

# Research on Process Evaluation for College Japanese Teaching Based on "Japan Foundation Can-do" Standard

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## ABSTRACT

The core content of the JF (Japan Foundation) standard is to transplant the CEFR (The Common European Framework of Reference for Languages) standard into Japanese teaching. The key content is the "JF Can-do" Japanese education teaching evaluation system. While applying the "JF Can-do" standard to the process evaluation in colleges' Japanese teaching, evaluation and teaching are carried out simultaneously. Evaluation and teaching are intertwined, which changes the previous teaching method of mastering grammar points and words as teaching goals. "Completion of tasks" and "completion of topics" serve as the teaching objectives, improving practical language skills of students. In practical application, the three evaluation methods of student self-assessment, student mutual assessment and teacher comments should be cross-cut. While improving students' language skills, records can stimulate students to clarify learning goals, and enhance self-discipline ability and learning autonomy.

**Keywords:** "JF Can-do" standard, college Japanese teaching, process evaluation, implementation plan

## I. INTRODUCTION

The goal of college Japanese teaching is to develop students' comprehensive ability to use Japanese at different levels, so that students can use Japanese to complete various tasks in their future work. At the same time, college Japanese teaching should actively enhance students' awareness of participating in Sino-Japanese cultural exchanges, comprehensively improve students' cross-cultural communication ability and comprehensive cultural quality, and meet the needs of China's social and economic development and international cultural exchanges. Teaching evaluation is a very important part of college Japanese teaching, and a scientific and reasonable evaluation mode is the fundamental guarantee for achieving the goal of Japanese teaching. In-depth inspection of teaching quality through teaching evaluation, timely adjustment of teaching methods, update of teaching content, comprehensively improve the efficiency of Japanese language learning for college students. The evaluation of college Japanese teaching should reflect the diversification of evaluation subjects, diversification of evaluation methods, and multi-level evaluation objectives. Evaluation should pay attention to the development process of Japanese language ability of students and their learning effect, so that the evaluation

of learning process and learning results can be harmonious and unified.

The theoretical source of "JF Can-do" is CEFR, the common European language teaching program. CEFR was formulated by the European Commission of Education as the standard for foreign language teaching and assessment in the EU countries. The full name is "A Common European Framework of Reference for Languages: Learning, Teaching, Assessment", which describes in detail what language learners must master when communicating, the effective skills and standards achieved provide a common basis and reference for the curriculum design, outline formulation, language testing and textbook compilation of European language teaching. CEFR divides language ability into "general language ability" and "language communication ability". General language ability includes knowledge, ability, personality and learning ability; language communication ability includes linguistic ability, sociolinguistic ability and pragmatic ability. The core content of the JF standard is to transplant the CEFR standard into Japanese teaching. Although it is not a new creation, the standard emphasizes the "language communication, understanding and interpretation, expression and demonstration in communication goals, and the traditional listening, speaking, reading, Compared with writing and translation skills, it is more abundant and natural." The Japan International

Exchange Foundation, with the goal of "spoken language for mutual understanding" and CEFR as the basis, has formulated the Japanese International Education Fund Japanese Language Education Standards, with the focus on the "JF Can-do" Japanese education teaching evaluation system.

Process evaluation adopts the value orientation of equal emphasis on goals and processes, and comprehensively evaluates teaching effects and processes, as well as non-intelligent factors closely related to learning. It advocates the combination of internal and external evaluation methods, the intersection and integration of the evaluation process and the teaching process, and the interaction and integration of the evaluation subject and object. By making judgments on the level of teaching quality, affirming achievements, identifying problems, and encouraging students to actively reflect on the learning process, in order to better grasp the learning method. Based on the "JF Can-do" standard, it will be applied to the process evaluation of Japanese teaching in colleges. The evaluation and teaching will be carried out at the same time. The evaluation and teaching will intersect and integrate with each other. Guide students' learning and development direction, and discover the existing problems and deficiencies in time, which is in line with the reality of human multiple intelligence, which is conducive to stimulating students' motivation and self-confidence. It can also help teachers re-formulate teaching plans and classroom implementation plans, and effectively evaluate the learning effect, which has important guiding significance for college Japanese

teaching and the improvement of learners' practical Japanese ability.

