers, stick them on my fridge door and remember them. In Japanese language class, ask about what kind of words waiters use. Before going to a restaurant, practice many times what to say when ordering.
How will I know when I have reached the goal?	If, when I go to a restaurant and order, I am served the food I want.
I aim to reach the goal by:	19 May 2006
Have I reached the goal?	----- ----- not at all a bit completely

My goal

Date	
What I would like to be able to do next	
What I am going to do to reach the goal	
How will I know when I have reached the goal?	
I aim to reach the goal by:	
Have I reached the goal?	----- ----- not at all a bit completely

Learning diary

Use this diary to look back on your Japanese learning during the week, solve problems with the helpers and plan what to do in Japanese language class next week.

(Please use photocopies of this page. Put the copies in the pockets at the end.)

Date:

Is the learning plan you set up for your next goal going well?

Are you having any difficulties?

Is there anything you don't understand?

Between last week's meeting and today, have you done anything else in Japanese? Did you learn anything else? Were there any difficulties or things you didn't understand?

What did you do at Japanese language class today?

What do you plan to do at next week's Japanese language class?

Opportunities to learn and practice Japanese

There are lots of chances to learn and practise Japanese outside the classroom. In your life, when are your opportunities to learn and practise? Please write about them, following the example. What kind of opportunities are your fellow Japanese learners using to learn and practise? Are there any you want to try too? If there are, please write them in the table below.

Place	What? How?
Example: At home	The words used in the weather forecast. Watch the weather forecast every day and repeat the parts I could hear.
At home	
In a shop	
In the street	
On the train or bus	
At work or school	

My favourite ways of learning

The ways of learning we like and are suited to are different for different people. It is more fun to study using the methods that suit you, and your progress will also be faster. What is your preferred way of learning? If the helpers know how you like to learn, it will be easier for them to help you.

When I try to learn new words or phrases I would like to:

- ☐ listen to them
- ☐ see them
- ☐ write them
- ☐ say them
- ☐ move my body
- ☐ memorize them
- ☐ think about rules
- ☐ associate them with words I know
- ☐ make a story
- ☐ other

When I study grammar I would like to:

- ☐ discover rules for myself
- ☐ read explanation in Japanese
- ☐ read explanation in English or other languages I know very well
- ☐ hear explanation in Japanese
- ☐ hear explanation in English or other languages I know very well
- ☐ read many examples
- ☐ hear many examples
- ☐ translate into English or other languages I know very well
- ☐ make sentences
- ☐ use the structure in conversation
- ☐ other

When I try to learn pronunciation I would like to:

- ☐ imitate someone whose pronunciation is very good
- ☐ have how to make the sound explained
- ☐ be corrected when I am wrong
- ☐ wait until I naturally get better
- ☐ other

When I speak Japanese I would like to:

- ☐ use gestures and drawings for words I don't know
- ☐ ask someone for words I don't know
- ☐ look up a dictionary and learn necessary words before I speak
- ☐ think about how to say things and practice before I speak
- ☐ ask someone how to say things before I speak
- ☐ listen to people and remember how they speak before I speak
- ☐ other

When I hear or see new words or phrases I would like to:

- ☐ look up all unfamiliar words and phrases in a dictionary
- ☐ look up seemingly important words and phrases in a dictionary
- ☐ ask someone about the meaning of seemingly important words and phrases
- ☐ guess what unfamiliar words and phrases mean
- ☐ not worry about them as long as I get the gist of conversation etc.
- ☐ other

When I study I would like to:

- ☐ be alone
- ☐ be with other learners
- ☐ be at home
- ☐ be in a library
- ☐ be in a coffee shop
- ☐ be in a quiet place
- ☐ have some background music
- ☐ study intensively when I have a lot of time
- ☐ study regularly even for a short period of time
- ☐ study in the morning
- ☐ study in the evening
- ☐ other

The ways I would like to try:

Ask your fellow learners what their preferred ways of learning are. Are there any that you would like to try? When you don't feel like studying, trying a new method might help you. When you are finding something difficult, it might go better if you try another way of learning. Write the methods you would like to try below.

Words and phrases that are important to me

Words are easier to remember if you organise them by topic. There are many, such as shopping, trains and busses, the hospital, the day nursery, conversation in your research group, Japanese study, and so on. What are the important topics for you? Please write words related to that topic in the box below. Whenever you remember a new word, please add it.

(Please use copies of this page. Put the copies in the pockets at the end.)

Topic: _____

My work

Please put your work in here, such as, things you have used in studying Japanese, a diary, goals or important words, compositions you have written, tapes of yourself speaking and so on.

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