



## AATJ/JFLA Webinar

# Advocating for Proficiency-Oriented Japanese Language Learning through National Japanese Exam

## January 16, 2021

**Presenters:** Tomomi Sato, University of Virginia  
Miyuki Johnson, Elkins Pointe Middle School  
Junko Tokuda Simpson, University of California San Diego  
Yasu-Hiko Tohsaku, University of California San Diego

**Facilitator:** Yoshiko Saito-Abbott, California State University, Monterey Bay  
AATJ Professional Development Director



# AATJ Membership

Membership registration: <https://www.aatj.org/membership> (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups



# AATJ/JFLA Covid 19 Survey

**Purpose:** To develop solid understanding of how the pandemic has affected Japanese language in the United States in order to execute necessary supports accordingly.

**Period:** **Monday, February 1st to Monday, February 22nd**

- The link to the survey will be distributed via AATJ Facebook, AATJ email list, affiliates' email lists, among others.
- Only about 5 minutes to respond.

**Prizes (special virtual background) to those who have responded before the deadline!**



# ACTFL/AATJ Co-sponsored Webinar

Date: *February 16, 2021 / Time: 6:00-7:00 PM Eastern, 3:00-4:00 PM Pacific*

Title: *Lessons for All Languages: How teaching Japanese taught us to be Engaging Teachers*

What motivates students to learn a new language - especially a language so different from their native language? **Jessica Haxhi** (ACTFL President) and **Elena Kamanetzky** (2021 ACTFL National Language Teacher of the Year) were motivated not only to learn Japanese, but to become teachers. Jessica and Elena use their experience of learning Japanese to inform their teaching. Join them as they share what they have learned about motivating learners, engaging learners in developing proficiency, and guiding learners to gain confidence and competence to function with and within another culture.

*Details and registration information coming soon!*



# AATJ/JFLA Webinar March 6, 2021

**Title:** New York Tough: Working Together for Creating Online Teaching Materials

**Presenters:** Asako Tochika, Lehman College, CUNY  
Kazuko Saito, LaGuardia Community College, CUNY  
Maayan Barkan, Hunter College, CUNY  
Shige (CJ) Suzuki, Baruch College, CUNY  
Tomonori Nagano, LaGuardia Community College, CUNY

# JFLA Upcoming Events

## MASK UP 2020

Entry Deadline: January 22, 2021 6:00pm(EST)



<https://www.cgp.org/maskup2020>

## Haiku Lecture + Workshop with SuihoEn

February 16, 2021 7:00pm – 8:10pm (PST)

Free Online Event, RSVP Required

Learn the history and basics of Haiku, and  
Write one yourself with an inspirational  
Japanese Garden video!





# JFLA Grant

## SPECIAL COVID-19 RELIEF GRANT FOR JAPANESE TEACHING MATERIALS

Application Deadline: **1/31/21** (Must Arrive On Or Before This Date).

(Complete all purchasing and submit all final grant paperwork by 3/31/2021)

- A special short-term grant program to assist Japanese-language programs
- Up to \$1,000 for the purchasing of teaching materials and cultural items

Contact Program Officer Mike Penny ([mike\\_penny@jflalc.org](mailto:mike_penny@jflalc.org)) <https://www.jflalc.org/grants-jle-srg>



# AATJ Lifetime Achievement Award

Honors living members of AATJ who have demonstrated a lifetime of achievement in Japanese education at the national and international level.

Past awardees:

2015 Laurel Rasplica Rodd

2017 Seiichi Makino

2019 Naomi McGloin

2021 Official presentation will be at AATJ Spring Conference, but here is a “Sneak peek”....



**Congratulations, Dr. Yasu-Hiko Tohsaku!**





# Protocols

- Please mute your mic.
- Please turn off your camera.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- **Please complete the evaluation and the PD survey.**



## AATJ/JFLA Webinar

# Advocating for Proficiency-Oriented Japanese Language Learning through National Japanese Exam

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# AM NATIONAL JAPANESE EXAM NATIONAL JAPANESE EXAM テスト 日本語テスト 日本語テスト



Tomomi Sato  
NJE Director



Yasu-Hiko Tohsaku  
NJE Advisor



Miyuki Johnson  
NJE Assistant Director



Junko Tokuda Simpson  
NJE Test Development Coordinator

## NJE Team

- Administration
- Test Writers
- Test Development Team
- Recording Team
- English Editors
- Test Analysis & Practice Test Team

# National Japanese Examとは・・・

## NATIONAL JAPANESE EXAM

プロフィシエンシー重視  
スタンダードベース  
文化能力も評価

日本語学習の成果を讃え、学習意欲を向上

スキル別得手不得手の診断

# NJEの目的

## ★ 学習者の成果を讃える

To recognize achievement in the study of Japanese language and culture

## ★ 学習者のモチベーションを高める

To motivate students to further study and explore Japanese language and culture

「できる」を喜ぶ！

## ★ プロフィシエンシー重視の学習を奨励する

To advocate for standards-based, proficiency-oriented, and content-based teaching and learning of Japanese

