

**LANGUAGE & CULTURE
LEARNING PROGRAM**

**SEND INTERNATIONAL
OF JAPAN**

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TABLE of CONTENTS

Language & Cultural Competency Policies	3
Language & Culture Learning Program: Overview.....	5
Program of Cross-Cultural Communication Level Learning and Behavioral Objectives.....	6
Level 1.....	6
Level 2.....	9
Level 3.....	11
Level 4.....	13
Level 5.....	15
Level 6.....	17
Level 7.....	19
Level 8.....	21
Level 9.....	22
Level 10.....	23
Seven Attributes of Spoken Language Communication	24

E. LANGUAGE & CULTURAL COMPETENCY POLICIES *

1. Expectations for Effectiveness
 - a. Our goal is that each worker would attain the highest level of language and cultural competency possible for him/her. SEND Japan's expectation is for each individual to at least be able to communicate the gospel message in Japanese.
 - b. Language/cultural acquisition is understood to be a lifelong process. Therefore, the mission expects all missionaries to maintain habits of continuing personal study and development of language proficiency and cultural understanding throughout the course of his/her missionary career.
2. Opportunities for Initial Language and Cultural Acquisition
 - a. Language Acquisition
 - (1) Soon after arriving in Japan, a career missionary will enter the Initial Acquisition Phase (Levels 1-3) of the Language and Culture Learning Program. This structured, full-time program will incorporate the use of language schools and/or private tutors, as recommended by the Language and Orientation Committee. Exceptions may be allowed for those in special ministries. (See 2.a.(4) below)
 - (2) Each individual assigned to language study should have the same opportunity to study. In the case of married couples, they are encouraged to arrange their family situations so that both can have focused study time during the initial language acquisition period.
 - (3) For a short term missionary, the language study program and the amount of time spent in language study will be determined by the L&O Committee. In principle, a tenth of the total time will be used for full-time study. (i.e. for a 2-year term, 2.5 months, or 150 hours, would be devoted to full-time language study.) This can be done at the beginning of the term of service, or on a consistent basis throughout the term.
 - (4) The L&O Committee will work with those career missionaries who come to Japan for special ministries (eg. MK teaching, 2nd career missionaries, etc) to create a program appropriate to their language needs.
 - (5) Becoming competent in the language and culture is primarily the responsibility of the individual worker. The L&O Coordinator, the L&O Committee, the language school, and language tutors are all important resources to help in this process. In addition, we strongly encourage the use of informal or paid language helpers, and participation in local activities to aid in the learning process.
 - b. Cultural Acquisition
 - (1) Upon arrival in Japan, a missionary will receive basic orientation to living in Japan.
 - (2) During the time that a missionary is in the Initial Acquisition Phase of the Language and Culture Learning Program, the L&O Committee will provide a cultural orientation program to help adapt to life in Japan, minister to the Japanese, and function as a member of SEND Japan.
 - (3) Reading books about Japan is a great way to gain a fuller understanding of Japanese culture. A recommended reading list is included in the L&O Manual. These books can be found in the SEND Center library.
 - c. Ministry and Church Attendance
 - (1) Language study is a full time, first priority task for the new missionary. Ministry, by necessity, has to be limited. The L&O Committee must approve any ministry which the new missionary desires to enter into. Without this safe-

guard, the new missionary might be tempted to take on ministry opportunities that would hinder or prolong language acquisition.

- (2) The L&O Committee will assign a new missionary to a church for regular attendance on Sundays. In addition, the missionary is expected to visit a different church every six weeks to become acquainted with some of the many churches SEND has planted and with which it cooperates. Through this attendance and visitation program new missionaries will become exposed to some SEND related churches and will become orientated to the way churches in Japan function.

- d. Living Arrangements

The L&O Committee will work with the housing manager to ensure the new missionary has adequate housing arrangements.

3. Assessment of Language Competency

- a. The purpose of assessments is to provide an opportunity for the learner to review and consolidate what has been learned up to that point. Assessments enable the learner to discover or clarify areas of weakness which can then be strengthened.
- b. While a missionary is in the Initial Acquisition Phase, the L&O Committee will periodically review the assessments given by the language school or tutor.
- c. Upon recommendation by the L&O Committee, a missionary in the Language and Culture Learning Program will receive periodic Oral Proficiency Interviews (OPI). These assessments will provide the basis for continuing progress in language study, entering the Partnership Program, and eventually beginning full-time ministry. (See 4. Ministry Competence Phase and Partnership Program, below)
- d. Beyond first term, missionaries are recommended to receive a language competency assessment every three to four years with regard to continuing progress in communication effectiveness.

4. Ministry Competence Phase and Partnership Program

- a. After successful completion of the Initial Acquisition Phase (Levels 1-3), a missionary will enter the Partnership Program. SEND is committed to providing a Partnership Program for both husband and wife.
- b. While in the Partnership Program, a missionary will continue part-time language study until the completion of the Ministry Competence Phase (Levels 4-5). The goal is for each missionary to complete this phase before the end of the first term. However, family considerations, financial factors, etc. may make it necessary to continue towards this goal during the second term.
- c. Full-time ministry begins after a missionary completes Level 5. In the case of a married couple, the husband may need to give time and schedule considerations in order for his wife to complete Level 5.

5. Opportunities for Further Language and Cultural Competence

- a. All missionaries are expected to continue advancing in language and cultural competence and understanding. To that end, the mission recommends the guidelines in the Continuing Acquisition Phase (Levels 6-10) of the Language and Culture Learning Program.
- b. The Continuing Acquisition Phase recognizes missionaries as independent learners with support provided by the mission upon request.
- c. Beyond first term, assessment of competency is recommended once every three to four years. (See 3.d., above)

* (Taken from the SEND Japan Member Policies)

LANGUAGE & CULTURE LEARNING PROGRAM: OVERVIEW *

This is a monitored, competency-based program of language and cultural acquisition. This program consists of three phases for career missionaries as follows:

Phase I	Initial Acquisition Phase: Time frame target, two years (Levels 1-3)
Phase II	Ministry Competence Phase: Time frame target, one year (Levels 4-5)
Phase III	Continuing Acquisition Phase: No time frame, varies with the individual (Levels 6-10)

Phase I emphasizes basic grammar acquisition, cultural orientation, and practical application. Phase I includes both a functional track (normal language acquisition guidelines) and a special track (guidelines for preparation to enter ministry/church life).

