

A Japanese language education project for
the Agency for Cultural Affairs 2012 “Foreigners as residents in Japan”

Learning Japanese by deciding for yourself

A guidebook for learning about learning

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1. Why it's important to decide for yourself

Our classroom is a little different from other Japanese language classrooms. The volunteers at this classroom don't choose learning materials for you, and don't decide how you will learn. You can choose resources that match your aims, and learn using the methods you enjoy. In this classroom there are advisors who you can talk to when you are making your learning plans.

We think it is important that learners make decisions for themselves about their own learning. There are several reasons for this.

Firstly, you know yourself better than anyone else does. The best learning plan for you can only be set up based on facts about you: why you want to study Japanese, what study methods you enjoy, how much time you can make each week for studying Japanese, how much money you would be willing to spend on a book, etc. Naturally, you will be able to set your own learning plan much better than we could.

The second reason is that if you become able to make your own learning plans, even if you can't go to school or to a Japanese language classroom, you will still be able to study Japanese. If you live in Japan, there are lots of things in

everyday life that you can use for learning Japanese. And using the internet, you can do things for yourself that in the past you would have had to do with a 'teacher'. If you can make a plan making good use of all these things, you can continue studying Japanese even without a 'teacher'.

Finally, it is much easier to maintain your motivation for something you have decided for yourself than it is for something that has been decided for you. The American psychologist Edward L. Deci says three things are necessary to create a feeling of enthusiasm (intrinsic motivation). These are: being able to decide things for yourself; the feeling that you are a capable person; and the presence of people who understand and support you. In this classroom, we support you in designing your own program of study for Japanese. In this way, we can create all three of these conditions.

What you can do in this classroom

- In the classroom, you can discuss with an advisor how to set up a learning program that suits you
- You can learn how to use the *Japanese Language Portfolio*, a tool to help you plan your learning
- You can study using the classroom's resources. In the classroom, we have things including:

textbooks, dictionaries, grammar books, books about Japan, manga (comic books) and novels, CDs

computers, internet access, a photocopier,

lists of online resources to use for different purposes

- Those who want to practice conversation can talk to a 'conversation partner'
- We also plan to hold workshops about study techniques if you would like

2. What you will decide

There are a few things you will need to think about in order to make a learning program that suits you. This chapter gives a simple explanation of everything that is involved in setting a learning program.

Being clear about your aims

First, you need to be clear about your purpose for learning Japanese, and what you would like to achieve when you have learned it. Things like “I want to be good at Japanese” or “I want to become fluent in Japanese” are too vague as goals — they aren’t very useful for making plans. Chapter 3 explains good ways of setting goals.

Knowing your current level of Japanese

To put learning in the terms of a journey, your aim is like your destination. Once you know your destination, it is then important to know where you are now. When learning Japanese, this means thinking about what you can do in Japanese at the moment. To say “I studied this whole book” or “I studied for x number of years” is not the same as knowing what you can *do*. Chapter 4 discusses how to work out your skill levels.

Deciding an immediate goal

Once you know your destination and you know where you are now, your journey

can begin. How far will you go today? What route will you take? How far will you get before lunch? When will you take a break?

When learning Japanese, too, it's important to decide not just the ultimate aim, but also the immediate goals. Chapter 5 talks about how to set immediate goals.

Choosing resources

'Resources' are the materials and tools that you use in learning Japanese. The 'materials' are things related to Japanese. Textbooks are obviously materials, but signs you see in the street, television programs, or your Japanese friends are also materials. The 'tools' are things that help you in your study. Recently, many new tools have been created, including computers, cell phones and smartphones, and MP3 players. Chapter 6 looks at how to choose resources that match your goals.

Deciding how to use resources

There are many ways of using resources. You can even think up new ways of using them. Chapter 7 explains how to decide how to use resources in a way that matches your goals and your preferred ways of studying.

