

**Understanding the Proposed Statewide
Japanese Learning Outcomes**

**The Modes of Communication and
Performance Descriptors**

For Institutional Endorsement

2015

Topics

- The Modes of Communication
- Products, Practices, and Perspectives of Culture
- The Proficiency Guidelines
- Performance Descriptors
- The Proposed Statewide Learning Outcomes and Course Alignment Guides

The Modes of Communication

- Interpersonal Communication
- Interpretive Listening/Viewing
- Interpretive Reading
- Presentational Speaking
- Presentational Writing



The Modes of Communication are the heart and soul of course development. On the next few slides, you will see sample proposed learning outcomes related to the Modes as well as more in-depth definitions.

Interpersonal Communication



- **Beginning I:** Students can greet and leave people and introduce themselves and others in culturally appropriate ways.
- **Beginning II:** Students can make plans, share opinions and preferences, and interact with others in everyday situations (e.g., accept or reject invitations, invite and make plans with someone, order a meal, make purchases).

Here is the goal of Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

Interpersonal Communication is characterized by:

- Conversation, real-time messaging, or video conferencing
- Everyday communication with peers, friends, family, or colleagues
- The ability to negotiate meaning

Two samples from Beginning Japanese I and II further explain what interpersonal Communication might look like in the classroom.



Interpretive Listening/ Viewing



- **Beginning I:** Students can demonstrate understanding of simple conversations (e.g., family introductions, relationships, careers/jobs; academic courses, times offered, simple descriptions of instructors; daily activities).
- **Beginning II:** Students can demonstrate understanding of the main idea and some details in simple exchanges on familiar topics (e.g., conversations between student/instructor, customer/sales clerk, parent/child, friend/friends, anime characters; where one lives or works; free-time activities, interests).

Here is the goal of Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints from a variety of media.

Interpretive Listening/Viewing is characterized by:

- One-way communication
- No negotiation of meaning is possible.
- The creator of the text is absent.

Two samples from Beginning Japanese I and II further explain what Interpretive Listening/Viewing might look like in the classroom.



Interpretive Reading



- **Beginning I:** Students can recognize and identify high frequency characters in a variety of texts (e.g., schedules, menus, applications, brochures, headlines).
- **Beginning II:** Students can demonstrate understanding of familiar words, phrases, short, simple sentences, and a few idiomatic expressions (e.g., numbers and time expressions on a schedule, family members on a family tree, a list of educational materials, sports teams and events, categories on a food pyramid, information on a weather map).

Here is the goal of Interpretive Reading: Students can demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints from print and digital sources.

Interpretive Reading is characterized by:

- One-way communication
- No negotiation of meaning is possible.
- The creator of the text is absent.

Two samples from Beginning Japanese I and II further explain what Interpretive Reading might look like in the classroom.

Programs may briefly use romaji as students learn to recognize kana, but ultimately they need to be able to read all three orthographic systems and understand that orientation holds clues to meaning (vertical= traditional, Japanese, or humanistic writing and horizontal= contemporary, business, scientific, or foreign language writing). That said, the Tokyo Metro map uses both vertical and horizontal text to save space!



Presentational Speaking



Beginning I: Students can present very simple information about themselves and others (e.g., looks, personality; class schedule, weekend activities; likes and dislikes, such as sports, foods, beverages).

Beginning II: Students can present some basic information about familiar people, places, or things (e.g., historical figures, favorite musical groups, actors, or authors; landmarks, vacation locations; weather; clothing; useful websites).

Here is the goal for Presentational Speaking: Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

Presentational Speaking is characterized by:

- One-way, formal communication
- No negotiation of meaning is possible, although there may be a time for questions and answers following the student's presentation.

Two samples from Japanese I and II further explain what Presentational Speaking might look like in the classroom.

Kan ji
漢字
Hi ra ga na
ひらがな
Ka ta ka na
カタカナ

Eメールを下さい。運転のしけんはがんばってね！

Presentational Writing

- **Beginning I:** Students can copy characters, words, phrases, and very short sentences (e.g., names of countries, "Thank you").
- **Beginning II:** Students can write about themselves and others using learned phrases and expressions (e.g., likes and dislikes, such as favorite subjects, sports, or free-time activities; family members, their ages, relationships to each other, and what they do; courses and what time they start and end; very simple statements about where they live).