Phase II focuses on language enhancement needs with emphasis on practical usage. A missionary in Phase II will begin the Partnership Program while continuing part-time language study. Although slightly different in focus, Phases I and II should be considered one process in the missionary's first term on the field.

Phase III recognizes missionaries as independent learners with support provided by the mission upon request. The focus is on strengthening areas of language weakness in order to continue advancing in language and cultural competence throughout one's career. Assessment of competence is recommended once every three to four years.

ORAL PROFICIENCY INTERVIEW (OPI) ASSESSMENT TOOL

Levels of competence in language learning are based on immediate, measurable goals for each level. How these levels are measured is divided into Seven Attributes of Spoken Language Communication:

- spontaneity
- extemporaneity
- length
- complexity
- fluency
- accuracy
- variety

It is understood that the ultimate goal of each level is to bring the learner closer to fluency in Japanese, greater understanding of Japanese culture, and ease and certainty in lifestyle and relationship within the learner's adopted culture.

* Source of this program is the LANGUAGE/CULTURE LEARNER'S HANDBOOK, JAPAN BAPTIST MISSION, July 1999. Adapted with permission.

PROGRAM OF CROSS-CULTURAL COMMUNICATION LEVEL LEARNING AND BEHAVIORAL OBJECTIVES

Each level is designed to build on and expand the skills introduced or acquired in previous levels. The learning and behavioral objectives are not intended to be all-inclusive, but rather to be descriptive of the kinds of skills appropriate to each level. The learner will be a model by using newly acquired skills to help other language learners.

LEVEL ONE

Overall Goals:

1. To be able to use Japanese necessary for everyday living.
2. To be able to use basic Japanese in initiating relationships with Japanese people.

Learning Objectives:

1. Pronunciation
 - Correctly reproduce basic sound patterns.
 - Hear and say the difference between single and double consonants.
 - Hear, say and write long and short vowels.
 - Recognize and say the final yo consonant.
 - Recognize and reproduce similar but different syllabic sounds.
2. Sentence Patterns
 - Use the five basic sentence patterns in talking about everyday events, facts, experiences, plans and in descriptions of objects.
 - Transform the basic sentence patterns and use them as needed. These include the present tense, past tense, question form, negative form, and affirmative form.
 - Make and answer negative questions.
3. Use of Verbs
 - Make declarative sentences in the polite form.
 - Correctly make a polite request.
 - Correctly express in polite form continuing action or habitual action.
4. Use of Particles (joshi)- Be able to use particles correctly in the following cases:
 - With subjects or topics
 - Direct objects
 - Indirect objects
 - Expressions of place
 - Location
 - Direction
 - Space
 - Time
 - Means
 - Reason
 - Accompaniment
 - Expand the basic sentence pattern with the use of other particles.
 - Use the correct particles in questions to gain necessary information.
5. Noun Modifiers: Learn and correctly use adjectives and various noun modifiers.
6. Pronouns: Correctly use at least six demonstrative pronouns.
7. Time Expressions:

Be able to express the date in the order: year, month, day.

Correctly use the days of the week.

Tell time.

Use expressions like “next year,” “last month,” “the week before last,” “the day before yesterday.”

Use adverbs of time like “always,” “sometimes,” “often.”

8. Use of numbers:

Be able to count correctly in two systems.

Ask or say prices of items.

Ask about and give years.

9. Conjunctions:

Use conjunctions to join sentences.

Use the appropriate particle to connect nouns.

These learning objectives are the basis for the following behavioral objectives.

BEHAVIORAL OBJECTIVES FOR THE FUNCTIONAL TRACK

1. Initiate and close conversations, using appropriate bows.
2. With a menu in hand, order a meal, pronouncing correctly the names of items written in the Roman alphabet (romaji) and/or the Japanese phonetic alphabet (hiragana and katakana).
3. Ask and tell the time of day, the day of the week and the date.
4. Go to the market or the butcher’s shop and ask for some vegetables, fruit, or meat according to one’s needs.
5. With a map in hand, give directions from “here” to a post office, a restaurant, a train station, or some other place of importance.
6. Give directions to a taxi driver, sufficient to enable one to arrive at home, at school, at the station, or some other similar location.
7. Make introductions of oneself or of someone else, demonstrating through the use of appropriate nouns and pronouns an awareness of the differing linguistic requirements characterizing references to members of one’s own family/group and members of families/groups other than one’s own.
8. Respond to questions concerning age, marital status, nationality, occupation, purpose for being in Japan, length or proposed length of stay in Japan.
9. Purchase bus, train or subway tickets to a desired destination; pronounce correctly the names of stations written in romaji, hiragana or katakana, though not necessarily recognize names of stations written in kanji (Chinese characters), and understand the spoken announcement such as the name of the next station and whether the exit side for the station is on the left or right.
10. Demonstrate by appropriate head nods, gestures and remarks that one is listening to another person even though one may not understand everything being said.
11. Open and close telephone conversations properly.
12. Demonstrate a working vocabulary of approximately 350 words, including nouns, pronouns, verbs, particles, adjectives, and adverbs.
13. Recognize hiragana, katakana and between 10 and 20 kanji.

BEHAVIORAL OBJECTIVES FOR THE SPECIAL TRACK

1. Give a brief self-introduction.
2. Sing songs written in hiragana.
3. Recognize when asked to stand or sit in a worship service.

4. Turn to the appropriate hymn when the number is announced.
5. Recognize the appropriate books of the Bible when announced.
6. Understand and begin to use basic words used in prayer.