Making realistic plans

It is important to carry out your plans. If you make an impossible plan and then fail to achieve it, this will damage your motivation. Even if you can only do it for five minutes a day, it is important to keep going with your study of Japanese. Chapter 8 discusses how to make realistic plans.

3. Being clear about your aims

Studying a language takes time. You will need an aim in order to stay motivated over a long period of time. When you improve further in Japanese, what do you want to do? Think about this in concrete terms, such as “I want to live without depending on others”, “I want to do a job using my specialist skills”, or “I want to be able to speak to teachers at my child’s school about her education”.

If you find this difficult, try the exercise “Before you came to Japan, since coming to Japan and hopes for the future” on page 5 of the *Japanese Language Portfolio*.

Example:

	Before I came to Japan	After I came to Japan	My hopes for the future
My work	I was a teacher. 😊	I am a housewife. 😞	I want to teach English. 😊

In my case...

	Before I came to Japan	After I came to Japan	My hopes for the future

Compared to before, how has your life changed since coming to Japan? What are the things that haven’t changed? How do you want to change your life in

the future?

There are many aspects to your life, such as your job, family, friends, hobbies, your free time, or your children's education; for some people, faith might also be an important part of life.

Consider changes in your life using the example above. The person in the example was a teacher before coming to Japan, and felt satisfied with that. After coming to Japan, she became a housewife, and felt a little unsatisfied. She would like to teach English in the future, which she is looking forward to. How about you?

Put the main aspects of your life in the left column. Then, in the next column write about how each was before coming to Japan using some words or short phrases. Like the example, add a face to show your feelings about this. In the next box, write about how this aspect of your life has changed since coming to Japan. Then, in the next box, write about what you want to do about this aspect in the future. (You can write in Japanese, English or another language. If there are things that you don't want to write down, or that you don't want to tell other people, you don't have to write them.)

Once you have written everything, think about how studying Japanese will be

useful for your future. Has this helped you to be clearer than before about your aims in studying Japanese?

The Hungarian-born foreign language education researcher Zoltán Dörnyei says that in order to stay motivated, it is important to have a clear and detailed vision of yourself as a speaker of a foreign language. Imagine what things will be like for you once you have improved in Japanese and achieved your aims.

Where are you? What kind of place is it? What are you doing? What kind of people are there with you? And what are they doing? How do you feel?

What you have imagined is a vision of yourself as a speaker of Japanese. Write about what you imagined in the box “When I have a better command of Japanese I would like to...” on the bottom of page 6 of the *Japanese Language Portfolio* so that you can remember your aims any time. You can write this in Japanese or in your own language.

4. Assessing your current level

What should your first step be in order to achieve your aims? In order to work this out, first consider what you are able to do now.

In order to achieve your aims, which do you need of the five skills of listening, reading, spoken interaction (conversation), spoken production (speaking on your own, such as when making a speech), and writing? Perhaps you need more than one. If you do need more than one, for the purposes of this practice think about just one of the skills. Which skill do you think is the most important for you?

When you have chosen one important skill, think about what you will be able to do with this skill. Look in the *Japanese Language Portfolio* at the chapter “I can do it in Japanese!”. Listening begins on page 9, reading on page 12, spoken interaction on page 16, spoken production on page 23, and writing on page 26.¹

¹ The *Japanese Language Portfolio* was designed for people living in Japan for work, or as housewives, etc. If you are student and you want to learn Japanese for your formal studies, you might not find the ‘can do’ statements that you need in “I can do it in Japanese!”. In that case, look at the document *Generic Checklists*. Unfortunately, these lists are only available in English and Japanese, but they include ‘can do’ statements that are useful for people who are learning Japanese for use in formal studies. They also include ‘can do’ statements for levels higher than B2 (C1, C2).

“I can do it in Japanese!” lists lots of sentences in the form “I can...” (called ‘can do’ statements). In the *Japanese Language Portfolio*, A0 is the simplest, and B2 is the most advanced.

In the skill that is important for you, read the ‘can do’ statements, and think about whether you can do them “with help”, “without help” or whether you can’t do them yet.