Here is the goal for Presentational Writing: Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

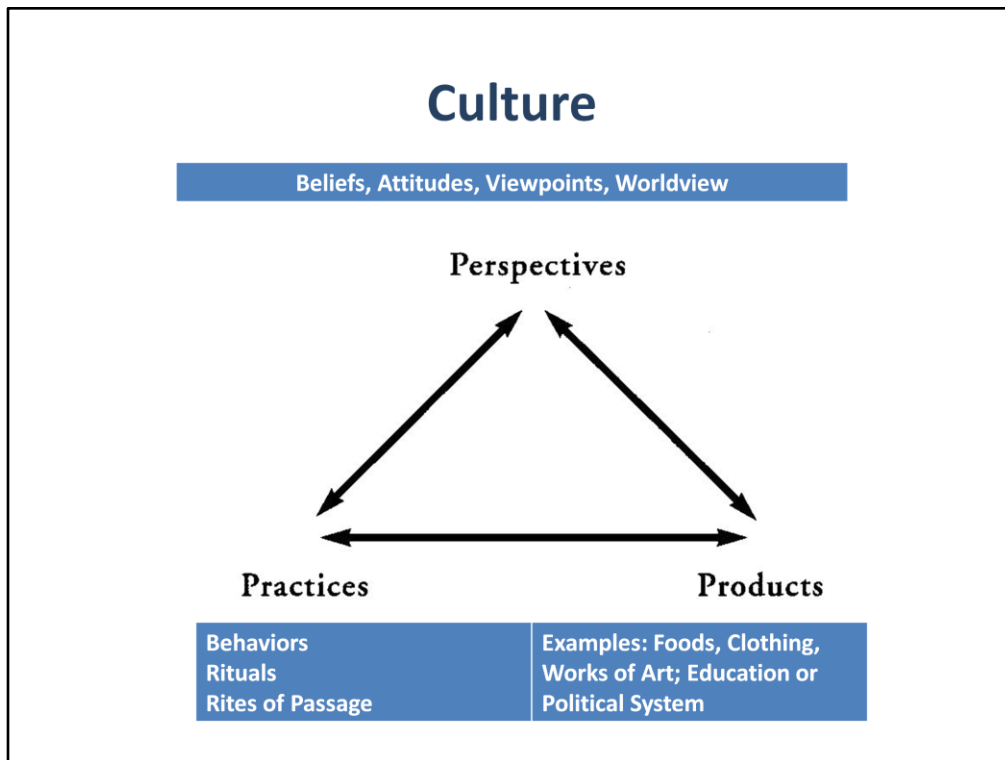
Presentational Writing is characterized by:

- One-way, formal communication
- No negotiation of meaning is possible, although there may be a time for questions and answers following the student's presentation.

Two samples from Beginning Japanese I and II further explain what Presentational Writing might look like in the classroom.

The sample in the right corner is from a sample assessment from Queensland, Australia.

Students need to understand that the two writing orientations have clear usages. In general, vertical for traditional or Japanese, as well as novels and humanistic writing; horizontal for contemporary, business, scientific, and foreign language related writing. The age of the audience and level of formality will also have a bearing on orientation. In addition, students must be taught correct romanization to support computer keyboarding skill development.

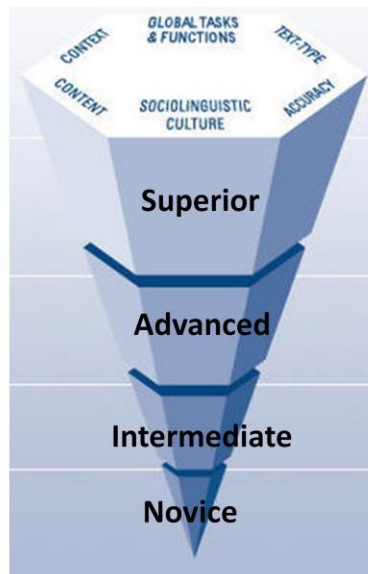


Language always happens in a cultural context. If learning how to meet, greet, and take leave of a professor during office hours, students should learn not only the appropriate language to use, but also how to knock on the door, what to do if the professor does not answer immediately, if it is appropriate to make small talk, whether a small gift is offered to one's advisor, and the like. Showing several video clips of such interactions (to avoid stereotypical treatment of the subject) and posing simple questions about them will lead to appropriate perspectives: "Professors are treated thusly (with respect, as a friend?) and it is (appropriate/inappropriate) to make small talk with them or to offer them small gifts during office hours." Then, students can practice such interactions through role playing to demonstrate that they can perform correctly with such language in the culture.

For those familiar with the National Standards for Foreign Language Learning in the 21st Century, know that Connections, Comparisons, and Communities are woven into the proposed learning outcomes. (See the suggested tasks, topics, and contexts in the alignment guides.)