LEVEL TWO

Overall Goals:

1. To expand on the goals of Level 1.
2. To be able to respond to various situations that occur in everyday living.
3. To deepen the content and widen the scope of conversation.

Learning Objectives:

1. Expand sentence patterns learned in Level 1.
 1. Correctly use conjunctions to transform simple sentences into compound sentences.
 2. Use verb forms to join sentences.
 3. In order to express sequence, contrast, reason and manner, expand sentences with adjectives, copular nouns, and nouns.
2. Use the plain form.
 1. Give the affirmative and negative, past and present plain forms of verbs, adjectives, copular nouns and nouns.
 2. Use the plain form with “to think” and “to say.”
 3. Use the plain form to express possibility.
3. Uses of the particle wa:
 1. Use the particle wa after other particles to show other possibilities, for emphasis or to show contrast.
 2. Use the particle to express partial negation of certain words (i.e., everyone, always, etc.).
4. Use of the particle mo:
 1. Use in basic sentence patterns after subjects and objects in both the affirmative and negative forms.
 2. Use with the particle ni to affirm or negate.
 3. To show complete negation.
 4. Use in questions and answers.
5. Learn the proper use of the particle ka with question words and other particles in questions that open conversations and solicit needed information.
6. Correctly use the form of the verb to express desire.
 1. Use in affirmative/negative, past/present tense in statements and answers to questions.
 2. Use verbs indicating desire in speaking of a third person who is a subordinate/junior.
 3. Understand the verbal forms expressing desire in general situations speaking of a third person.
7. Counters:
 1. Use the counter for one correctly (i.e., one, one person, etc.).
 2. Use appropriate counters for time (i.e., one minute, one hour).
 3. Use other counters to express numeration with the number one.
8. Conjunctions: Use particles to join a series of nouns (three forms).
9. Adjectives and copular nouns as adverbs: Change adjectives and copular nouns to an adverbial form and use these forms in sentences.
10. Learn at least three expressions that indicate change.
11. Use a verb phrase in a place of a noun to expand a sentence.
12. Using a verb form, learn to talk about doing something while doing something else.
13. Learn how to use particles to express purpose.

BEHAVIORAL OBJECTIVES THE FUNCTIONAL TRACK

1. Chat about the weather, family, home and living arrangements.

2. Understand simple information imparted over the telephone in standard Japanese.
3. Recognize, differentiate and correctly respond to questions expressed in either the polite or plain form – though not necessarily in the honorific form – concerning age, marital status, nationality, occupation, purpose for being in Japan, length or proposed length of stay in Japan.
4. Chat about recent experiences and tell what one is going to do the next day.
5. Answer questions briefly when consulting a doctor, dentist or pharmacist about minor aches and pains.
6. Give directions on how to get to one's home indicating obvious landmarks.
7. Request emergency assistance giving name, address and telephone number to police and fire departments and be able to request ambulance service.
8. Demonstrate a working vocabulary of about 1500 words.
9. Know and write about 300 on (Chinese) and kun (Japanese) kanji readings of a limited number of kanji with multiple readings.

BEHAVIORAL OBJECTIVES FOR THE SPECIAL TRACK

1. Give a brief testimony of approximately five to eight minutes, including one or two Scriptures which the learner has memorized.
2. Begin to recognize the words in songs frequently sung in church.
3. Follow the progress of the worship service, recognizing each section in the church's weekly bulletin.
4. Recognize words and phrases heard in a sermon.
5. Pray a brief prayer.
6. Recognize and turn to the appropriate Bible passage when announced.
7. With the aid of furigana, read simple Bible passages.

LEVEL 3

Overall Goals:

1. To be able to converse and respond with confidence.
2. To use the same spoken Japanese as one's companion. To be able to understand and respond to one's language partner.
3. To expand topics of conversations beyond everyday activities to include, for example, one's own interests, feelings, thoughts and opinions.

Learning Objectives:

Nouns:

1. Construct at least six (6) compound verb forms meaning to give and receive.
2. To express a condition:
 - a. with intransitive verbs which do not take an object.
 - b. with transitive verbs (which do take an object), particularly verbs used with objects that are worn on the body.
 - c. To show completion of preparation – with transitive and intransitive verbs.
3. Learn to construct verb forms meaning to try to do something.
4. Learn to use verb forms that express the condition of completion:
 - to indicate an action done completely or thoroughly.
 - to indicate an action done accidentally.
 - to indicate regret or apology.
 - to express the feeling of missing someone.
5. To use verb forms that indicate direction when beginning an action.
6. To use verb forms that indicate direction with expectation in the future.

Noun Modifiers:

1. Expand a simple sentence using noun modifiers.
2. Expand a noun preceding a particle by use of modifiers.
3. Use verbs that show a state of being (as opposed to one showing action) to modify nouns.

Comparison and Contrast:

Using the forms learned in Level 2, expand them by using verb clauses instead of nouns.

Plain Forms:

1. Use plain forms of the verb in the present tense.
2. Use plain forms expressing wish or desire.
3. Use plain forms of the verb in reported speech.
4. Use plain forms of the verb in complex sentences.
5. Use the plain form with a variety of expressions, such as “whether or not,” with question words, etc.
6. Use the passive form of the verb when the subject is a person.
7. Use the passive form to express emotion with transitive and intransitive verbs.
8. Use the passive form of verbs to express a fact.
9. Use the passive form as an honorific.
10. Learn the use of the causative form of the verb.
11. Learn the use of the causative passive form.
12. Learn the use of the potential form to show possibility or permission.
13. Learn the construction and use of the honorific forms.
14. Learn to express a clause beginning with “if.”
15. Learn to use compound verbs (i.e., two verbs used together).