The sentences are a little abstract, so it might help to think about specific examples. For example, in A2 Listening, there is the sentence “understand conversations on everyday topics that are familiar to me” (page 10).

	A2	Without help	With help	My next target
4	understand conversations on everyday topics that are familiar to me			

“Everyday” doesn’t mean work or school, but things that are connected to your daily life or hobbies, and that you know well. This might be a conversation about a sale at your local supermarket. Or perhaps a conversation about a party you went to. If you like football, it could be a conversation about football.

If you hear two Japanese people talking about that topic, can you mostly understand them? If you can, then you can consider yourself able to do it

“without help”. If you can understand provided that the people speak more slowly for you, or explain unfamiliar words, then you can consider yourself able to do it “with help”.

Which is the level that you can do everything “without help”? The level where you can do everything “without help” would be too easy for you. A level where you can’t yet do any of the things would be too hard for you at the moment. Which is the level where you can do a few things “without help” and a few others “with help”? This is your current level. Put a circle in this level in “My self-assessment” on page 6 of the *Japanese Language Portfolio* like the example below.

Example

My Japanese:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction			○			
Spoken production						
Writing						

Choose something in this level as your “immediate goal”. The next chapter looks at how to choose an immediate goal.

5. Deciding an immediate goal

Chapter 3 discussed your aims in learning Japanese, but these aims are probably not going to be achieved in the next week or the next month. In some cases, it can take several years to achieve an aim. If you think only about your aims you might find yourself wanting to give up part-way through. To maintain your motivation over time, it is important to feel a sense of achievement every day and every week. To do this, decide your immediate goals as well as your eventual aims.

How should you decide your immediate goals? In chapter 4, you chose a skill that is important to you, and checked your level for this skill. Have another look at the 'can do' statements for your level. Amongst those activities that you can't do yet or that you can do with help, what is the next one you want to do? It doesn't matter if you are moving from being unable to do something to being able to do it with help, or from being able to do something with help to being able to do it alone. You could choose the activity that you need most in your daily life, or the one that looks the easiest, or the one that looks the most fun.

Once again, think about more specific actions than those written in the statements.

For example, for the sentence used in the example in Chapter 4, “understand conversations on everyday topics that are familiar to me” (page 10), think about topics that you know well from your daily life or hobbies. It could be a conversation about a sale at your neighborhood supermarket, or a conversation about a party you went to, or a conversation about football. Now think about who you would have this conversation with. For your immediate goal, choose concrete actions in your daily life, such as “when speaking to X, I will be able to understand a conversation about a sale at the supermarket, or about a party, or about football”.

Next, think about how long it will take to reach this goal and set a deadline. Maybe you won’t know how long it takes until you try — it is fine to change your deadline later, so think about approximately how long it might take and set the deadline.

When you have decided your next goal and its deadline, in the last box on the right of the sentence, “my next target”, write the date of your deadline like the example below.

Example

	A2	Without help	With help	My next target
4	understand conversations on everyday topics that are familiar to me			10/12/2012

Once you have decided your next goal, think about what you will use to study

with and how you will study in order to reach that goal. Chapter 6 explains about “what”, and chapter 7 about “how”.

6. Choosing resources

“Resources” are all the things that you can use in your learning of Japanese. Textbooks and dictionaries designed for learning Japanese are obviously resources, but so are signs you see in the street, the TV weather report, computers, your Japanese colleagues, or friends from your own country who tell you things about Japan. The conversation partners in this classroom are also a resource.

To choose resources, think about what is stopping you from being able to do the action that you chose as your immediate goal. Perhaps it is difficult because you don't know the necessary vocabulary. Perhaps you are just not used to it, and you need to practice a lot. Or perhaps you just need to know what Japanese people would normally say in that situation and in what order, and then you would be able to do it in the same way. When you have understood what is making the goal difficult for you, think about what resources would be useful in eliminating the causes of this difficulty. For instance, if you can't understand a conversation about a sale at the supermarket because you don't know the vocabulary, something containing vocabulary about sales would be useful.

