

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Youth Skills Development Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: AI (N4 Japanese Language Course)

Duration: 3 Months

Revised Edition

Author Name	<p style="text-align: center;">USMAN AKHTAR (Principal) Murasaki Japanese Language Center</p>
Course Title	<p style="text-align: center;">(N4 Japanese Language Course)</p>
Objectives and Expectations	<p>Employable skills and hands-on practice in (N4 Japanese Language Course)</p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on Japanese language training delivery by a team of dedicated professionals having rich Japanese language teaching experience. This course is therefore for developing a theoretical understanding of the trainees. Contrary to that, it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only language skills but also cultural understanding (i.e., interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills of interpretation and translations (i.e., marketing skills; free lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (3rd month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (All over the world especially Japan). Awareness around the

visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

- iii. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These learning techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

(i) **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

(ii) Success Stories

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

	<ul style="list-style-type: none"> i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute) ii. Problems & Solutions case studies (2 cases regarding the settlement in Japan must be arranged by the training institute) iii. Study Tours (Study tours must be arranged by the training institute to provide trainees a friendly environment to enhance their learning)
Entry-level of trainees	<p>For N4 Japanese Language Course proposed entry level is minimum matric, so expectations from the trainees are:</p> <ul style="list-style-type: none"> • Have knowledge of basic English language • Have ability of using basic Computer. • Having knowledge to use iPad, Laptops, mobiles and other necessary devices.
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Read, write, listen and speak N4 level Japanese language • Know Hiragana, Katakana, and Kanji (up to N4 level) • To start basic conversation (Daily life matters and a little technical and work language) • Able to Understand and implement N4 level language skills
Course Execution Plan	<p>The total duration of the course: 3 months (12 Weeks) Class hours: 4 hours per day Theory: 100% Practical: 0% Weekly hours: 20 hours per week Total contact hours: 260 hours</p>
Companies offering jobs in the respective trade	<p>The following Industries of Japan looking for the individuals with necessary skills to help them to develop and maintain their man force and labor.</p> <ul style="list-style-type: none"> • Healthcare • Agriculture • Fisheries • Food Processing • Hospitality • Automobile Industry • Ship Building • Textile • Construction

Job Opportunities	<ul style="list-style-type: none"> • Teaching Japanese Language • Interpretations • Translations • Travel and Tours guides • Japan Study Visa Consultancy
No of Students	25
Learning Place	Classroom / Online (Link)
Instructional Resources	<p>1. Introduction to Japanese Language:</p> <p>https://en.wikipedia.org/wiki/Japanese_language</p> <p>This link provides an overview of Japanese Language, including its history, current state, and potential future applications.</p> <p>2. Hiragana Learning:</p> <p>https://www.youtube.com/watch?v=6p9ll_j0zjc</p> <p>This link is for Hiragana learning.</p> <p>3. Katakana Learning:</p> <p>https://www.youtube.com/watch?v=s6DKRgtVLGA</p> <p>This link is for Katakana learning</p> <p>4. Introduction to Kanji:</p> <p>https://www.youtube.com/watch?v=h5B8ZyYRczU&list=PLPSfPyOOcp3T_aUjrx4OZsWqJ4tP-Ulpg</p> <p>This link is for Kanji learning</p> <p>5. Lesson Pattern:</p> <p>https://www.youtube.com/watch?v=wDpsF90Doel&list=PLag_mhJfCJ-1-EZcPapMFPTIzVzwjz33M</p> <p>This video is for lesson wise learning</p>

MODULES

Scheduled Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	Introduction to Japanese Language	Day 1	Hour 1	Basic Introduction of Japanese Language	<p>•Task 1</p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
			Hour 2	Hiragana Sounds' Introduction	
			Hour 3	Hiragana Writing (Goju On 1-5 Rows)	
			Hour 4	Hiragana Writing (Goju On 6-10 Rows)	
		Day 2	Hour 1	Hiragana Writing (Daku On/ Han Daku On)	
			Hour 2	Hiragana Writing You On/ (Daku On/ Han Daku On) Soku On	
			Hour 3	Numbers (1-100)	
			Hour 4	Numbers (101-10000)	
		Day 3	Hour 1	Time Days of Month Days of Week	
			Hour 2	Months (Jan-Dec) Months (Other than Calendar) Years	
			Hour 3	Greetings	

			Hour 4	Self-Introduction	
		Day 4	Hour 1	Katakana Goju On	
			Hour 2	Katakana Daku On / Han Daku On	
			Hour 3	Katakana You On / Soku On	
			Hour 4	Repetition of All Kanas	
		Day 5	Hour 1	My Family	
			Hour 2	Opponent's Family	
			Hour 3	Body Parts	
			Hour 4	Diseases	
Week 2	Basic Vocabulary Learning, Verbs Types and uses of verbs	Day 1	Hour 1	Colors and Tastes	•Task 2 <i><u>Details may be seen at Annexure-1</u></i>
			Hour 2	Seasons and Weathers	
			Hour 3	Cloths	
			Hour 4	Counters-1 Things/Persons/Order/Thin and Flat Things	
		Day 2	Hour 1	Counters-2 Machines, Vehicles/Age/Books etc./Clothes	