BEHAVIORAL OBJECTIVES FOR THE FUNCTIONAL TRACK

1. Converse about recent activities and future plans and hopes.
2. Begin to express one's emotions and desires when appropriate.
3. Give and take messages over the telephone.
4. Converse about the weather, family, home, and living arrangements.
5. Talk with the doctor, dentist, or pharmacist about medical needs.
6. Purchase or order an item at a department store, write the address in kanji and give directions for the delivery of the item.
7. Order a meal from a menu in legible kanji.
8. Distinguish between and use the plain and polite forms of spoken Japanese as well as masculine and feminine expressions.
9. Understand the weather forecast on television.
10. Demonstrate a working vocabulary of between 1800-2400 words.
11. Recognize between 700-800 kanji and kanji compounds.
12. Write between 300-400 kanji.

BEHAVIORAL OBJECTIVES FOR THE SPECIAL TRACK

1. Give a testimony (or testimonies) of 8-10 minutes, incorporating two or more memorized scripture verses.
2. Witness through sharing events which took place in one's growth in the Christian faith.
3. Give a prepared fifteen minute talk or teach a fifteen minute lesson. (Teaching aids such as a flannel graph or storying pictures may be used.)
4. Pray extemporaneously.
5. Begin to recognize some of the kanji in songs frequently sung.
6. With the aid of furigana, read aloud The Lord's Prayer and other scripture passages.
7. Begin to share the Gospel in personal witnessing situations with the aid of tracts, illustrations, etc.
8. Begin to memorize the books of the Bible.

LEVEL 4

Overall Goals:

1. To be able to express one's opinions, convictions, and emotions clearly.
2. To be able to summarize one's own experiences and plans, as well as those of others; to be able to tell the state of things, the points one wants to emphasize, one's purpose, things that impressed one; be able to explain these things to others.
3. To understand the transition of one's partner's opinions, assertions, feelings, reasons, causes, and conditions in messages and people's speech.
4. To be able to express one's ideas clearly and logically in writing.
5. To begin to learn special, formal vocabulary.

LEARNING OBJECTIVES FOR THE FUNCTIONAL TRACK

1. Expand the structures learned in previous levels to explain more thoroughly, situations, thoughts and feelings and converse about these.
2. Idioms
 - a. Learn idioms using ki.
 - b. Use idioms that involve parts of the body.
 - c. Use idioms with suru (to do).
 - d. Use idioms using adjectives (i.e., weak, strong, sweet, etc.).
3. Use noun clauses instead of nouns and pronouns.
4. Begin to learn vocabulary words that consist of kanji combinations. (Using these words freely comes in Level 5).
5. Use the structures learned in Levels 1, 2 and 3 in testimonies, messages, and prayer and expand on these structures by explaining situations, thoughts, and feelings more deeply and thoroughly.
6. Learn and use expressions that appear in textbooks and writing – expressions that are typically Japanese or abstract expressions (i.e., it could not be helped; unfortunately; in spite of oneself; behave(d) like a spoiled child, etc.).

POINTS TO BE LEARNED

1. The language learner grasps the content of a passage from the Bible or a textbook, by:
 - a. listening to a tape until one is able to retell the content without looking at the book;
 - b. reading the material;
 - c. learning the new sentence structures, or use of words from the text.
2. Questions and answers about the content (1):
Concentrate on using new vocabulary and sentence structures as well as reviewing previously learned structures.
3. Put oneself in the situation of the person in the text and tell what one might do. Concentrate on the central meaning of the text. Apply the text to one's own life. Again, the emphasis is on using new words, phrases and structures.
4. Questions and answers about the content (2):
These questions should be broader and cover paragraphs and sections of the text. Keeping in mind the whole flow of the text, share reactions and feelings.
Talk about the whole flow of the text on one's own.
5. Answer the question: "What do you think about this?" Answer by:
 - a) talking about the question;
 - b) writing thoughts, opinions, suggestions, etc.

BEHAVIORAL OBJECTIVES FOR THE FUNCTIONAL TRACK

1. Differentiate between and be able to use the plain, polite and honorific levels of spoken Japanese.
2. Recognize general topics of newscasts.
3. Understand the gist of the weather report on the radio.
4. Use a telephone directory to locate names and phone numbers of service centers and request service for household maintenance and repairs.
5. Begin to follow and contribute when included in a conversation taking place between native speakers.
6. Understand the clerk's explanation of the merits of one item versus another when purchasing a new item in a department store.
7. Using hiragana and kanji, write a brief 'thank you' note or memo to one's language informant or to a friend.
8. Demonstrate a working vocabulary of 2400-2800 words.
9. Recognize between 800-1000 kanji compounds.
10. Write between 400-500 kanji.
11. Assist a newcomer in any of the above situations.

BEHAVIORAL OBJECTIVES FOR THE SPECIAL TRACK

1. Give a 20 minute sermon, talk or lesson in church. [NOTE: This would be read from a manuscript from kana and kanji. The learner will have prepared and presented a minimum of two such talks for use in a church situation.]
2. Give a brief testimony expressing one's own feelings about something that has happened recently in one's Christian growth.
3. Share the plan of salvation with a friend using memorized Scriptures.
4. Pray the Lord's Prayer from memory.
5. Prepare in advance and read aloud Scripture passages with acceptable pronunciation and appropriate pauses.

LEVEL 5

Overall Goals:

1. To be able to think on the spot and spontaneously put into words what was practiced in writing in Level 4.
2. To be able to flexibly adjust one's way of speaking and content to fit the person with whom one is speaking.
3. To be able to ask precise questions to supply the information of the point one does not understand.
4. To be able to lead a Bible study or a class; to guide the discussion and freely explain the content or teaching.

BEHAVIORAL OBJECTIVES FOR THE FUNCTIONAL TRACK

1. Listen to a general conversation in standard Japanese with at least 70% comprehension.
2. Understand something of conversations overheard while walking down the street, riding on the subway or train, etc.
3. Follow a conversation between native speakers and, when included, contribute with at least 50% accuracy.
4. Understand the gist of television programs, including newscasts and documentaries.
5. Listen to a speech or a lecture on a topic of interest, understanding the main topics.
6. Express one's own opinion in conversation with native speakers.
7. Write memos or letters in kana and kanji using Japanese letter style.
8. Begin to counsel or offer suggestions to those with whom one is working.
9. Use the Japanese language in simple business transactions.
10. Demonstrate a working vocabulary of 2800-3200 words.
11. Recognize 1000-1200 kanji and kanji compounds.
12. Write approximately 600 kanji.
13. Assist a newcomer in any of the above situations.