Once you know what kind of resources you need, then think about how to get those resources. Here, we explain how to look for two kinds of resources appropriate to your immediate goals: resources that are made for Japanese

learners and those that are not.

Resources that are made for Japanese learners

Resources made for Japanese learners include textbooks and their attached CDs, dictionaries, grammar books, Japanese learning websites, and smartphone applications. Unfortunately, resources made in Japan often have only Japanese written on the cover, so if you don't know Japanese you can't tell what kind of books they are.

To help you choose for yourself the resources you need, in this classroom we have put stickers on the spines of the books. The sticker on the top shows what language(s) the book is written in. The sticker on the bottom shows what topics the book is useful for studying. (For more details, see the explanations in the classroom.)

Language used



Linguistic skills covered

If you are looking for vocabulary for talking about sales, look at the table of

contents of a resource that is designed to be used for learning vocabulary. Is there a section that might contain words related to sales? If there is, have a look at it. You don't need to do everything in a textbook in order from the first chapter onwards. It's fine to do just the parts that contain things you want to study.

The method is the same for Japanese learning websites or smartphone applications. Look for something that might help you to achieve your goal. To save time, in the computers in this Japanese language classroom we are planning to prepare a list of learning sites related to each 'can do' statement, as well as other sites.

Resources that are not made for Japanese learners

Anything involving Japanese is a resource. For the example of a sale at the supermarket, the supermarket's website, as well as the signs and announcements inside the supermarket are all resources. A friend who you can ask "How do you say ... in Japanese?" is a resource too.

To find resources not made for Japanese learners, think about where sources for language related to your immediate goals might be found in your everyday life. (If you need more hints, try "Opportunities to learn and practice Japanese" on page 33 of the *Japanese Language Portfolio*.)

Opportunities to learn and practice Japanese

Place	What? How?
Example: At home	The words used in the weather forecast. Watch the weather forecast every day and repeat the parts I could hear.
At home	
In a shop	
In the street	
On the train or bus	
At work or school	

Also, below is a website explaining what kind of resources are available that are not designed for learners.

Do it yourself language learning

<http://dzyanna.wikispaces.com/home>

The screenshot shows a Wikispaces page titled "home" with the subtitle "Do it Yourself Language Learning". The page features a navigation sidebar on the left with options like "Wiki Home", "Recent Changes", "Pages and Files", "Members", and "Manage Wiki". The main content area contains a hierarchical diagram of language learning resources. The diagram is structured as follows:

- Talk**
 - VOIP/Chat with online friends
 - Social Networking
- Read**
 - Buy novels online or read free online material
 - Online Newspapers
 - RSS Feeds
 - Wikipedia in other languages
- Watch**
 - DVDs
 - YouTube
- Listen**
 - Podcasts
 - MP3 Player
 - Online Radio
- Think**
 - Games
 - Crosswords
 - Online Grammars
- Write**
 - Blog
 - Wiki

Below the diagram, there is a paragraph of text: "This site is all about learning a language (or multiple languages) by yourself without being subjected to boring learning materials. Its time for a learner revolution and the web, movies, books and the people around us makes this the best time there has ever been to take control."

The site is in English, but you can translate it into Chinese, Vietnamese or other languages using the Web Page Translation page on the site Lexilogos. The URL is:

http://www.lexilogos.com/english/translation_page.htm

There is a screenshot from this site on the next page. You enter the URL of the page you want to translate into the long box with a red cross to its left, and then click on English > Chinese, English > Vietnamese, etc. from the Google menu.

The Lexilogos page

“English > Vietnamese” is not included in this image — it is further down the page.