- Connections: To other disciplines and viewpoints through authentic texts (e.g., What's the target culture's stance on genetically modified plants?).
- Comparisons: Linguistic and Cultural (e.g., target language apologies in what situations?).
- Communities: Beyond the Classroom (e.g., communicating through videoconferencing with peers abroad about a common problem).

Understanding ACTFL Proficiency Guidelines (Revised 2012)



We know that learners in our first four courses are striving to meet the goals just reviewed. How well can we expect them to do so in the first four courses of the language sequence?

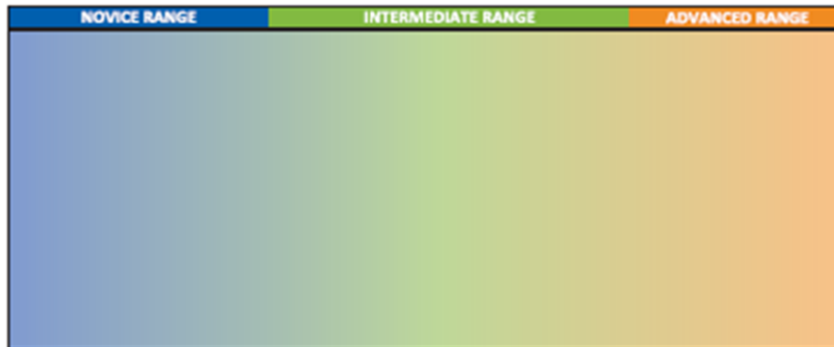
We are fortunate in our discipline to have several “yardsticks” to measure students’ language ability. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines were derived from the Foreign Service Institute scales. The Novice, Intermediate, and Advanced levels are further broken down into low, mid, high.

Each of the ten descriptions contained in the ACTFL Proficiency Guidelines describes language ability in terms of tasks, text type, accuracy, and content areas.

Proficiency, then, is an individual’s ability to use language for real-world purposes to accomplish real-world linguistic tasks, across a wide range of topics and settings, regardless of how learned.

The sublevel descriptors (low, mid, high) informed the proposed learning outcomes. But, as we will see in the next few slides, students really perform across a range of levels in classroom instructed language learning.

Understanding ACTFL Performance Descriptors



ACTFL Performance Descriptors for Language Learners, ACTFL, Inc. 2012

The ACTFL Performance Descriptors are helpful in the current project as we are all seeking to build students' performance capabilities within our classes.

Notice how students' performance often approximates the next higher level. In a supportive learning environment, this is often the case. In other words, we can expect students to reach higher levels of performance in our courses on their way to becoming independently proficient.

Performance, then, is what an individual can do with what was learned as the result of explicit instruction in a supportive environment to accomplish real-world tasks.

Performance Range Descriptors

- **Novice:** Can use and understand highly predictable, formulaic language.
- **Intermediate:** Can ask and answer questions, create with language, and handle simple situations.
- **Advanced:** Can narrate and describe in present, past, and future time and handle situations with complications.

The most common traits of each performance range are explained on the slide. But, to illustrate that students often work across ranges, we often ask students to differentiate between the descriptive past and completed actions in the past in our courses in the second beginning course. According to the descriptors, as you can see, this is an Advanced function!

Performance and Proficiency

- Performance: What learners can do in controlled, practiced, instructed situations most of the time.
- Proficiency: What people can do in spontaneous, unrehearsed communication all of the time.
- Ergo: Performance expectation will be higher than proficiency expectation.