BEHAVIORAL OBJECTIVES FOR THE SPECIAL TRACK

1. Read Scripture passages extemporaneously.
2. Disciple a friend using memorized Scriptures when applicable.
3. Give a 30 minute sermon, talk or lesson with less dependence on notes, using appropriate honorific terms when speaking of God.
4. Teach or conduct a Bible class, children's meeting, women's meeting, etc.
5. Preside at a Bible study in a prayer meeting or home meeting, etc.
6. Appropriately express words of encouragement, comfort, congratulations and sympathy at weddings, funerals or other needed times.
7. Discuss project plans with a Japanese colleague.
8. Pray extemporaneously about topics shared by a prayer group or friend.

LEARNING OBJECTIVES FOR THE SPECIAL TRACK

1. Use noun and adjective clauses to expand, explain and give a clear conclusion.
2. Learn the necessary words, phrases, and structures for developing a smooth, reasonable and easy to follow line of thought.
3. The methods for reaching this goal include:
 - a. Without writing everything down, talk about subjects on the same level as written in Level 4.
 - b. Summarize a Scripture passage or a passage from a textbook and share the main

- thought or teaching and answer questions about the content.
- c. In personal study, use lexical aids to expand ways of expressing ideas.

VOCABULARY

1. Vocabulary used in television programs, documentaries and newscasts
2. Special Track vocabulary – ministry-related vocabulary
3. Expand vocabulary used in writing letters.
4. Expand vocabulary used in meetings, particularly to express one's own opinions.
5. Vocabulary used in counseling – words to give encouragement, comfort, sympathy.
6. Vocabulary used in simple business transactions and work agreements.
7. Vocabulary needed for leading a prayer meeting or home meeting.

LEVEL 6

- I. Functional Track [All numbered activities must be satisfactorily completed in this track.]
1. To reinforce what was studied through Level 5, be able to begin a conversation correctly, maintain the flow, and end it appropriately using complete sentences.
 2. Be able to take part in a longer conversation (10 -15 minutes or longer) between two or more speakers, with adequate understanding and appropriate responses.
 3. In everyday normal conversation, be able to express one's own opinion in a manner that is well understood by native speakers of the target language, to the extent that listeners do not have to ask multiple questions to understand the speaker's meaning.
 4. With some preparation, be able to explain how to do something outside the context of everyday conversation within one's own area of interest in a manner understandable to a native speaker of Japanese.
 5. Be able to use common expressions used by native speakers when making hospital visits expressing sympathy regarding injury, illness, or expressing regrets, as well as expressing words of greeting in a variety of situations.
 6. Write a personal letter or thank you note for the following occasions: birth of a baby, entrance into a school, graduation, employment, marriage, retirement, baptism, etc.
 7. Be able to use the appropriate level of Japanese when speaking to children in order to develop a close relationship with them.
 8. Be able to use the appropriate level of Japanese when speaking to adults in order to develop a close relationship with them.
 9. Study the dialect of one's area and be able to understand when hearing and use in conversations in order to form closer relationships with the people with whom one is working.
 10. Be able to understand abbreviated Japanese sentence constructions and be able to use them to a certain extent.
- II. Special Track [Select at least six (6) of the activities from the list below for completion of this track.]
1. Prepare to serve as the officiating member in a meeting for which there is a set order; i.e., worship service, baptismal service, the Lord's Supper, or home meeting.
 2. Demonstrate the use of specialized vocabulary in one's area of ministry through observation of a ministry or work-related activity in your normal routine.
 3. Become familiar enough with the content of sections of discipleship training materials—such as a Gospel presentation, the Disciple's Cross, the Disciple's Personality, or from other sources—so that these are presented in a coherent manner.
 4. Memorize twenty (20) verses of Scripture in Japanese which are beneficial to one's ministry. (NOTE: The Bible version chosen is a matter of personal choice and/or belief. One may choose the version with which one is most comfortable.)
 5. Without reliance on a complete English manuscript, be able to write a letter, devotional, speech or sermon in Japanese.
 6. When requested, be able to give an extemporaneous testimony of 10 - 15 minutes in duration.
 7. Without merely reading from a manuscript, be able to preach a sermon, teach a Bible lesson, or give a speech of approximately 20 minutes in length.
 8. Hear a prayer request, understand the need, and immediately pray with the person regarding that need.
 9. Read aloud through one of the Gospels in Japanese--reading the text correctly and with comprehension--without using an English translation for understanding.

10. Be able to read the order of worship, announcements and prayer requests with about 60% comprehension.

III. Kanji

With 70% accuracy, understand and be able to read 250 new kanji, (1) which one encounters in filling out required forms (city office, post office, bank, hospital); which one sees on road signs, signs in one's city or town, place names for the area in which one lives; (2) kanji studied in the functional track of Level 6; (3) kanji studied in the Special Track, such as those found in the church bulletin, the Bible passages studied, CWT and/or MasterLife, etc.