## ★ スキル(タグ)別の診断を提供する

To serve as a diagnostic assessment of Japanese language skills

(Skimming, Scanning, Contextual Reading/Listening, Cultural Knowledge, Vocabulary, Grammar)

ローステイク

# NJE レベルと受験対象者

NJE レベル (ACTFL Guidelines)		受験対象者
NJE レベル1 およそ初級中	試験時間： リスニング 20分	Middle/Junior High School Regular(高校レベルの半年分の学習歴に相当するレベル) High School Regular(およそ高校1年目2学期目に相当するレベル) College Regular(およそ大学1年目1学期目に相当するレベル)
NJE レベル2 およそ初級上	リーディング 35分	Middle/Junior High School Regular(高校レベルの1年半分の学習歴に相当するレベル) High School Regular(およそ高校2年目2学期目に相当するレベル) College Regular(およそ大学1年目2学期目に相当するレベル)
NJE レベル3 およそ中級下		High School Regular(およそ高校3年目2学期目に相当するレベル) High School Additional High School Others College Regular(およそ大学2年目2学期目に相当するレベル) College Additional

# NJEガイドライン

Level 2: Reading	
<p><i>Proficiency Expectation:</i>          Students are able to correctly identify the main idea and basic details when reading quasi-authentic, simple, word-level or short connected texts with strong contextual support.</p> <p>Students are able to read words written in hiragana, katakana, and kanji pertaining to a limited number of basic personal and social needs (see topics list).</p>	
Thematic and Cultural Areas	Text Types

<p><i>For each of these areas, students should have a basic knowledge of Japanese cultural products and practices related to that area.</i></p> <p><b>All areas</b> for Level 1 exam, plus:          Weather and Seasons  <u>Hobbies and Leisure Activities</u>          Going Out (Shopping, Restaurants)          Major Annual Events</p>	<p>Signs          Lists          Advertisements          Announcements          Schedules          Email messages          Short letters          Text chats          Web page screen shots          Instructions, directions          Menus          Labels          Haiku          Postcards</p>
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Level 2: Listening	
<p><i>Proficiency Expectation:</i>          Students are able to correctly identify the main idea and basic details when listening to quasi-authentic sentences or short connected audio texts spoken by sympathetic native speakers, with strong contextual support, pertaining to a limited number of basic personal and social needs (see topics list).</p>	
Thematic and Cultural Areas	Text Types

<p><i>For each of these areas, students should have a basic knowledge of Japanese cultural products and practices related to that area.</i></p>	<p>Conversations (in situations calling for formal speech)          Descriptions          Announcements          Instructions/Directions          Phone messages          Songs          Excerpts from television or radio broadcast</p>
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Identify the main idea and basic details when reading quasi-authentic, simple, word-level or short connected texts with strong contextual support.

Signs, Lists, Advertisements ...

Hobbies and Leisure Activities



# 結果のレポート

## 2020 National Japanese Exam Results

for



Level 3

### ブロンズレベル - Bronze

Category  
Teacher  
School



#### Scores

<b>Total Score</b>	<b>Total Percentage</b>	<b>Reading Score</b>	<b>Reading Percentage</b>	<b>Listening Score</b>	<b>Listening Percentage</b>
25	78%	14 out of 16	88%	11 out of 16	69%

#### Scores by Labels

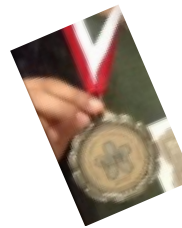
<b>contextual listening</b>	<b>contextual reading</b>	<b>cultural knowledge</b>	<b>grammar</b>	<b>scanning</b>	<b>skimming</b>	<b>vocabulary</b>
70%	83%	80%	77%	72%	100%	78%

# 賞

Gold Level Certificates ゴールドレベル	students who get 90% and above on the tests 試験の90%以上の正答率の受験者に授与
Silver Level Certificates シルバーレベル	students who get 80-89% 80-89%の正答率の受験者に授与
Bronze Level Certificates ブロンズレベル	students who get in the 70-79% 70-79%の正答率の受験者に授与
Honorable Mention Certificates 努力賞	students who get 60-69% 60-69%の正答率の受験者
Participation Certificates 参加賞	students who participate but get below 60% 60%以下の正答率の受験者