			Hour 2	Counters-3 Frequency/Small Things/Shoes, Socks/Houses
			Hour 3	Counters-4 Floors of Building/Thin & Long Things/Drinks & so on in Cups and Glasses/ Small Animals Fish Cat etc.
			Hour 4	Actions
		Day 3	Hour 1	Occupations
			Hour 2	Important Vocabulary
			Hour 3	Verbs Making-1
			Hour 4	Verbs Making-2
		Day 4	Hour 1	Verbs Making-3
			Hour 2	Verbs Making-4
			Hour 3	Verbs Making-5
			Hour 4	Uses of Verbs
		Day 5	Hour 1	Kanji Lesson-1 (1-10)
			Hour 2	Kanji Lesson-2 (11-20)
			Hour 3	Kanji Lesson-3

				(21-30)	
			Hour 4	Kanji Lesson-4 (31-40)	
Week 3	N5 Kanji and Minna No Nihongo	Day 1	Hour 1	Kanji Lesson-5 (41-50)	•Task 3 <i>Details may be seen at Annexure-I</i>
			Hour 2	Kanji Lesson-6 (51-60)	
			Hour 3	Kanji Lesson-7 (61-70)	
			Hour 4	Kanji Lesson-8 (71-80)	
		Day 2	Hour 1	Kanji Lesson-9 (81-90)	
			Hour 2	Kanji Lesson-10 (91-100)	
			Hour 3	Revisions	
			Hour 4	Revisions	
		Day 3	Hour 1	Lesson-1 Introductions Sentence Pattern	
			Hour 2	Lesson-1 Introductions Example Sentence	
			Hour 3	Lesson-1 Introductions Conversation	

			Hour 4	Lesson-1 Listening	
		Day 4	Hour 1	Lesson-2 This/That/That Over There Sentence Pattern	
			Hour 2	Lesson-2 This/That/That Over There Example Sentence	
			Hour 3	Lesson-2 This/That/That Over There Conversation	
			Hour 4	Lesson-2 Listening	
		Day 5	Hour 1	Lesson-3 This Place/That Place/That Place Over There Sentence Pattern	
			Hour 2	Lesson-3 This Place/That Place/That Place Over There Example Sentence	
			Hour 3	Lesson-3 This Place/That Place/That Place Over There Conversation	
			Hour 4	Lesson-3 Listening	
Week 4	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-4 Time Sentence Pattern	<p>•Task 4</p> <p><u>Details may be seen at</u></p>

			Hour 2	Lesson-4 Time Example Sentence	<u>Annexure-I</u>
			Hour 3	Lesson-4 Time Conversation	
			Hour 4	Lesson-4 Listening	
		Day 2	Hour 1	Lesson-5 Present and Past Sentence Pattern	
			Hour 2	Lesson-5 Present and Past Example Sentence	
			Hour 3	Lesson-5 Present and Past Conversation	
			Hour 4	Lesson-5 Listening	
		Day 3	Hour 1	Lesson-6 Verbs Sentence Pattern	
			Hour 2	Lesson-6 Verbs Example Sentence	
			Hour 3	Lesson-6 Verbs Conversation	
			Hour 4	Lesson-6 Listening	

				Conversation	
		Day 4	Hour 1	Lesson-7 Uses of Sources Sentence Pattern	
			Hour 2	Lesson-7 Uses of Sources Example Sentence	
			Hour 3	Lesson-7 Uses of Sources Conversation	
			Hour 4	Lesson-7 Listening	
		Day 5	Hour 1	Lesson-8 Usage of Adjectives Sentence Pattern	
			Hour 2	Lesson-8 Usage of Adjectives Example Sentence	
			Hour 3	Lesson-8 Usage of Adjectives Conversation	
			Hour 4	Lesson-8 Listening	
Week 5	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-9 Likings and Abilities Sentence Pattern	•Task 5 <i><u>Details may be seen at Annexure-I</u></i>
			Hour 2	Lesson-9 Likings and Abilities Example Sentence	

			Hour 3	Lesson-9 Counters Conversation
			Hour 4	Lesson-9 Listening
		Day 2	Hour 1	Lesson-10 Places Marking Sentence Pattern
			Hour 2	Lesson-10 Places Marking Example Sentence
			Hour 3	Lesson-10 Places Marking Conversation
			Hour 4	Lesson-10 Listening
		Day 3	Hour 1	Lesson-11 Counters Sentence Pattern
			Hour 2	Lesson-11 Counters Example Sentence
			Hour 3	Lesson-11 Counters Conversation
			Hour 4	Lesson-11 Listening
		Day 4	Hour 1	Lesson-12 Weather and Comparison Sentence Pattern

