

# Report of Business Japanese Teaching Program Based on Jf Can-Do

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**ABSTRACT.** *In 2010, Based on the Common Guiding Principle of European Language Teaching', Japan launched 'Jf Japanese Language Education Standard 2010', as a Short name 'Jf Standard', Which Provides Convenience for Japanese Learners All over the World to Learn Japanese Self-Study. At the Same Time, More and More Japanese Teachers and Educators Have Made Their Own Teaching Plans According to the 'Jf standard'. in This Article, the Can-Do Scale of 'Jf Standard' is Used to Study the Contents and Requirements of the Topic of Job and Occupation in Combination with the Practical Teaching Materials of Business Japanese Used in Intercultural Communication Strategy Courses.*

**KEYWORDS:** *Jf standard, Can-do, Business japanese, Teaching program*

## 1. Introduction

“JF Japanese education” (hereinafter referred to as JF standard) is started by Japan International Exchange Foundation in 2005 with reference to ‘The Common Guiding Principle of European Language Teaching’ (CEFR), for five years to assist Japanese education, Japanese learning and the tool of leaning effect of Japanese language. The JF standard is based on the concept of “Japanese for mutual understanding”, emphasizing “the ability to complete tasks” and “cross-cultural understanding ability”, in other words, both are important language and culture.

## 2. Interpretation of Jf Standard

The JF standard first divides “language activity for communication” and “language ability for communication” in the form of a cherry tree diagram, in which the former is represented by branches and the latter is represented by roots.

It is divided into three parts: “output”, “input” and “interaction” in “language activity for communication”. Each part includes “activity”, “strategy” and “text” (the specific tasks or skills contained in “text” are the same for “output”, “input” and “interaction”). Further subdivision, the specific tasks or skills<sup>1</sup> (represented by leaves), is divided into 40 items. (for example, “listening to lectures and reports (tasks),” general ability of listening comprehension “(skills) in” activities “under” input “; and” inviting others to explain “(tasks) in” strategies “under” interaction “, etc.). “The communicative competence” can be divided into “linguistic structure competence”, “social linguistic competence” and “pragmatic competence”. Further breakdown is the specific skills (for example, the “range of languages used” (skills) under “language structure ability”), which are divided into 13 items. To sum up, there are 53 specific tasks or skills represented by cherry blossom.

In addition, there are 15 topics in JF standard as shown below.

Through the arrangement and combination of the above items, according to the Japanese proficiency of the learners when they complete the language task or reflect the actual situation of language skills in a certain topic, we set up six scales that can judge the learners' Japanese communication ability by JF standard, named as A1, A2, B1, B2, C1, C2. Thus, can-do scale was born by the JF standard (compared with CEFR, the Can-do scale of JF standard didn't add the description of C1 and C2 scales before it was published). Japanese learners can judge their proficiency in Japanese according to the completion of a certain task in the actual scene and the corresponding scale of Can-do scale.

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<sup>1</sup> For the expression of "task or skill" in this text, the original Japanese version is "カテゴリー". The official translation interprets it as "summative or comprehensive activities and abilities" and "more detailed activities and abilities". In order to be different from the nouns in the previous text, here uses the explanatory words inconsistent with the official ones.

No.	Category	Medel	level	Language-Activity	Task or Skill	Topic	JF Can-do(Description)
1	JF	Activity	B2	out-put	Tell experience or story	Free time and entertainment	For the series missed by friends, can combine the content of the previous series and summarize the new content with emphasis.
190	JF	Activity	A2	in-put	Watching TV programs and movies	language and culture	Watching tea ceremony, Kabuki and other Japanese traditional culture related TV programs, can understand the general meaning.

(excerpted from JF can do, translated by the author)

### 3. Application in Business Japanese Teaching

From the perspective of Japanese scholars, JF standard Can-do scale can provide an effective feedback mechanism to test learning result, so they can quickly recognize their Japanese level and shortcomings, in order to study toward to a higher goal. For Japanese educators, we can combine the textbook with the specific description in Can-do, and set up learning scenes and apply them to daily teaching, so as to help judge and understand learning situation from student side , also record their learning trajectory, in order to improve teaching methods and content more effectively.

In the current JF standard, there is only one topic related to business, that is work and occupation. Although there are 88 kinds of Can-do descriptors under this topic, even so, the number of descriptors is still very limited for business oriented students who systematically learn business Japanese. In addition, when students majoring in Japanese studying in application-oriented universities are studying business Japanese courses, after the end of the basic Japanese learning stage, the junior and senior academic years, it will not suitable for the A1 and A2 scales in JF standard Can- do scale. That is to say, it is necessary for Japanese educators to try to make a Can-do scale suitable for their own teaching connect according to the specific teaching level up to the teaching requirements.

In the following, the author will combine the Can-do scale (case of business Japanese syllabus) created in some teaching chapters of the course “cross-cultural communication strategy Japanese” for the junior year of Japanese major in our college to explain the expand application of JF standard in Business Japanese teaching. This course is an elective course, and the teaching material is “One for All in Japanese for workplace” (edited by Sun Shoufeng and published by Peking University Press).

No.	Category	Medel	level	Language-Activity	Task or Skill	Topic	JF Can-do(Description)
1	JF(Business Japanese)	Activity	B1	out-put	discussion	Job and occupation	Can narrate to others about three main characteristics and causes of Japanese company culture, in order to get get their understanding and recognition.
2	JF(Business Japanese)	Activity	B1	out-put	discussion	Job and occupation	Can narrate the content, background ,advantages and disadvantages and development trend about the Japanese-style management.
3	JF(Business Japanese)	Activity	B2	out-put	make a speech and report	Job and occupation	Can vividly analyze and explain the characteristics and specific business forms of Japanese enterprise culture logically and comprehensively by one or two Japanese enterprise cases in class.

4	JF(Business Japanese)	Activity	B2	interaction	Formal discussion	Job and occupation	Can discuss and confirm in the class or debate events around the topic of the importance and limitations of Japanese corporate culture in the period of high speed growth, bubble economy and "lost ten years".
5	JF(Business Japanese)	Activity	B2	interaction	Informal discussion	Job and occupation	Can compare the Japanese enterprise culture with some specific manifestations of Chinese or other countries in class chatting, and simply set forth their own views and opinions.
6	JF(Business Japanese)	Activity	B1	out-put	discussion	Job and occupation	Can give a general explanation to others about the type, structure, position and Department of Japanese companies and get their understanding.
7	JF(Business Japanese)	Activity	B2	out-put	make a speech and report	Job and occupation	Can accurately convey and explain the work contents of various departments of Japanese enterprises by PPT help.(involving some professional words with a little depth)
8	JF(Business Japanese)	Activity	B2	interaction	Informal discussion	Job and occupation	Can make a simple comparison around the type, structure, position, department and main department work content of Japanese companies, combined with the situation of Chinese enterprises, and describe some typical differences.

The above is a Can-do scale for business Japanese that the author tries to make according to the teaching content of the first chapter "culture and organization of Japanese enterprises" in the textbook of One for All in Japanese for workplace", referring to JF Can-do scale

Due to the limited article, in this text only makes a preliminary exploration on the application of JF standard in Business Japanese teaching by the program of syllabus cases. And then, it will carry out the overall curriculum design combined with JF standard and put it into practice. For the actual teaching effect and related experiences, the author will continue to observe and research as future topic.

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