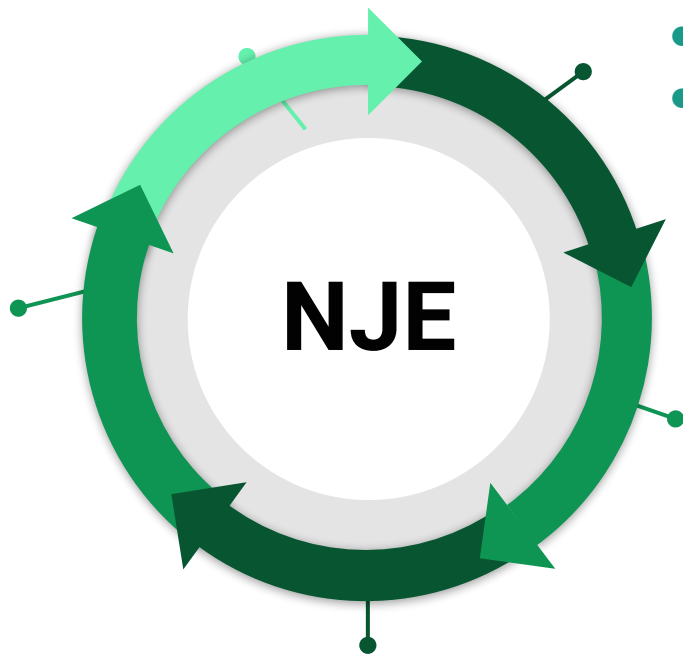
受験者全員に賞の授与

→ 学習成果を讃え、学習意欲の向上



# NJE作成のプロセスと質の向上に向けた取り組み

- 試験後のアンケート
- アドミン会議
- テスト分析
- テストデザイン、実施方法等の見直し



試験実施

## 試験問題作成者のトレーニング

- ACTFL proficiency guidelines
- NJE guidelines
- テスト分析の結果/試験問題の質のフィードバック

## 試験問題作成

- 問題作成
- 各レベルコーディネーターにより編集



- アドミンチーム試験問題をチェックし再編集

# パンデミック中の対応

- できるだけズームなどで試験監督 ← やむを得ない場合は受験者と確認
- 受験の手引き (Test Instruction) ← QuiaからのEメールを確認
- 受験料の支払い ← 個人払いは事務局([aatj@aatj.org](mailto:aatj@aatj.org))に連絡
- パンデミック中だからこそ
  - 自宅で手軽に受けられる
  - 「試験」以上のツール: 学習の楽しみの再確認・できた! の実感・モチベーション維持、イベント参加



# AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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### What's New

ニュース!

**\*\*NEW WEBINAR: January 16, 2021: Advocating for your program**

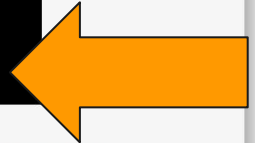
**SUBMIT A PROPOSAL FOR AATJ 2021 FALL CONFERENCE AT ACTFL - DEADLINE 1/15**

Overview

Japanese National  
Honor Society

Nengajo Contest

National Japanese  
Exam




<https://www.aatj.org/national-japanese-exam>

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[nje@aatj.org](mailto:nje@aatj.org)

# NJE 問題の構成 [リスニング・リーディング]

- コンテキスト(目的・コンテキストのセットアップ)
- テキスト(本文)
- プロンプト(設問)
  - Skimming(要点・大意把握)
  - Scanning(必要な情報探し)
  - Contextual reading/listening(コンテキストから推測)
  - Vocabulary(漢字、かなも含む)
  - Grammar
  - Cultural knowledge
- 選択肢4つ
  - 正答1つ
  - 錯乱肢3つ



6種類の設問  
スキル(タグ)の種類

# NJEの問題

## NJE Website

Click [here](#) for sample test questions:

サンプル問題はこちら

<https://www.quia.com/pages/njesamples/all>

### National Japanese Exam Sample Exam Questions

#### My Quia activities and quizzes

QUIZ [Level 1 Listening Sample Questions](#)

<https://www.quia.com/quiz/5125163.html>

QUIZ [Level 1 Reading Sample Questions](#)

<https://www.quia.com/quiz/5125166.html>

QUIZ [Level 2 Listening Sample Questions](#)

<https://www.quia.com/quiz/5125165.html>

QUIZ [Level 2 Reading Sample Questions](#)

<https://www.quia.com/quiz/5125164.html>

QUIZ [Level 3 Listening Sample Questions](#)

<https://www.quia.com/quiz/5125162.html>

QUIZ [Level 3 Reading Sample Questions](#)

<https://www.quia.com/quiz/5125167.html>

Last updated 2018/10/23 10:05:33 PDT

II. You received an email from 山田さん, the captain of the club you belong to. Read the email and answer the questions.

あした — Inbox

From: 山田 かつみ <tomomi\_614@hotmail.com> Hide  
Subject: あした  
Date: December 8, 2013 10:48:45 PM EST

テニスチームのみなさん、

チームキャプテンの山田です。

いつも、れんしゅうは四時からですが、明日はコーチが五時までミーティングがあります。だから明日のれんしゅうは五時半からです。テニスコートに五時半に来てください。

山田

目的、コンテキストの  
セットアップ

テキスト(本文)

3. What is this email about?

プロンプト(設問)

- Practice location.
- Coaches' meeting.
- Practice schedule.
- Captain's meeting.