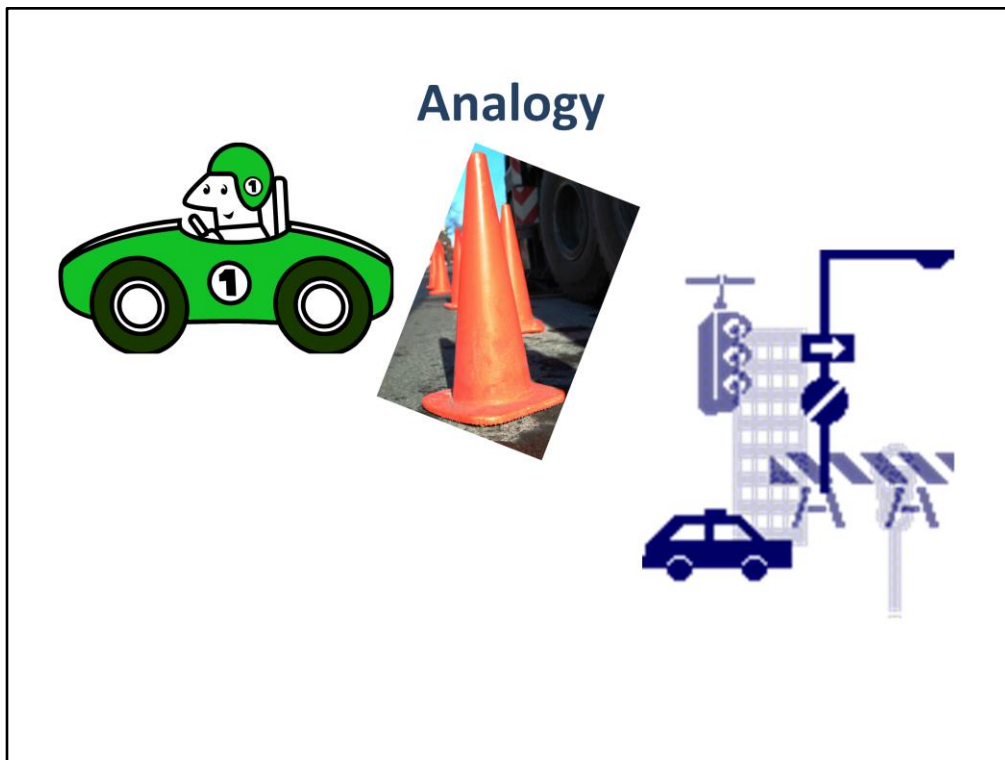
To review, then, performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in the classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced within familiar contexts and content areas.

Proficiency is the ability to use language in real-world situations in spontaneous interaction and non-rehearsed contexts in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned.

Should you wish to learn more about performance expectations, please access the following document:

ACTFL Performance Descriptors for Language Learners, 2012

[<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>]



We can perform repetitive, highly practiced tasks on the way to becoming truly proficient, especially when the input on that feature is high (the U-shaped learning curve in all disciplines). By way of example, let's look at driving. We can practice parking between cones in a parking lot and get it right. Our performance is great! But then, when we have to do it on a street, with traffic behind us honking and in between two cars, we usually can't do it correctly the first time. It takes several tries to get into the space. We are not proficient yet, even though we could perform the task in the empty parking lot.

The same is true with language. Students can perform in Japanese based on two semesters of classroom instruction and practice. They can handle a few topics. If put into simulated, yet real-world contexts with the structures, vocabulary, and grammar they have practiced, they should be able to communicate. But drop them on the streets of Kyoto, Osaka, or one of the many Japanese communities throughout the world without their notes, flashcards, and the like, and they will probably flounder, especially if someone says something outside of the students' repertoire. Again, they are not yet proficient, even though they could perform almost the same task in their classroom a few months earlier.

Therefore, in classroom instructed language learning, we know students can perform at a higher level most of the time (performance expectation) even if they cannot sustain that level all of the time (proficiency expectation).

Understanding Performance Expectations

- Students' performance may vary across modes, contexts, and content.
- Students typically can understand more than they can produce.
- Performance in the classroom often straddles ranges.

Proposed Learning Outcomes Beginning Japanese Course I	Proposed Course Alignment Guide Beginning Japanese Course I
<p>Prerequisite: None</p> <p>Number of Credits: 4-5 semester hours</p> <p>Course Description: This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students are introduced to recognizing and using appropriately the three orthographic systems (kanjina, hiragana, and katakana) and may briefly use romaji as they learn to recognize kana. In addition, knowledge of correct romanization supports students' computer keyboarding skill development. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the Novice range, although a few abilities may emerge in the Intermediate range.</p> <p>Statewide Learning Outcomes (Learning outcomes with an asterisk are essential)</p> <p>*By the end of the first beginning Japanese course, students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.</p> <ol style="list-style-type: none"> Functional ability includes: <ul style="list-style-type: none"> listing, naming, and identifying; stating what people, places, and things are like with a few details; and asking and answering highly predictable, formulaic questions. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions. <p>Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.</p>	<p>Prerequisite: None</p> <p>Number of Credits: 4-5 semester hours</p> <p>Course Description: This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students are introduced to recognizing and using appropriately the three orthographic systems (kanjina, hiragana, and katakana) and may briefly use romaji as they learn to recognize kana. In addition, knowledge of correct romanization supports students' computer keyboarding skill development. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the Novice range, although a few abilities may emerge in the Intermediate range.</p> <p>Statewide Learning Outcomes (Learning outcomes with an asterisk are essential)</p> <p>Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.</p> <p>*By the end of the first beginning Japanese course, students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.</p> <ol style="list-style-type: none"> Functional ability includes: <ul style="list-style-type: none"> listing, naming, and identifying; stating what people, places, and things are like with a few details; and asking and answering highly predictable, formulaic questions. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions. <p>Sample Contexts, Tasks, and Topics</p> <ul style="list-style-type: none"> Students can greet and leave people and introduce themselves and others in culturally appropriate ways. Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., likes and dislikes, course content they have learned, time and place of an event).