Web page translation



text translation

Online Translator

translation is very approximative: it's only a basic help which needs to correct the result.

translation English <> Arabic, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hindi, Italian, Indonesian, Japanese, Korean, Latvian, Lithuanian, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Swedish, Tagalog, Ukrainian, Vietnamese



http://dzyanna.wikispaces.com/home

Google

English > Arabic
English > Bulgarian
English > Catalan
English > Chinese
English > Chinese trad.

Arabic > English
Bulgarian > English
Catalan > English
Chinese > English
Chinese trad. > English

other choices:

page written in

French

Translated into Chinese:

Translate From: English To: Chinese (Simplified) View: Translation Original

欢迎。了解更多关于什么Wikispaces提供的。

- 谈
- 写
- 有用的建议
- 有趣的单词本
- 一般资源
- 获取最有效利用谷歌翻译

特定语言:

- 古希腊
- 康沃尔
- 丹麦的
- 法罗群岛
- 德国的
- 希腊语 (现代)
- 匈牙利
- 冰岛
- 日本
- 玛雅
- 挪威
- 古英语
- 古斯塔的纳维亚
- 俄
- 西班牙的

这个网站是所有关于学习一门语言 (多国语言), 自己没有受到枯燥的学习材料。它的时间为一个学习的革命和网络, 电影, 书籍和我们周围的人, 这是最好的时候有过控制。

我的“系统”是如下所示:

往往有很多的语言, 你已经知道, 它只是一个学习如何发现问题。要做到这一点, 你需要:

- 了解如何写字母的语言
- 了解如何识别进口从其他语言的话。对于印欧语言学会发现共同发展的话 (也被称为同源)
- 听大量的音乐和广播的语言, 使挑选出来的话, 你已经知道的游戏

- 学习一些基本的短语和单词, 让你开始, 但要确保它只是基础知识 (来源短语书, YouTube视频或在线卡工具 - 最好是有声)
- 开始阅读报纸, 网上的文章 (不要试图听懂每个单词, 只需要点, 但使用谷歌翻译, 如果你是真的很好奇的东西)
- 开始使用您的基本短语的人, 你知道谁是母语或第二语言的语言发言。即使学习者的语言可以与大家分享他们所知道的。如果你犯了一个错误, 那么只是耸耸肩。如果你可以试试来庆祝自己的错误, 并记住他们, 所以你可以告诉其他学生, 让他们感觉更好地了解自己的学习冒险。
- 练习你所知道的行动的情况下 - 你会怎么说, 如果你遇到一个人, 或想找到厕所。开始用简单的句子, 你已经知道的单词的基础上, 添加一对夫妇的话, 在一个时间来建立更复杂的句子结构。尝试使用相关的手势和情绪, 以有趣的方式, 真正采取行动。

Translated into Vietnamese:

Translate From: English To: Vietnamese View: Translation Original

Chào mừng bạn [Tìm hiểu thêm về những gì Wikispaces cung cấp](#).

Fun vocab
Tổng Tài nguyên
Nhận được nhiều nhất của Google Translate

Ngôn ngữ cụ thể:
Hy Lạp cổ đại
Cornish
Đan Mạch
Tiếng Faroese
Đức
Tiếng Hi Lạp (Modern)
Hungary
Thuộc về đảo Iceland
Nhật Bản
Maya
Na Uy
Tiếng Anh
Old Norse
Nga
Tây Ban Nha
Thụy Điển
Ukraina

Blog Wiki

Trang web này là tất cả về học một ngôn ngữ (hoặc nhiều ngôn ngữ) của mình mà không bị vật liệu nhàm chán học. Thời gian của mình cho một cuộc cách mạng của học viên và trang web, phim ảnh, sách và **những người xung quanh chúng ta** làm cho thời gian này, tốt nhất đã từng có được kiểm soát.