LEVEL 7

- I. Functional Track [All numbered activities must be satisfactorily completed in this track.]
1. Using longer, more complex sentences, be able to talk about or explain one's work or area of work-related specialty (nursing, education, church planting, etc.). Please refer to the document, Seven Attributes of Spoken Language Communication for a description of complexity in language usage.
 2. Expand one's use of the Japanese passive, causative, and passive-causative verb forms.
 3. Be able to understand and use honorific Japanese—including exalted and humble forms—to make an introduction, to give an appropriate word of greeting at an official ceremony; to introduce oneself or a guest (i.e., in a church service) with appropriate language.
 4. Use the appropriate language when talking with children, friends, superiors, or others.
 5. Be able to express an apology or give an excuse appropriately to children, friends, superiors. (NOTE: Superiors may include city officials, convention leaders, church leaders, university professors or administrators, etc.)
 6. Study Japanese proverbs; be able to use them appropriately and in a timely manner.
 7. Be able to present a speech or greeting [about five minutes in length], which one has written, at a ceremonial occasion, such as a wedding or funeral.
 8. At a ceremonial occasion, such as a wedding or funeral, be able to write a short letter expressing congratulations or sympathy appropriately in correct form in Japanese.
 9. Be able to understand a conversation between Japanese men or women, being aware of masculine and feminine language forms. Be able to use these forms when appropriate.
 10. Be able to comprehend simple idioms in Japanese; be able to recall and use fifteen (15) of these expressions.
 11. Be able to read the headlines and the leading sentence(s) in the newspaper.
- II. Special Track [Select six (6) of the following activities for completion of this level.]
1. Be able to function, comfortably and naturally, in the role of leadership at a worship service, Bible study, home meeting, and various activities (such as teaching a Sunday School class) when requested.
 2. Be able to conduct a wedding or a funeral.
 3. Prepare a message for a funeral or wedding, being able to adjust the content appropriately for the intended person(s).
 4. Be able to use freely the materials learned in Level 6 and ask and answer questions regarding the content of discipleship materials such as the Gospel Presentation in CWT or the Disciple's Cross, Disciple's Personality, etc.
 5. Be able to identify the theme and application of a sermon in Japanese with 80% accuracy; and work to raise comprehension of the entire content to 60%.
 6. Be able to teach in simple terms the meaning of at least seven (7) parables from the Bible to children and to adults.
 7. Be able to lead in a short and appropriate prayer in the following situations: worship service, funeral, wedding, a hospital visit.
 8. Be able to read and understand 90% of the order of worship, announcements, and prayer requests in a church bulletin.
 9. With the exception of limited characters, be able to read and understand about 40% of the main portions of familiar Old Testament portions (text with furigana).
 10. With the exception of limited characters, be able to read and understand about 70% of the main portions of Acts and Romans, Chapters 1-8, and Chapter 12 (text with furigana).

III. Kanji

Study 250 new kanji. Kanji to be studied are those that were studied in the Functional Track of Level 7, the Special Track of Level 7, as well as those that appear in the Bible selections studied, prayers, the church bulletin, and discipleship training materials. Be able to understand and read the new characters and compounds with 70% accuracy.

LEVEL 8

- I. Functional Track [All numbered activities must be satisfactorily completed in this track.]
1. Be able to ask and answer questions to help identify and deepen understanding of issues in informal counseling situations (i.e., counseling session, Bible study, etc.).
 2. Be able to read a novel which is based on the Bible, written by a Japanese, or a testimony or devotional book and discuss the content, new grammatical forms encountered, ways of expressing ideas, etc. with a native speaker with 70% comprehension and accuracy.
 3. Be able to use Japanese compound verbs to explain specific actions in more precise and accurate expressions (jumping down, running out, etc.) [HINT: One way to pick these expressions up is to listen to the drama or suspense programs on the sub channel of the TV– the explanations for the visually impaired.]
 4. Be able to discuss issues related to world view with native speakers.
 5. To be able to aid in resolving a misunderstanding or miscommunication either between oneself and another person or between two other people.
 6. Gather information about the neighborhood in which one lives and be able to use that information to participate appropriately in chonaikai and jichikai activities.
 7. Be able to interpret a testimony or a private conversation between individuals in a non-public forum for small or personal gatherings.
 8. Develop the use of Japanese synonyms, picking and using these with about 70% accuracy.
- II. Special Track [Choose at least four (4) activities from the following list for completion of this track.]
1. Be able to speak or teach from an outline or present a well-developed speech from a topic outline.
 2. Be able to accurately relate to another person the main points of a sermon one heard with about 80% accuracy.
 3. Participate in a business meeting (deacons' meeting, officers' meeting, annual meeting, etc.), understanding at least 70% of the manner in which the meeting progressed. (NOTE: This learning activity points to understanding how the meeting progressed, not what was said in the meeting.)
 4. Using prepared materials, be able to dialogue naturally, while conducting a marriage counseling session, a seminar, a discipleship training session, or a workshop.
 5. Be able to read and understand the contents of five (5) Christian tracts or pamphlets and select an appropriate one for a person one has in mind.
 6. Be able to counsel, understanding the seriousness of a problem a person is encountering and pray with the person as they make an important decision regarding the matter.
 7. Be able to compose the weekly church bulletin for one's congregation with 80% accuracy before being edited by a native speaker.
- III. Kanji
- Study 300 new kanji encountered in Level 8, including those new characters learned in completing the Functional Track and the Special Track of Level 8, as indicated above. Be able to understand and read these new characters and kanji compounds.

