

JAPANESE LANGUAGE

THE SYLLABUS IN JAPANESE LANGUAGE FOR CLASS VI IS GIVEN BELOW FOR THE INFORMATION OF SCHOOLS THAT ARE INTERESTED IN INTRODUCING THE JAPANESE LANGUAGE FROM 2006-07 IN THEIR SCHOOLS. HOWEVER, IT IS VERY CLEARLY STATED THAT THE SCHOOLS WILL HAVE TO BEAR THE RESPONSIBILITY OF RECRUITING THE JAPANESE LANGUAGE TEACHER WHO IS WELL VERSED IN THE LANGUAGE. THE BOARD MAY PROVIDE ONLY SHORT TERM ENRICHMENT TEACHER TRAINING COURSE AS A SUPPORTING STRATEGY. SO ONLY THOSE SCHOOLS WHICH HAVE ACCESS TO TEACHERS WHO HAVE LEARNT JAPANESE WILL INTRODUCE THIS SUBJECT.

Japanese language for school students in India

In this age of globalization, learning foreign language has become a necessary tool to broaden one's horizons and gain better understanding of other cultures and peoples. Foreign languages have been a part of curriculum in Indian schools, but for the first time now, a language of an East Asian country has also been included. Furthermore, it is the first time this language has been introduced in the 6th standard.

India has always enjoyed a friendly relation with Japan. Japan is the first country in East Asia to tread that path of economic modernization and become a global power. The successful partnership between the industries of India and Japan further opened up tremendous job opportunities for Indian youth armed with knowledge of Japanese language, and as the trickle turned in to a tide, an increasing number of institutions started imparting Japanese language education undoubtedly propelled by a soaring demand for the language.

The mutually reciprocal visits of the Prime Ministers of both countries have further strengthened the relationship and Indo-Japan collaboration has touched new heights. The boom in the IT industry and BPO projects has increased the demand of Japanese knowing personnel by leaps and bounds.

Relations between countries cannot be sustained on economic terms alone. It is the people-to-people contact that works as a catalyst in building trust, and to achieve this, it is imperative that our school children be given an opportunity to learn Japanese. It is in this context that the decision of the CBSE to introduce Japanese language in Indian schools is to be welcomed.

In short, the main reasons why Japanese should be taught in Indian schools are as follows:

1. It would help in furthering cross-cultural understanding between Asian countries and further expanding to the global arena
2. Japan could become one of the new destinations for Indian students in pursuit of higher education
3. It would increase and improve the employability of students
4. It would give the much needed impetus to the increasing economic and cultural ties with Japan

The Japanese language course-design, that is being developed, aims at:

1. Establishing, in line with the CBSE objectives, standards for communication-oriented Japanese Language instruction in schools, by defining a set of principled, reasonably achievable outcomes
2. Assisting teachers by providing a framework for course design, text-book and materials selection and lesson planning
3. Networking among Japanese language teachers in various schools with an aim to keep abreast of the latest developments in teaching methods.

Teaching Methodology

- 1) Emphasis to be laid on creating an interest in Japan and its culture.
- 2) Though there are three scripts in Japanese language, to lessen the burden on the students, the text will be written in roman letters in Class VI. Japanese phonetic scripts will be supplemented for the purpose of recognition by the students. There will be a gradual shift to Japanese syllabary in Class VII and introduction of few Chinese characters in Class VIII.
- 3) Since writing is not emphasized, stress will be on spoken Japanese.
- 4) Teaching aids like flash cards, pictures and audio-lingual materials are to be used.
- 5) Emphasis will be on interactive language teaching using techniques like role play, quiz, information gap etc., rather than stress on grammar. In other words, functional approach to language teaching and learning will be adopted.
- 6) To promote cross-cultural understanding, topics pertaining to socio-cultural aspects in Japan are being included in the text.
- 7) Where ever possible, interaction with Japanese school students by way of communication thorough e-mail, internet based video-conferencing, visitor session (interaction of the school students with native Japanese) etc. is

suggested. This would pave the way for future exchange programme between school students in the two countries.

Structure of the lessons:

With the above points in mind, each lesson is being structured as follows:

- 1) Introduction of basic expressions along with illustrations in Roman letters to be supplemented at the bottom of the page in Japanese phonetic script.
- 2) Introduction of new related vocabulary.
- 3) Example sentences to reinforce expressions introduced in the lesson.
- 4) Task where questions in English will be framed to elicit appropriate response from students and to whet the curiosity of the students about Japan.
- 5) Recognizing and learning to write simple words in phonetic script, however, this ability is not to be evaluated in Class VI.

Mode of Assessment

1. Active class participation.
2. Periodical written tests (Questions and answers will be in roman script only in case of Class VI students).
3. Simple listening comprehension test may be tried for classes VII and VIII. In case of Class VI, it could be simple oral test.
4. Since phonetic scripts will be taught in Class VII, dictation test may be held periodically for students of Class VII and VIII.
5. Testing of situation based writing skills to be included as part of assessment in Class VIII.
6. Reading comprehension test may be tried in Classes VII and VIII.
7. Simple report writing for students of Class VIII.

Syllabus for Class VI

Aims and Objectives:

- a) Listening and Speaking (Hiragana scripts to be introduced only for recognition, not for evaluation)
- b) Correct pronunciation of words through the medium of Indian languages
- c) Simple conversation
- d) Understanding of Japan: geographic and cultural aspects

Lesson No.	Topic	Class Room Activity	Socio -cultural aspects to be introduced
1	Introducing oneself (Hello, How do you do, I am _____, Nice to meet you etc.)	Role play and other inputs.	Use of surname first in Japan, omission of subject in Japanese sentences etc.
2	Greetings (Good Morning, Good Day, Good Evening,	Use of picture cards	Gestures like bowing while greeting etc. Introduction about

	Thank you, , Good Bye etc.)Introduction of Japanese Sound, short and long vowels etc.		Japanese writing system - syllabary (Hiragana and Katakana) and pictorial scripts (Kanji)
3	This is a book (demonstrative pronouns)	Q & A, Speaking practice using vocabulary already learnt	Special indicative pronouns for persons etc.
4	Classroom Expressions (Please read, Please answer, Please say it again, Please come in etc.), request sentences	Use of flash cards and Role play	School life in Japan, characteristics like allocation of duties to students
5	Let us count in Japanese Asking time,interrogation	Use of flash cards and picture cards Use of toy clock to teach time	Different ways of counting, use of counters etc.
6	Daily activities (introduction of verbs in present affirmative and negative)	Speaking practice, Q & A, use of picture cards	Daily routine of a student in Japan, her activities in school
7	Seasons Days and Months	Use of calendar	Seasons and festivals in Japan and India
8	Talking about activities (introduction of verbs in past affirmative and negative)	Speaking practice, Q& A, diary writing in roman letters	Weekends in Japan