"Hệ thống" như sau:

Thường có rất nhiều ngôn ngữ mà bạn đã biết và vấn đề chỉ là một học làm thế nào để phát hiện. Để làm điều này bạn cần phải:

- Tìm hiểu các chữ cái của ngôn ngữ được viết như thế nào
- Tìm hiểu làm thế nào để xác định từ nhập khẩu từ các ngôn ngữ khác. Đối với các ngôn ngữ Ấn-Âu học để phát hiện những từ thường được phát triển (hay còn gọi là cùng nguồn gốc)
- Nghe rất nhiều âm nhạc và chương trình phát sóng trong ngôn ngữ, làm cho một trò chơi chọn ra những từ bạn đã biết

1. Tìm hiểu một vài cụm từ cơ bản và vocab để bạn bắt đầu nhưng chắc chắn rằng nó chỉ là những điều cơ bản (nguồn từ sách cụm từ, youtube video hoặc công cụ flash trực tuyến bằng thẻ - tốt với âm thanh)
2. Bắt đầu đọc: báo chí, bài báo trực tuyến (không cố gắng hiểu mỗi từ, chỉ những điểm chính mà sử dụng google dịch nếu bạn đang thực sự tò mò về một cái gì đó)
3. Bắt đầu bằng cách sử dụng các cụm từ cơ bản của bạn về những người bạn biết là những người nói các ngôn ngữ bản địa hoặc tốt thứ hai của ngôn ngữ. Ngay cả người học của ngôn ngữ có thể chia sẻ với bạn những gì họ biết. Nếu bạn thực hiện một sai lầm sau đó chỉ cần nhún vai. Nếu bạn có thể cố gắng để kỷ niệm những sai lầm của bạn và ghi nhớ chúng, do đó bạn có thể nói với các học viên khác sau đó và làm cho họ cảm thấy tốt hơn về cuộc

7. Deciding how to use resources

Once you have found a resource, next decide how to use it. There are many ways of using a single resource. As an example, imagine that your immediate goal is to become able to introduce yourself to people, and you have found a conversation containing self-introductions in a textbook. How would you use this conversation?

Some people might read the conversation out loud. Others might copy the CD from the textbook onto their iPod and listen to it on the train on their way to work. Other people might write down their own self-introductions based on the conversation. All of these activities would be useful.

Several things are important when deciding how to use a resource. Firstly, it is probably best to do something using the same skill as the one in your immediate goal. This means that if your goal skill is speaking, it is a good idea to include speaking as part of your learning activities. Perhaps you could listen to the conversation on your iPod on the train, and then listen to it once more when you are alone and repeat after the recording.

Secondly, it is a good idea to repeat the same thing several times. Learning a language is like practicing a sport or a musical instrument. As you repeat the same thing you gradually get better at it.

Thirdly, you should include practice that involves remembering things. For instance, once you become able to read through the conversation while looking at it, the next time see whether you can say it without looking. You might like to try going through the conversation from memory while you are in the bath.

Finally, it is important to choose methods that match your favorite ways of learning. For example, some people find it easier to study something once they have understood the rules involved. Conversely, other people prefer trying things out rather than thinking about rules. For memorization, some people find it easier to remember what they hear, but others find it easier to remember by looking at something written down. And others find it easier to remember something by writing it themselves. Some people want to study alone at their own pace, while others prefer to study with friends. There is no right or wrong way for any of these. What matters is to choose ways of studying that suit you. (If you need some hints for finding ways of learning that suit you, look on pages 34 to 36 of the *Japanese Language Portfolio*.)

Using the above as a guide, think about the ways of using resources that fit best with your goals, your preferred ways of studying, and your lifestyle.

After choosing what learning activities you will do and what resources to use, write your plan in “Immediate goals” on page 31 of the *Japanese Language Portfolio*.

8. Making realistic plans

In chapter 5 you chose an immediate goal and set a deadline for achieving it. In chapter 6 you chose the resources to use for achieving this goal. And in chapter 7 you thought about how to use those resources. This completes your plan. But will you be able to carry it out easily? It is important to carry out your plans. Even if your plan is to learn for five minutes a day, if you can follow that plan you will feel a sense of achievement, and your confidence will increase as you make steady progress, even if it's a little at a time.

