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9/23/2014

JAPN 320 S

Journal Reflection 4

In the article, National Foreign Language Standards, showed a strong curriculum of how schools motivate students to learn another language and another culture. In order to understand language such as grammar and vocabulary, students must learn the cultural context. Students should learn how to speak, interpersonally, interpretatively, and presentational. Not only vocally but also written and literately; it's important to know how to write and read in another language to survive in the country of the language in which students are learning. Survival skills such as: writing a letter, reading the newspaper, watching the television, listening to the radio, using the train station or the bus and so on, are key to getting around in another country.

Honestly, although the article was published in the 1990's, I still believe that the curriculum shown was a strong base for educating students of foreign languages. However, it has changed slightly in the 21st century. Now, requirements for language requirements are: (along with the previous standards) students must gain a discourse and narrative proficiency. In other words, students need to learn how to be involved in discussions and arguments. Basically, learning to respond to questions and statements fulfills the current requirements. Students should learn to read and write argumentative as well. It might seem like a small change but it's actually very significant for conversational purposes.

During the class discussion, my group spoke about the differences in standards in Japan and America. All my foreign language and culture classes definitely fulfill all the standards that were displayed in the article, World Readiness Standards, which show what students, should know. However in Japan, especially at the school I studied abroad in, our class would only be vocabulary and grammar. There weren't any vocal discussions or presentations; the class work and the homework were straight repetition and remembrance. I can say that for me, the American curriculum for foreign language was more entertaining and I felt like I learn a lot more inside the classroom. On the other hand, being in Japan and being fully emerged into the culture, my Japanese speaking proficiency definitely increased. Nothing was written in English and many street signs and subtitles on the television were in Japanese and as well written in advanced kanji. Therefore, I was forced to speak Japanese and look up the kanji characters and memorize these characters.