選択肢

正答1つ、錯乱肢3つ

4. What are you expected to do at 5:30 tomorrow?

- Attend a meeting
- Clean the tennis court
- Practice tennis
- Recruit new members

# 出題される問題の 内容・状況設定

実社会で日本語を聞いたり  
読んだりして、情報を理解  
しなければいけない状況！

## ● 買い物クーポン

## レベル1 リーディング

I. Jessica's host mother gave Jessica a coupon.



1. What is this coupon for?
  - Shopping
  - Parking
  - Ski rental
  - Lunch
2. When is the last day of this event?
  - Tuesday
  - Saturday
  - Sunday
  - Friday



# 出題される問題の 内容・状況設定

実社会で日本語を聞いたり  
読んだりして、情報を理解  
しなければいけない状況！

- 携帯アプリ
- 留守番電話

## レベル1 リスニング

I. Kenji wants to try the new Ramen shop that he found on the Ramen store app. Kenji called Kyoko and left a voicemail. Listen to the voicemail, and answer the questions.



[Play audio](#)

1. Where is the Ramen store located?
  - In front of the park.
  - Behind the park.
  - To the right of the park.
  - To the left of the park.
2. When is Kenji suggesting going to the Ramen shop?
  - Thursday
  - Saturday
  - Sunday
  - Wednesday

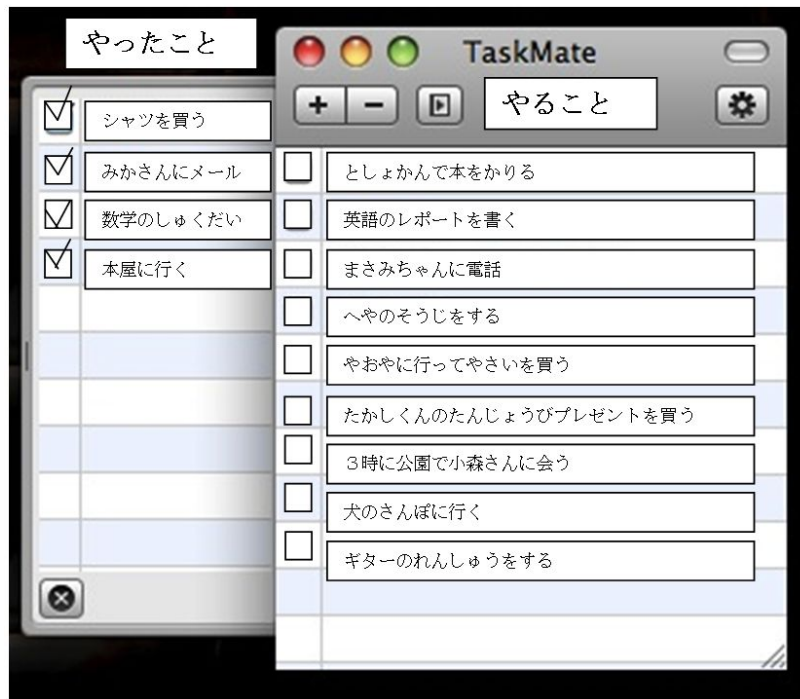
## レベル2 リーディング

I. Your Japanese host brother, Michio, is sick in bed. Michio asks you to check his phone to read what he has done and what he still needs to do.

# 出題される問題の 内容・状況設定

実社会で日本語を聞いたり  
読んだりして、情報を理解  
しなければいけない状況！

- 携帯アプリ
- To do リスト



1. What does Michio still need to buy?

- A guitar.
- A Shirt.
- A book.
- A present.

2. What does Michio still need to complete?

- Buying a book.
- Going to the bookstore.
- Writing a report.
- Writing an email.

3. What has Michio completed already?

- Cleaning his room.
- Walking the dog.
- Doing homework.
- Making a phone call.

# 出題される問題の内容・状況設定

実社会で日本語を聞いたり  
読んだりして、情報を理解  
しなければいけない状況！

## ● ウェブサイトの情報

## レベル2 リーディング

III. This is the website of the movie theater near Masaru's family's house. Masaru is trying to figure out the prices for his family members.

### MOVIXさいたま

MOVIXさいたまトップ (上映スケジュール) 劇場からのお知らせ 劇場案内 売店案内 前売券情報 料金案内 アクセス

#### 料金案内



基本料金	
一般	¥1,800
大学生	¥1,500
高校生	¥1,000
中学生・小学生	¥1,000
幼児 (3歳以上)	¥900
シニア (60歳以上)	¥1,000

スペシャル・プライス	
★ レイトショー (毎晩20:00~) ※埼玉県青少年健全育成条例により、上映終了が23時を過ぎる上映回は、保護者同伴であっても18歳未満のお客様、及び高校生のお客様はご入場いただけませんので、予めご了承ください。	¥1,200
☀ モーニングファーストショー (平日の午前中1回目)	¥1,200
MOVIXデー (毎月20日、どなたでも)	¥1,000
📅 ファーストデイ (毎月1日、どなたでも)	¥1,000
👩 レディースデイ (毎週水曜日、女性の方のみ)	¥1,000
👨👩 夫婦50割引 (ご夫婦のどちらかが50歳以上) ※同一上映回に限ります。	ご夫婦お二人で ¥2,000

◇ 3D映画は、プラス料金400円がかかりますので、ご了承ください。  
(通常料金+300円+メガネレンタル代100円=400円)

8. Masaru's older sister wants to go see a movie after 9pm. According to this website, when would it be the cheapest for her to go?