Consider the following things to check whether or not your plan is realistic.

When do you plan to do your learning activities during the week? Every day? From Monday to Friday? Or just at weekends?

At what point in the day will you do this? As soon as you get up in the morning? During your lunch break? In the evening before you go to sleep?

Where will you do this? At home? On the train? At work? At the Japanese language classroom?

How long will you do this for? Five minutes? Ten minutes? An hour?

Will you do this alone or with someone? If there is someone you want to do this with, are your plans convenient for them?

Add your answers to the questions above to “My goal” that you wrote at the end of chapter 7 (*Japanese Language Portfolio*, p.31).

In the example on the next page, you can see that the learner can go to a restaurant with her friend on 17 May. So 17 May will also be the date that she writes down the names of the food they eat. But she can write out how to say numbers in Japanese and stick it on her fridge today. And from today, when she is cooking she will look at the piece of paper and learn how to say the numbers. Next week at the Japanese language classroom, she will ask about what sort of words waiters use. Next week’s Japanese classroom will be on 19 May. The next time she can go to a restaurant is 25 May. So she changes the date for achieving the goal from 19 to 25 May. Once she finds out about the words waiters use at next week’s Japanese language classroom, she will practice what to say when ordering by repeating it over and over. She will do this at home for about ten minutes every evening.

Changing your plans

Example:

Date	12/5/2012
What I would like to be able to do next	Order food at a restaurant
What I am going to do to reach the goal	<p>Go to a restaurant with a friend who can speak Japanese and observe him/her. 17 May</p> <p>Note the names of the food we ate. 17 May</p> <p>Write down how to say numbers, stick it on the fridge door and learn it. 12 May– when cooking, etc.</p> <p>Ask at the Japanese language classroom about the kinds of words waiters use. 19 May</p> <p>Before going to the restaurant, practice what to say when ordering by repeating it over and over. 19–25 May, at home in the evenings for about 10 minutes each day</p>
How will I know when I have reached the goal?	When I go to a restaurant to order and I get the food I wanted. 25 May
I aim to reach the goal by:	19/5/2006 25/5/2006
Have I reached the goal?	<p> ----- ----- </p> <p>not at all a bit completely</p>

Do you want to change the deadline for your next goal or anything you wrote in “My goal” or “I can do it in Japanese!” that you did at the end of chapter 5?

Put “My goal” in the pocket at the back of your *Japanese Language Portfolio*, and when the day of the deadline comes, in the bottom box write whether you reached your goal. As you get more of these sheets of paper you will see how

much you have progressed. When you can see your progress you will want to study even more. Please make sure to file all your "My goal" sheets.

9. Making a record of your learning activities

In chapter 8 you made a plan that you can realistically follow. Very soon you will start learning by following your plan. You will need to keep a record to see whether or not your plans are progressing well. If you have a record, you can also look back at your plans later and change them if necessary.

As a tool for you to record your learning and to look back over your learning activities, there is the “Learning diary” in the *Japanese Language Portfolio*. Look on page 32.

This diary contains six questions. The first three are about your next goal. First, write about whether the learning plan you set up for your next goal is going well, and why that is. Then, if there are any difficulties or things you don’t understand, write those as well. You can also write down questions you have for your advisor. Your advisor will look at your learning diary, and if there are questions they will write a reply.

The fourth question is about what you have done in the last week besides the learning plan for your next goal. Write about words you learned in daily life, new skills you have acquired, and so on.

The fifth question is about what you did today in the Japanese language classroom. Write about things such as what you discussed with your advisor, or the learning activities you did.

For the sixth question, write about what you plan to do at next week's Japanese language classroom. Write about things like what learning activities you will do and whether there is anything you need to bring from home for them. You could also write about things you want to discuss with your advisor.

Leave about ten minutes at the end of each session in the classroom to write your learning diary. It is okay to write the diary in Japanese or in your own language. (But please write any questions for your advisor in Japanese.)