**II. "JF CAN-DO" STANDARD**

The JF standard ranks the proficiency in language "use according to the ability to use Japanese to accomplish and complete specific tasks". It is divided into six grades, which are primary users (A), including entry level (A1), basic level (A2); independent users (B), including advanced level (B1) and high level (B2); skilled users (C), including fluency level (C1) and proficient level (C2). The design of these levels provides a benchmark framework, and users (teacher, testers) can deeply divide the language ability of a certain level according to the specific situation of the learner. JF Can-do is used to indicate the learner's "degree of mastery" of Japanese, and "what can be done and what can do" in the learned Japanese. Therefore, JF Can-do is an evaluation standard used to judge Japanese learners who can use the learned Japanese to complete activities. The key content of the JF standard is the "JF Can-do" teaching evaluation system, which is a detailed evaluation of language proficiency and language activities after different levels of classification. "JF Can-do" has changed the teaching method of mastering grammatical points and words as the teaching goal in the past. It takes "completion of tasks" and "completion of topics" as teaching goals, and improves students' practical language skills. JF Can-do's description of language activities at different levels of "speech and presentation" is shown in "Table I".

TABLE I. SIX LEVELS OF "JF CAN-DO"

Level		Description of the ability of "speech and presentation" language activities
<i>Primary user</i>	A1	Able to understand very short or prepared expressions with practice
	A2	After rehearsal, able to give a brief basic description of the topics around
<i>Independent user</i>	B1	Able to give a brief explanation on topics well-known in his professional field, if prepared in advance
	B2	Able to clearly explain the pre-prepared introduction
<i>Skilled user</i>	C1	For complex topics, can be introduced in a clear structure
	C2	Even in the face of ignorant topics, can maintain self-confidence, express complex content clearly

The six levels shown in "Table I", from the shallower to the deeper, represent the development and progress of oral language learners gradually, from short sentences to oral language ability that takes into account the listeners' feelings. In the same way, with the use of other language activity reminders, a detailed list of activities with gradually improved ability levels can also be worked out. Therefore, the theoretical analysis and use of the "JF Can-do" evaluation standard can objectively grasp the degree of achievement of spoken language and clarify the future learning goals. At the same time, it is also possible to share goals and achievements with others and other departments in teaching.

**III. IMPLEMENTATION ON PROCESS EVALUATION FOR COLLEGE JAPANESE TEACHING BASED ON "JF CAN-DO" STANDARD**

Learning is a gradual process. Summarizing and combing the learning trace in time is an effective means to obtain targeted improvement. The six levels divided by the "JF Can-do" standard are very close to the idea of process evaluation, and the evaluation content of the "JF Can-do" standard has many similarities with the teaching content and goal setting of college Japanese. Therefore, it can be properly adopted and used for reference in college Japanese teaching.

The evaluation system of the JF Can-do standard is different from previous evaluations. It is not dogmatic. It does not use completely specific linguistics or teaching theory. Users are encouraged to refer to the standard to establish a learning framework for Japanese linguistics teaching that meets their needs. The "JF Can-do" standard is a more objective and practical evaluation standard, which can be used as a benchmark for multiple parties in practice. Therefore, the basic Japanese course evaluation system mainly includes the following three parts: student self-evaluation (tracking

portfolio management method), student mutual evaluation (group-style extracurricular project teaching method) and teacher comments (interactive class teaching guidance method). The three evaluation methods intersect, covering students' learning time inside and outside the classroom, involving all language basics. The JF standard adopts a modular teaching concept, dividing the teaching tasks to be completed and the goals to be achieved in each stage in the form of a ladder. The teaching task process is shown in "Table II".

