

## Establishing Can-do Statements for University Japanese Language Courses: Describing an Approach that Connects Language Knowledge with Skills and Attitude

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This paper describes the aim of the university's established list of goals for Japanese language courses.

The goal lists of each of the Japanese courses, from beginning to advanced (ultra-advanced), were designed taking the following two areas into consideration:

- (1) CEFR, JF Standard for Japanese-Language Education, the JLC Japanese Standards  
Can-do statements
- (2) The knowledge of the Japanese needed in university classes and the ability to use it, along with general university academic skills (ability to identify, analyze and solve problems; peer interaction, etc.), are all necessary aspects of Academic Japanese proficiency.

The level of proficiency that must be acquired in these Japanese classes to meet the list of goals is delineated in the form of Can-do statements. The list of goals is divided into five skill areas: reading comprehension, listening comprehension, written expressions, oral expressions, and grammar/vocabulary. There are eight levels from the first half of the introductory course to the ultra-advanced course, and the required proficiency for each of the skills is described in Can-do statements. Oral expression is further categorized as (1) monologue-type activities, such as speeches (2) dialogue-type activities such as discussions and debate. The prerequisites and basics required with regard to each skill for grammar and vocabulary have been determined for each level and the goals have been stated accordingly, describing the sort of learning attitude required (e.g. understanding that there may not be a one-to-one equivalent in the learner's native language for a given grammar/vocabulary item).

Finally, for future development of the materials, it would be advisable to: (1) improve the list of goals further, (2) establish a Can-do list of tasks that comprehensively solidifies the skills described in the goal statements and then create units that include a balanced cross-section of the skills being developed.