LEVEL 9

- I. Functional Track [All numbered activities must be satisfactorily completed in this track.]
1. Without preparation, be able to participate in discussion of various topics or subjects concerning daily life.
 2. Be able to understand and participate in discussions of Japanese society, including but not limited to, education, economics, and politics. In this particular forum, be able to express and exchange opinions and ideas with native speakers.
 3. Be able to interpret a message in a worship service or a speech in a public forum from Japanese to English with 80% accuracy.
 4. Understand about 70% of a TV documentary and be able to accurately tell someone else about the content.
 5. Be able to exchange ideas and opinions expressed in the news media concerning society, education, family concerns, etc. Be able to accurately relate this information to others.
 6. Read a Japanese novel or a biography based on the Bible and be able to write your impressions or reflections in Japanese. (Examples include writings of Ayako Miura and Shusaku Endo.)
- II. Special Track [Choose at least five (5) activities from the following list for completion of this track.]
1. Be able to understand at least 80% of the materials for a women's meeting/conference; or for one's church's business meeting(s).
 2. Be able to make necessary arrangements for a variety of public meetings or events: a church deacon's meeting, an annual women's church business meeting/annual church conference; or, various business meetings, conferences, receptions, etc.
 3. With no reliance on English materials except for lexical aids (dictionary), be able to prepare a Bible study, sermon or seminar with the use of Japanese commentaries, Christian books, novels, etc.
 4. Be able to conduct counseling sessions in Japanese.
 5. Without relying on English materials except for lexical aids, be able to read with comprehension a Christian book, commentary or Christian discipleship materials.
 6. Without the aid of a text or manuscript, be able to [teach and] lead a Sunday School class discussion, a discipleship training session or a home meeting in Japanese.
 7. When presented with an immediate prayer need, be able to respond with appropriate consideration and pray together with the person(s) involved. (NOTE: This is a continuation of Level 6, Special Track, #8. The expectation is higher at this level.)
 8. Prepare an article for a Japanese publication (i.e., letter to the editor, special church anniversary edition, etc.).
 9. As a model for fellow Japanese Christians, be able to share notes from one's quiet time or Bible study which one has written in Japanese.
- III. Kanji
- Study 300 new kanji. From the Functional Track in Level 9 be able to recognize and read (with 70% accuracy) kanji encountered in the newspaper, church bulletin, and novels. From the Special Track be able to recognize and read kanji used in one's own ministry, specialized vocabulary, church related materials and Bible study/theological materials.

LEVEL 10

- I. Functional Track [All numbered activities must be satisfactorily completed in this track.]
 1. Be able to interpret a message in a worship service or a speech from English to Japanese with 90% accuracy.
 2. Read articles in a Japanese newspaper and be able to understand about 80% of the content. Be able to tell someone else about the content accurately.
 3. Be able to understand with about 90% accuracy a newscast on the radio or television. Be able to tell someone else about the content.
 4. Be able to speak Japanese with about the same level of confidence and fluency as you do in your native language.
 5. Be able to understand and create public documents (i.e., negotiations, contracts, invitations, etc.) and be able to respond in negotiating.

- II. Special Track [Choose at least two (2) activities from the following list for completion of this track.]
 1. Give lectures and lead in subsequent discussion on the university or seminary level, or at a Christian education seminar or a culture center.
 2. Be able to plan and lead a program in Christian education at one's church or in another appropriate setting.
 3. Write an essay or technical article in the field of one's expertise in Japanese.
 4. As an invited guest or official representative at a pastor's installation or ordination service, or at a building dedication service, etc., be able to give an appropriate greeting to those assembled for the occasion.
 5. Be able to lead a Japanese functional conference for men or women.

- III. Kanji
Study 300 new kanji in Level 10, showing about 70% comprehension. From the Functional Track, study kanji appearing in the newspaper, contracts and public documents. From the Special Track, study kanji from one's own ministry, specialized vocabulary, words encountered in attending Christian meetings, etc.

SEVEN ATTRIBUTES OF SPOKEN LANGUAGE COMMUNICATION

Spontaneity/Conversation

- Level 1 The language learner can speak using memorized words or phrases and exchange memorized greetings.
- Level 2 The language learner's speaking is limited to topics about everyday common activities.
- Level 3 The language learner responds to questions with spontaneous answers and participates appropriately in conversations on topics about general everyday activities.
- Level 4 With a language partner, the language learner is able to answer questions about everyday occurrences, being able to expound explanations or descriptions appropriately.
- Level 5 The language learner can appropriately communicate matters related to his/her own experience and can convey necessary information to another.
- Level 6 The language learner can speak extemporaneously on everyday topics. He/she needs to prepare speaking materials before initiating conversation about non-routine matters.
- Level 7 The language learner can express opinions and summarize ideas.
- Level 8 The language learner can engage in conversation appropriate to the situation and is linguistically uninhibited by depth of topic or length of conversation.
- Level 9 The language learner is able to carry out extended conversation, and able to dialogue appropriately in private and public with native speakers.
- Level 10 The language learner has as much confidence in speaking Japanese freely as in speaking his/her native language.

Extemporaneity / Prepared Speaking

- Level 1 The language learner can respond spontaneously only to common greetings and memorized expressions, but cannot understand everything the language partner asks or says.
- Level 2 In everyday conversation the language learner relies heavily on the one asking questions, and in response he/she is able to repeat simple questions asked.
- Level 3 The language learner is able to speak easily about daily habitual activities, and in answering questions is able to include a simple explanation.
- Level 4 The language learner is able to talk about topics related to everyday life and is able to expand conversation using limited expressions. With some preparation he/she is able to talk about personal experiences and can maintain the flow of a longer conversation.
- Level 5 Within a broad sphere, the language learner is able to conduct normal conversation with a language partner. With some preparation he/she is able to talk about spiritual matters or abstract concepts (i.e., truth, justice, freedom).
- Level 6 The language learner can speak in an impromptu manner about everyday topics, as well as subjects related to ministry.
- Level 7 The language learner can dialogue with native speakers about hobbies or interests, as well as topics regarding church work; can talk to persons in different levels of society.
- Level 8 The language learner can communicate effectively about important topics related to ministry.

- Level 9 The language learner can discuss topics related to societal issues, and can respond to the ideas and opinions of native speakers with informed and knowledgeable responses.
- Level 10 The language learner can speak extemporaneously on any subject, limited only by exposure to the topic and experience.