TABLE II. TEACHING TASK PROCESS BASED ON "JF CAN-DO" STANDARD

No	Process	Describe
1	Import	Clear learning objectives, give out evaluation forms, teachers teach in class, and groups execute tasks
2	Absorb	Usually teacher guidance and group discussion to obtain the correct information and achieve knowledge internalization
3	Output	Express yourself through teacher inspiration and group language exercises
4	Reproduce	Set various scenes to achieve real interaction and deepen the consolidation and practice of the knowledge learned
5	Evaluation	According to the output effect, make the "My Can-do list", use the "JF Can-do" grade standard, conduct self-evaluation and mutual evaluation within the group, and the teacher make an evaluation based on classroom teaching, student performance and after-class effect

Process evaluation emphasizes the diversification of evaluation subjects. More comprehensive evaluation information can be obtained through different feedback channels, making evaluation truly an interactive activity in which multiple evaluation subjects participate actively. Based on the JF Can-do standard, focusing on the preservation of the learning process and learning records, focusing on the cultivation of students' self-learning ability and strengthening students' self-evaluation ability, the specific method is mainly the portfolio management method. By collecting and comparing the learning results of fixed time nodes, let students self-evaluate, make them clear their own growth and shortcomings, sum up the learning experience in time, and form a unique My Can-do evaluation system to achieve optimal learning results.

The portfolio consists of "evaluation form", "language and cultural experience records", "learning achievements" and three elements. The evaluation form mainly includes "self-evaluation form" and "evaluation criteria"; "language and cultural experience records" include learning plans, language and cultural learning and experience, learning reflection, etc.; learning results include essays, research reports, manuscripts and projects achievements, etc. The use of learning portfolios helps learners evaluate the proficiency of Japanese learning, reflect on the learning process, improve learning strategies, optimize the learning process, and improve learning effectiveness. While improving learners' language skills, recording can stimulate learners to clarify learning goals and enhance self-discipline and learning autonomy.

Evaluation materials and evaluation results obtained based on the JF Can-do standard process evaluation have a very important role for students and teachers. Through information feedback, promote teacher teaching and student learning, as shown in "Fig. 1".

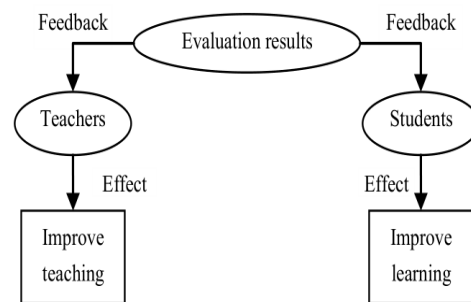


Fig. 1. Feedback of evaluation results based on "JF Can-do" standard.

First, feedback to students. Feedback the evaluation results to the students in time, which is helpful for the students to better understand their learning situation and adjust their learning behavior in time. The feedback timing should be appropriate. The students' learning abilities and backgrounds are different, and they have a strong sense of self-identity and self-esteem. When feedback evaluation results, teachers should flexibly use timely feedback and delayed feedback methods according to the different conditions of students. Second, feedback to teachers. Students' mastery of knowledge and skills is inextricably linked to teachers,

and timely feedback of the students' evaluation results and teachers' evaluation results to teachers has an important role in improving teaching. Teachers can also conduct evaluation quality analysis based on evaluation results, that is, efficiency analysis.

#### **IV. CONCLUSION**

At this stage, Japanese teaching research based on "JF Can-do" has both macro guidance and micro reform practice. Using the guidance of the "JF Can-do" evaluation system, you can reformulate the syllabus, compile teaching materials, formulate specific classroom plans, and make specific evaluations of students, which has very important guiding significance for the improvement of Japanese practical ability. In addition, in order to adapt to the Japanese language proficiency test, the teaching plan and process are appropriately adjusted to meet the basic requirements of the information age. Process evaluation based on the "JF Can-do" standard is more guiding than the traditional final evaluation method. It is not an evaluation method that only focuses on the process and not the results. On the contrary, it focuses on the process of intelligent development of students in the teaching process results, and make timely and effective judgments on student learning, identify problems and deficiencies, and certainly have achieved results, while allowing students to be more clear about the future learning goals and directions. Although the "JF Can-do" standard defines language proficiency and language activities, and sets six levels of evaluation standards, there are no clear rules for language proficiency at each level. Therefore, in the process of completing the goal, teachers must choose the specific content of language ability, which objectively brings difficulties to the teaching organization and textbook compilation. In order to transform teaching ideas into teaching achievements through teaching activities, it also requires constant exploration and practice.

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