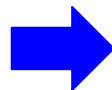
- Sunday
- Thursday
- Monday
- Wednesday

9. According to this website, how much more does she have to pay to watch the movie in 3D?

- 400 yen
- 200 yen
- 100 yen
- 300 yen

# NJEから学べること ①学習者に身に付けて欲しいスキルとは？

- コンテキスト  
(目的・コンテキストのセットアップ)
- テキスト(本文)



## カリキュラム設計、授業作り、教材作りへの変化

- 実社会、実生活で見聞きする  
ような設定
- オーセンティックな状況

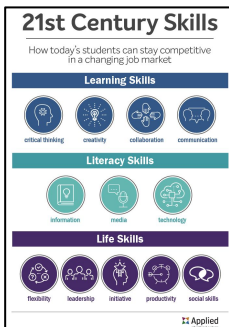
# バックワードデザインでの学習計画

## ゴール設定

- 実社会で必要とされる能力、スキルの獲得



GOAL AREAS	STANDARDS
<b>COMMUNICATION</b> Communicative competence is the ability to use language for communication in real-world contexts. It consists of the following components: <b>Listening Comprehension</b> Students understand and interpret spoken messages in a variety of contexts. <b>Speaking</b> Students communicate orally in a variety of contexts. <b>Writing</b> Students communicate in writing in a variety of contexts. <b>Language Acquisition</b> Students acquire the language through meaningful interaction and use of the language.	<b>International Communication</b> Students use language to interact with others in a variety of contexts. <b>Language Comprehension</b> Students understand and interpret spoken and written messages in a variety of contexts. <b>Language Production</b> Students communicate orally and in writing in a variety of contexts. <b>Language Acquisition</b> Students acquire the language through meaningful interaction and use of the language.
<b>CULTURE</b> Students understand and appreciate the role of language in culture and the relationship between language and culture. <b>Language and Culture</b> Students understand and appreciate the role of language in culture and the relationship between language and culture. <b>Language and Culture</b> Students understand and appreciate the role of language in culture and the relationship between language and culture.	<b>Language and Culture</b> Students understand and appreciate the role of language in culture and the relationship between language and culture. <b>Language and Culture</b> Students understand and appreciate the role of language in culture and the relationship between language and culture. <b>Language and Culture</b> Students understand and appreciate the role of language in culture and the relationship between language and culture.
<b>CONNECTIONS</b> Students use language to connect with others and to explore the relationship between language and culture. <b>Language Connections</b> Students use language to connect with others and to explore the relationship between language and culture. <b>Language Connections</b> Students use language to connect with others and to explore the relationship between language and culture.	<b>Language Connections</b> Students use language to connect with others and to explore the relationship between language and culture. <b>Language Connections</b> Students use language to connect with others and to explore the relationship between language and culture. <b>Language Connections</b> Students use language to connect with others and to explore the relationship between language and culture.
<b>COMPARISONS</b> Students compare and contrast the language and culture of the target language with their own language and culture. <b>Language Comparisons</b> Students compare and contrast the language and culture of the target language with their own language and culture. <b>Language Comparisons</b> Students compare and contrast the language and culture of the target language with their own language and culture.	<b>Language Comparisons</b> Students compare and contrast the language and culture of the target language with their own language and culture. <b>Language Comparisons</b> Students compare and contrast the language and culture of the target language with their own language and culture. <b>Language Comparisons</b> Students compare and contrast the language and culture of the target language with their own language and culture.
<b>COMMUNITIES</b> Students use language to participate in and contribute to their communities. <b>Language Communities</b> Students use language to participate in and contribute to their communities. <b>Language Communities</b> Students use language to participate in and contribute to their communities.	<b>Language Communities</b> Students use language to participate in and contribute to their communities. <b>Language Communities</b> Students use language to participate in and contribute to their communities. <b>Language Communities</b> Students use language to participate in and contribute to their communities.



### 21st Century Skills

How today's students can stay competitive in a changing job market.