By the end of January when the Japanese language classroom finishes, you will have filled in ten learning diaries. Just looking at them will show you how much you have studied and it will be a good feeling. Please make sure to file all your "Learning diaries".

10. If there is something particularly difficult

Your learning of Japanese will not necessarily always progress smoothly. Sometimes when studying, you will encounter something difficult. Learners often say, for example, that there are some pronunciations they just can't manage, or they can't remember kanji, or that even though they are studying their speaking doesn't improve, or that they are slow at reading.

There are several ways of solving these kinds of problems.

Firstly, it might be a good idea to ask someone who has got good at Japanese how they did it. If you think that their methods would suit you then try them.

In the classroom we are planning to make pamphlets about various problems so that you can find out about the causes and solutions of these problems. And if there is enough interest, we will run workshops about how to solve problems. Tell your advisor about what kind of things are problems for you.

Finally, it might be a good idea to read books about studying foreign languages. For example, the following books might be useful for you. They are written in Japanese, but if you would like to read an ordinary Japanese book rather than a

Japanese textbook, you might like to try books like these.



ジョーアン・ルービン、アイリーン・トンプソン『外国語の効果的な学び方』

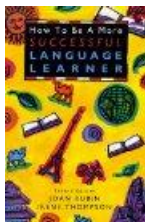
大修館書店

(Joan Rubin & Irene Thompson, *How to be a more successful language learner* [Japanese translation], Taishūkan Shoten)



竹内理『「達人」の英語学習法—データが語る効果的な外国語習得法とは』
草思社 (Osamu Takeuchi, *English study methods for “experts”: What the data tells us about effective methods for studying foreign languages*, Sōshisha)

You might find similar books in your preferred language. For example, the first book above was originally written in English. There is also a Chinese translation. Unfortunately, we couldn't find a Vietnamese translation.

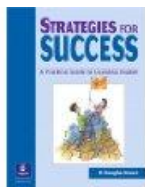


Joan Rubin & Irene Thompson (1994). *How to be a more successful language learner: Toward learner autonomy* (2nd ed.). Boston, MA: Heinle & Heinle Publishers.



鲁宾(Rubin, J.)と汤普森(Thompson, I) (2004).『怎样成为更加成功的语言学习者』北京: 外语教学与研究出版社 (Joan Rubin, Irene Thompson, *How to be a more successful language learner* [Chinese translation])

Otherwise, there are also books like the ones below. Some are written about studying English, but from the point of view of studying foreign languages there are many similarities with your study of Japanese. Have a look at these books if you would like to.



H. Douglas Brown (2001). *Strategies for success*. Harlow: Pearson Education.

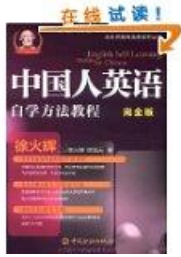


E. W. Stevick (1989). *Success with foreign languages: Seven who achieved it and what worked for them*. New York: Prentice Hall.

(A .pdf file of this whole book is also available from the site below.
<http://www.sil.org/lingualinks/languagelearning/booksbackinprint/successwithforeignlanguages/success.pdf>)



王初明 (2010). 《外语是怎样学会的》 外语教学与研究出版社
(Chinese language book)



徐火辉、徐海天 (2011).《中国人英语自学方法教程(完全版)》 中国金融出版社 (Chinese language book)



潘亚玲(2011).《外语学习策略与方法》 外语教学与研究出版社 (Chinese language book)

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A Japanese language education project for the Agency
for Cultural Affairs 2012 “Foreigners as residents in Japan”

Learning Japanese by deciding for yourself:

A guidebook for learning about learning

Author: Naoko Aoki

Translation: Jo Lumley (English)

Rong Miaomiao and Ou Lixian (Chinese)

Vu Thi Thu Tao and Natsuki Kitayama (Vietnamese)

Publisher: Hyogo Nihongo Volunteers’ Network

Date of printing: 5 November 2012

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