Let's now take a quick look at the proposed learning outcomes for which the Ohio Articulation and Transfer Network and the Ohio Board of Regents are seeking your endorsement. The proposed learning outcomes on the left are included in the alignment guide on the right. The guide provides definitions of the overall goal for each of the Modes of Communication along with more concrete ideas of what's being asked for in each learning outcome appropriate to students' current performance level.

Proposed Learning Outcomes → Application

Language functions	Sample context/task/topic	Classroom tasks or evidence
Functional ability includes listing, naming, and identifying; stating what people, places, and things are like with a few details; and asking and answering highly predictable, formulaic questions in culturally appropriate ways.	Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives, what courses they are taking and when).	<p>-Students can name and describe their immediate family or a famous family to others.</p> <p>-Students can ask and answer simple questions about their residence.</p> <p>-Students can exchange information about courses they like via video conferencing.</p>

Let's quickly examine how these proposed learning outcomes can be translated into classroom activities. If we look at Beginning I Interpersonal Communication, for example:

- First of all, we consider the language functions (listing, naming, etc.)
- Then we provide the context/task or topic that would appropriately fit those functions.
- The last step is to translate the tasks into classroom activities. They communicate basic information by...naming and describing their immediate family.

Grammar, Vocabulary, and Structures in Context: “Family”

KNOW	DO
<ul style="list-style-type: none"> • Vocabulary: Family, parents, father, mother, son, daughter, brother, sister, grandmother, grandfather • Numbers 1-10 • Verbs: To have, to be, to live, to work • Cultural knowledge: Nuclear family; roles of family members 	<ul style="list-style-type: none"> • Interpret basic information in a variety of texts (e.g., video, captions in family photo album, historical text). • Ask and answer simple questions about families. • Tell about their own or someone else’s family. • Compare family structures and roles.



As you apply the proposed learning outcomes in your courses, you’ll look at what students are expected to do and decide what grammar, vocabulary, and structures they need to know to accomplish each expectation. For example, if the topic were “family” in a beginning course, students would need to know vocabulary related to relatives, at least the numbers 1-10, and some common verbs, such as to have, to be, to live, and to work. From these elements, students could use structures, such as “My brother works in” or “My grandmother lives in”.

Through contact with a variety of texts and media, or direct Q and A with peers in the target culture, students would also be able to compare family structures and roles across cultures.

As you can see, instruction must be integrated across the Modes of Communication for learners to be able to accomplish real-world tasks.

Unpacking Proposed Learning Outcomes Based on Performance Ranges

- Text Type (e.g., words, phrases, formulaic expressions, sentences, series of sentences, connected sentences, paragraphs)
- Contexts, Tasks, and Topics (e.g., oneself, immediate environment, general interest, world)
- Functions (e.g., ask and answer formulaic questions; give simple advice; start maintain, and end a brief conversation; create with language; give short narrations and descriptions; make inferences)

Each performance range is defined by a set of features explaining what the language learner is able to do, in what contexts and content areas, as well as how much and what kind of language the learner is able to produce or understand. The ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

Unpacking Proposed Learning Outcomes Based on Performance Ranges

- Variety/Range/Extensiveness (e.g., very familiar, familiar, variety of/range of... wide variety/range of...)
- Level of Detail (main ideas, a few details, some details, many details, most details)
- Timeframes (e.g., “Today I study.” “Tomorrow I study.” as chunks of language)

In conclusion: It's all about students.

- The proposed learning outcomes set parameters defining what students should know and be able to do and how well they should be able to do it as they move through the first four courses of the language sequence.
- Individual institutions in the University System of Ohio will determine how instruction, practice, and assessment will take place based upon the expectations in the proposed learning outcomes.

Faculty are invited to use their creativity and expertise as they collaborate with each other within and across institutions. Together, we can ensure that language programs add value to the college experience of each and every language student.

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Thank You!

We hope that this brief overview has been helpful as you now read through the proposed learning outcomes and course alignment guides.

Endorsement of the proposed learning outcomes will enhance language teaching and learning throughout the University System of Ohio and put our discipline on parity with others.

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Co-Faculty Panel Lead Experts