<b>Learning Skills</b>
critical thinking, creativity, collaboration, communication
<b>Literacy Skills</b>
information, media, technology
<b>Life Skills</b>
flexibility, leadership, initiative, productivity, social skills

Applied

## アセスメント

- オーセンティックな問題設定



### ようこそ、山光町へ！

豊かな自然に囲まれた山光町は、NHKドラマ「たかの入道」の撮影地や、なしの生産量として知られています。

**アクセス**  
山光町へのアクセスは、山光町観光協会が主催するバスツアーが便利です。山光町観光協会が主催するバスツアーが便利です。山光町観光協会が主催するバスツアーが便利です。

**美しい山光町の四季**  
山光町では、一年中楽しめる四季を満喫することができます。山光町では、一年中楽しめる四季を満喫することができます。山光町では、一年中楽しめる四季を満喫することができます。

山光町観光協会  
www.goyanetour.jp  
Phone: 0275-33-1554  
Email: Goyanetour@nifty.jp

観光案内



### フィットネス設備のご案内

営業時間 午前7時～午後11時  
フロア 11名以下は10時まで  
6階 および屋上

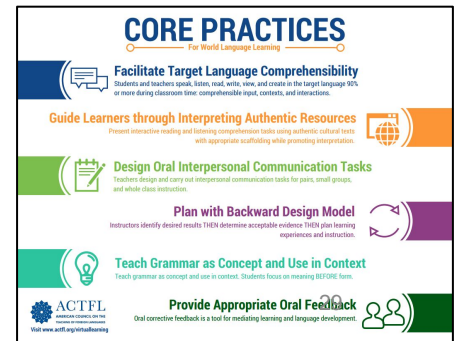
施設のご案内

0275-33-1554 (11) 0275-33-1554 (12) 0275-33-1554 (13) 0275-33-1554 (14) 0275-33-1554 (15) 0275-33-1554 (16) 0275-33-1554 (17) 0275-33-1554 (18) 0275-33-1554 (19) 0275-33-1554 (20) 0275-33-1554 (21) 0275-33-1554 (22) 0275-33-1554 (23) 0275-33-1554 (24) 0275-33-1554 (25) 0275-33-1554 (26) 0275-33-1554 (27) 0275-33-1554 (28) 0275-33-1554 (29) 0275-33-1554 (30)

ウェブサイト

## クラス活動

- 生教材の活用
- コミュニケーション重視
- 90% 日本語



### CORE PRACTICES

Facilitate Target Language Comprehension  
Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time, comprehensible input, contexts, and interaction.

Guide Learners through Interpreting Authentic Resources  
Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

Design Oral Interpersonal Communication Tasks  
Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model  
Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

Teach Grammar as Concept and Use in Context  
Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback  
Oral corrective feedback is a tool for mediating learning and language development.

ACTFL  
American Council on the Teaching of Foreign Languages  
www.actfl.org/actflindex

Thematic and Culture Areas	Text Types (Reading)	Text Types (Listening)
Self and Family Daily Routine School Life Directions and Locations Food Shopping Fashion and Clothes	Signs Lists Advertisements Announcements Email messages Schedules Maps Tickets	Advertisements Short Conversations Simple Descriptions Daily Announcements Simple Instructions/Directions Phone messages Songs
Weather and Seasons Hobbies and Leisure Activities Going Out (Shopping, Restaurants) Major Annual Events	Receipts Short letters Text chats Instructions/Directions Menus	Conversations (in situations calling for formal speech) Descriptions Announcements Instructions/Directions Excerpts from television or radio broadcasts
Social Interactions Health, Wellness, and Physical Features Housing, Rooms, and Home Life Clothing Directions and Locations Transportation and Travel	Labels Haiku Postcards Brochures Magazine/Newspaper articles Blogs Websites	<div style="border: 2px solid red; padding: 5px; text-align: center;"> <a href="https://www.aatj.org/national-japanese-exam">https://www.aatj.org/national-japanese-exam</a> </div>

# NJEから学べること

## ②いい選択問題作りとは？

- 色々なスキルを測る問題

- Skimming (要点・大意把握)
- Scanning (必要な情報探し)
- Contextual reading/listening  
(コンテキストから推測)
- Vocabulary (漢字、かなも含む)
- Grammar
- Cultural knowledge



### 文法・語彙・漢字中心の テスト問題作成からの脱却

- 要点・大意把握
- 文脈から推測できる能力
- 文化知識

- バランスの取れた選択肢

- 内容(テキストの内容に沿っている)
- 長さ

- 否定表現を質問文に入れない
- わかりやすい英語表現
- 難易度のバランス

# NJE問題作成に参加することの利点

- 自分のProfessional Developmentにつながる
- 自分の授業、教え方を振り返る機会になる
  - オーセンティックな教材をクラス活動に取り入れる
  - 文化知識、理解を深める活動
  - Content-based, Task-based, Standard-based instructions



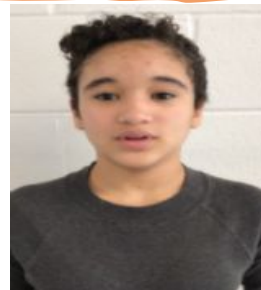
# NJEを受けさせる目的・利点

## 1. 学習への動機づけ

- 普段学習者が見慣れている内容のテストとは違い、未習事項が入った新しい状況に対応する。
- 日本語のどのようなスキルが必要なのか、学習者自身が実感でき、今後の学習への動機づけとなっている。

生徒の声

ビデオ



“I knew some of the stuff, but not all of it, so it was a fun challenge.”