Fluency

- Level 1 With the exception of memorized greetings and limited expressions, the language learner has a faltering use of the target language.
- Level 2 The language learner has continual hesitation and long pauses and draws largely from memorized dialogue in conversation.
- Level 3 The language learner's hesitations are fewer but still common in extemporaneous speaking, yet the learner is beginning to put together phrases correctly.
- Level 4 Conversations by the language learner become longer, but still with some incomplete sentences, and occasional reliance on English to finish complex thoughts.
- Level 5 The language learner has more confidence in dialogues about everyday topics, but may have difficulty giving detailed explanations or directions.
- Level 6 To collect thoughts and decide how to express opinions, the language learner hesitates frequently to find appropriate words for expression.
- Level 7 In response to questions from his/her language partner, the language learner can keep up a conversation in matters other than everyday topics (i.e., abstract/spiritual topics).
- Level 8 The language learner can give an organized explanation without unnatural hesitation or prompting from a language partner.
- Level 9 The language learner's speech flows naturally.
- Level 10 Traces of foreignness in the language are almost imperceptible. The language learner has equivalent ability in Japanese as in his/her native language.

Accuracy

- Level 1 The language learner still has many errors in pronunciation and grammatical use.
- Level 2 Errors in pronunciation of common words and phrases and the use of simple sentences become fewer.
- Level 3 Grammatical inaccuracy in beginning and completing sentences still exists.
- Level 4 With repetition and often-used expressions there are few errors, but with more complicated expressions, errors are more conspicuous.
- Level 5 As sentence structure becomes longer and correspondingly more complex, the context and line of thought with precedents and antecedents may become more difficult to follow but still understandable.
- Level 6 In normal speech mistakes are few. In other situations, for the most part, there is an absence of confusion about word/idiom usage, pronunciation of kanji compounds, and grammar.
- Level 7 There are occasional errors with words seldom used, but in conversation employing compound and complex sentences, the speaker is not at a loss for usage.
- Level 8 In expressing feeling, volition or intention, the language learner can describe objects as well as activities correctly but may still make errors in the use of complex structures.
- Level 9 Errors in pronunciation and grammar are limited to new vocabulary.

Level 10 Vocabulary usage is extensive and precise.

Variety

- Level 1 The language learner has no variety of sentence structure, and he/she can only answer what was asked by repeating expressions used in the question.
- Level 2 The language learner can show some variety in speaking, but alternatives are limited.
- Level 3 The language learner can develop and carry on a conversation about everyday occurrences, using a limited number of expansions to increase variety.
- Level 4 The language learner can speak using a variety of wordings, supported by explanation to an extent, but cannot yet use these freely.
- Level 5 The language learner can speak clearly on everyday common topics of a concrete nature (but not abstract subjects, such as philosophy or theology), but he/she still makes mistakes in reference to the preceding or following issues, or in reference to the general context.
- Level 6 The language learner can communicate clearly on a set topic of conversation, while verifying the speaker's meaning, and can expand verbal discourse by answering questions.
- Level 7 The language learner can speak appropriately to any listener, and can expand the limits of a verbal message by asking questions and explaining that which is unclear in understandable terms.
- Level 8 In everyday situations the language learner can engage in and deepen dialogue with the use of examples, circumlocution and paraphrase.
- Level 9 The language learner can amass whatever vocabulary, idiom or rephrasing needed for communication.
- Level 10 Except for limitations in language due to lack of exposure or experience in a given area, the language learner possesses the ability for good self-expression in Japanese.

Complexity

- Level 1 The language learner can speak in simple language on topics of the speaker's choice, but does not show continuity from one to the other.
- Level 2 Sentence formation and continuity between sentences by the language learner are simplistic and unnatural.
- Level 3 The language learner can form compound sentences and maintain natural continuity between sentences and sequences which are relatively complex in nature.
- Level 4 In conversation which involves repeated action of a recurring nature, the language learner can use a variety of sentence structures.
- Level 5 With some preparation, the language learner is able to converse about subjects other than everyday topics. The conversation demonstrates complex sentence structure and continuity between sentences and sequences as well as the use of concrete forms. (Note: A complex sentence combines several subject/verb/object simple sentences.)
- Level 6 As the range of conversation continues to broaden, the language learner can form complex sentences and maintain natural continuity between sentences and conversation topics.
- Level 7 The language learner can interweave expressions of nuance, feeling, motivation, and intention, using an increasing number of expressions, to respond appropriately to the language partner.

- Level 8 When expressing opinions and ideas, the language learner can give an explanation which uses concrete terms and language easily understood by the target language native speaker. The explanation the language learner uses organizes and develops the content leading to a conclusion.
- Level 9 The language learner is able to answer the language partner as necessary, and is able to organize main points, deleting extraneous explanations and/or giving details as the circumstances require.
- Level 10 The language learner is able to speak and give sufficient explanation in the target language with appropriate complexity.

Length

- Level 1 The language learner can communicate using simple sentence patterns, but with frequent hesitations and pauses.
- Level 2 The language learner can make simple sentences freely, can use prepositions correctly, and can expand simple conversation by transforming simple sentences into compound constructions.
- Level 3 The language learner can carry the flow of a conversation using compound sentence construction, but the variety in usage of these forms is limited.
- Level 4 In written correspondence, the language learner can use complex grammatical constructions correctly and can give written explanations in an understandable manner, but the verbal usage of these same forms is still limited.
- Level 5 The language learner can engage in a conversation of a normal length in discussing his/her own experiences of a general nature and can give necessary details in answering questions asked, with only occasional pauses or hesitations.
- Level 6 The language learner can expand the breadth of conversation with a language partner naturally and appropriately as the situation requires.
- Level 7 In terms of language usage related to his/her area of ministry or specialty (i.e., teaching a content area or counseling, etc.), the language learner can lengthen discourse naturally in the target language, correcting and expressing ideas with alternate word usage as the situation requires.
- Level 8 The language learner can give adequate explanations or engage in relevant discussions by interweaving various topics or points of view; the learner can express and respond appropriately to various divergent opinions.
- Level 9 Maintaining a fixed flow of discourse and following the language partner, the language learner can use words properly and can discuss topics of an abstract or theoretical nature (including Biblical or theological topics, themes related to one specialty or interest, etc.).
- Level 10 The language learner can engage in and adequately develop discussion or discourse of topics related to his/her area of ministry or specialization (teaching, counseling, etc.). The learner can discuss topics related to theology, society, government, etc., in depth.