“I think that it will be helpful by having this test to reflect on my Japanese knowledge, and see what I know.”

“I wish I didn’t study as much vocabulary, but instead focus on application and scenarios.”<sup>33</sup>

# NJEを受けさせる目的・利点

## 2-1. 日本語プログラムへのアドボカシー(NJE受験前)

学習者・父兄・学校の興味や関心を高め、日本語プログラムの活動の幅を広めるきっかけになる。

- オープンハウスでNJEの紹介をする
- クラスサイト・お知らせボードで宣伝、父兄にメール
- NJE体験談の共有
- 大学進学の際のメリット



ELKINS POINTE MIDDLE SCHOOL

FULTON COUNTY SCHOOLS

Mr. Damian Bounds, Principal

Ms. Ida Ward, AP • Ms. Nancy Lehey, AP • Dr. Gladys Peoples, AP

11290 Elkins Road, Roswell, GA 30076

Phone: (404) 254-2892 • Fax: (404) 254-2898

<http://www.fultonschools.org/elkinspointe>



January 7, 2021

Dear parents of 8<sup>th</sup> grade Japanese students,

**Konnichiwa!** I am writing to let you know about the opportunity for the National Japanese Exam (NJE). This is an online, proficiency-oriented, standards-based and culture-related assessment tool for middle (junior) school 8<sup>th</sup> grade (Japanese I), high school (Japanese I-III), and college students who are studying Japanese as a second language. This is to test their Japanese skills and participate in a nation-wide exam with awards for high achievement.

The exam will be administered at the end of March **during class time** (for those who do not take the test will have alternative class assignment). The test will last for two days (Reading section will be held on one day and Listening section will be on the next day.) I will be receiving the result at the end of April. The result will include the score and the percentage of the student. The students will be awarded by the Gold (90-100%), Silver (80-89%), Bronze (70-79%), Honorable Mention (60-69%), or participation certificate, based on the score.

If your student would like to participate in this exam, [please fill out the form here](#), and turn in your payment (\$10.00, cash or check payable to Elkins Pointe Middle School) by **Friday, January 15th**. For complete information on the NJE, go to <http://www.aatj.org/nje>.

Sincerely yours,

|

Ms. Miyuki Johnson ("Johnson sensei")

Japanese teacher

# NJEを受けさせる目的・利点

## 2-2. 日本語プログラムへのアドボカシー(NJE受験後)

努力・成果を父兄、校長、学校全体にアピールする機会を与え、日本語プログラムへのアドボカシーにつながる。

- 結果の公表(クラスサイト、ニュースレターや校内放送、Facultyへのメール、学年末の表彰式など)
- アンケート結果やポジティブなコメントを今後の日本語プログラムの宣伝に活用
- 校長や教頭などに教師自身の質をアピール



## 父兄の反応の例

*“The test further strengthened his desire to continue to learn the Japanese language.”*

*“I’m glad that she had the experience of the testing and I’m happy that she could see how much she’s learned and her skill level.”*



# NJEを受けさせる目的・利点

## 3. 毎日のクラス活動の改善への一歩

### 生徒の反応

- 漢字が多すぎる！
- クラスで習っていない単語や文法が使われているから分からない！
- Study guideが欲しい！
- 難しすぎて来年は受けたくない！

### NJEを受けた後

### 教師の反応

Study guideもないし、生徒がテストを受けて、結果にがっかりしてる。モチベーションを下げたくないから、来年はNJEを受けさせるのはやめよう！

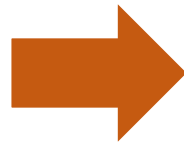


自分の教え方を省みて、今後のクラス活動や教え方を再検討

# 生徒の反応を受けて

## 生徒の反応

- 漢字が多すぎる！
- クラスで習っていない単語や文法が使われているから分からない！
- Study guideが欲しい！
- 難しすぎて来年は受けたくない！



- ✓ **Can-do/ゴールの設定**
- ✓ **生徒が生教材に触れる機会を増やし、未習のものに対する不安感を軽減**
- ✓ **漢字に触れる機会を増やす**
- ✓ **単語や文法を暗記するだけの学習ではなく、生徒のプロフィシエンシーを高める活動やアセスメントを考える**

# 問題作りの変化

## Before

---

Answer the following question.

Kanji “土” stands for...

- A. Thursday
- B. Friday
- C. Saturday
- D. Monday

# 問題作りの変化

## Before

Answer the following question.

Kanji “土” stands for...

- A. Thursday
- B. Friday
- C. Saturday
- D. Monday

- ✓ 現実に近い状況設定を与え、読む目的を与える
- ✓ 生教材を入れる



- ✓ 分かる情報を見つける
- ✓ 文化・特徴などの発見

## After

You are staying with a host family in Japan. Your host mom shows you the festival flyer.

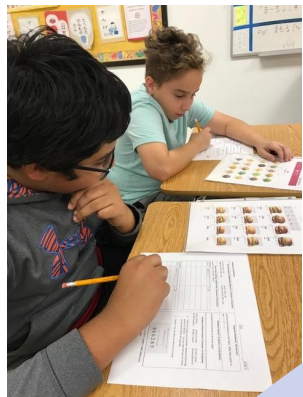
Which day is the festival held?

- A. Thursday
- B. Friday
- C. Saturday
- D. Monday





# NJEが育てる学習者とは



## ● 精神面

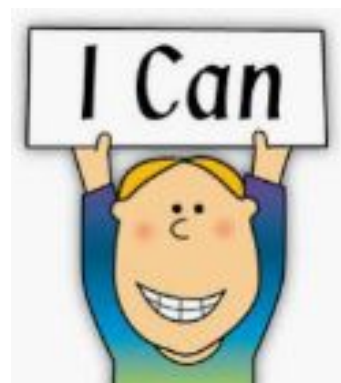
分かる部分に焦点を置き、達成感を得る。

## ● スキル面

ストラテジーを使い、問題を自ら解決する。

## ● プロフィエンシー面

実社会に対応できる言語能力を身につける。





## テストというと

成績を付ける

順位を付ける

合格・不合格

標準テスト

丸暗記・詰め込み

ストレス・フラストレーション

...



## テストというと

学習が起こったかどうか分かる

学習が起こったことをたてる

学習への動機づけを高める

学習し続ける

# 波及効果(NJEの重要な目的)

良いテストは  
良い教師を  
作る。



教師

学習者

NATIONAL  
JAPANESE  
EXAM

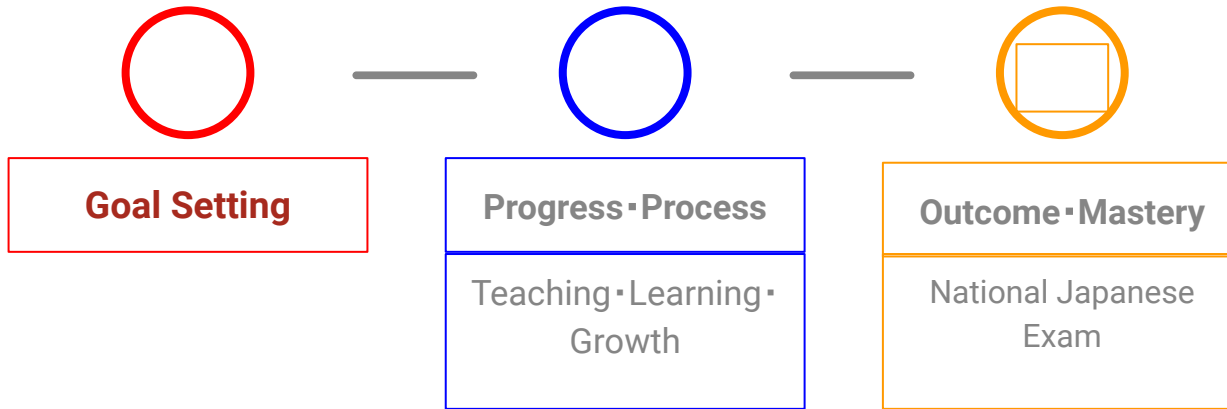


良いテストは  
良い学習者を  
育てる。

良いテストは  
良い教育・学習活  
動を生む

教育・学  
習活動





# <NATIONAL JAPANESE EXAM 2021>

Registration Period (申し込み期間)

1/4/21 (M) – 2/5/21 (F)

Late Registration (追加申し込み期間)

2/8/21 (M) - 2/18(R)

Exam Period (試験期間)

2/21/21 (M) – 4/10/21 (F)

Exam Fee (受験料)

\$10 per student (一人10ドル)

General Guidelines (ガイドライン)

Gold Level: 90 % of the exam total score and above (ゴールドレベル: 90%以上の正答率)

Silver Level: 80-89 % (シルバーレベル: 80-89%の正答率)

Bronze Level: 70-79 % (ブロンズレベル: 70-79%の正答率)

Honorable Mention: 60-69 % (努力賞: 60-69%の正答率)

All: Certificate of Participation (参加賞: 参加者全員)

NJE website <https://www.aatj.org/national-japanese-exam>





## Breakout room (25 minutes)

- Please introduce each other
- Topics can be:
  - What resonated with you?
  - What questions might you have?
  - Others
- Facilitators: Please write discussion summary on the [Padelet](https://padlet.com/ysaito_abbott/oqkw29rbqchqfx7w)
  - [https://padlet.com/ysaito\\_abbott/oqkw29rbqchqfx7w](https://padlet.com/ysaito_abbott/oqkw29rbqchqfx7w)
- Please return to the mainroom after your discussion at 4:28 p.m. (Pacific time)
- Evaluation