			Hour 2	Lesson-12 Weather and Comparison Example Sentence	
			Hour 3	Lesson-12 Weather and Comparison Conversation	
			Hour 4	Lesson-12 Listening	
		Day 5	Hour 1	Lesson-13 Want for Verbs and Nouns Sentence Pattern	
			Hour 2	Lesson-13 Want for Verbs and Nouns Example Sentence	
			Hour 3	Lesson-13 Want for Verbs and Nouns Conversation	
			Hour 4	Lesson-13 Listening	
Week 6	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-14 Instructions Sentence Pattern	• Task 6 <i><u>Details may be seen at Annexure-I</u></i>
			Hour 2	Lesson-14 Permissions Example Sentence	
			Hour 3	Lesson-14 Instructions Conversation	
			Hour 4	Lesson-14 Listening	

		Day 2	Hour 1	Lesson-15 Permissions Sentence Pattern
			Hour 2	Lesson-15 Permissions Example Sentence
			Hour 3	Lesson-15 Permissions Conversation
			Hour 4	Lesson-15 Listening
		Day 3	Hour 1	Lesson-16 Multiple Tasks Sentence Pattern
			Hour 2	Lesson-16 Multiple Tasks Example Sentence
			Hour 3	Lesson-16 Multiple Tasks Conversation
			Hour 4	Lesson-16 Listening
		Day 4	Hour 1	Lesson-17 Restrictions Sentence Pattern
			Hour 2	Lesson-17 Restrictions Example Sentence
			Hour 3	Lesson-17 Restrictions

				Conversation	
			Hour 4	Lesson-17 Listening	
		Day 5	Hour 1	Lesson-18 Hobbies and Abilities Sentence Pattern	
			Hour 2	Lesson-18 Hobbies and Abilities Example Sentence	
			Hour 3	Lesson-18 Hobbies and Abilities Conversation	
			Hour 4	Lesson-18 Listening	
Week 7	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-19 Experience Sentence Pattern	•Task 7 <i><u>Details may be seen at Annexure-I</u></i>
			Hour 2	Lesson-19 Experience Example Sentence	
			Hour 3	Lesson-19 Experience Conversation	
			Hour 4	Lessons-19 Listening	
		Day 2	Hour 1	Lesson-20 Interrogative Sentence Sentence Pattern	

			Hour 2	Lesson-20 Interrogative Sentence Example Sentence
			Hour 3	Lesson-20 Interrogative Sentence Conversation
			Hour 4	Lessons-20 Listening
		Day 3	Hour 1	Lesson-21 Opinion Sentence Pattern
			Hour 2	Lesson-21 Opinion Example Sentence
			Hour 3	Lesson-21 Opinion Conversation
			Hour 4	Lessons-21 Listening
		Day 4	Hour 1	Lesson-22 Who is Acting Sentence Pattern
			Hour 2	Lesson-22 Who is Acting Example Sentence
			Hour 3	Lesson-22 Who is Acting Conversation
			Hour 4	Lessons-22 Listening

		Day 5	Hour 1	Lesson-23 If You Do This... Sentence Pattern	
			Hour 2	Lesson-23 If You Do This... Example Sentence	
			Hour 3	Lesson-23 If You Do This... Conversation	
			Hour 4	Lessons-23 Listening	
Week 8	Minna No Nihongo Lessons, N4 Kanji	Day 1	Hour 1	Lesson-24 Who Did? Sentence Pattern	<p>•Task 8</p> <p><i>Details may be seen at Annexure-I</i></p>
			Hour 2	Lesson-24 Who Did? Example Sentence	
			Hour 3	Lesson-24 Who Did? Conversation	
			Hour 4	Lessons-24 Listening	
		Day 2	Hour 1	Lesson-25 If, Condition Sentence Pattern	
			Hour 2	Lesson-25 If, Condition Example Sentence	
			Hour 3	Lesson-25 If, Condition	

				Conversation	
			Hour 4	Lessons-25 Listening	
		Day 3	Hour 1	All Revision	
			Hour 2	All Revision	
			Hour 3	Test	
			Hour 4	Test	
		Day 4	Hour 1	Kanji 101-110	
			Hour 2	Kanji 111-120	
			Hour 3	Kanji 121-130	
			Hour 4	Kanji 131-140	
		Day 5	Hour 1	Kanji 141-150	
			Hour 2	Kanji 151-160	
			Hour 3	Kanji 161-170	
			Hour 4	Kanji 171-180	
Week 9	Minna No Nihongo Lessons, N4	Day 1	Hour 1	Kanji 181-190	•Task 9 <i>Details may</i>

	Kanji		Hour 2	Kanji 191-200	<i>be seen at Annexure-I</i>
			Hour 3	Kanji 201-210	
			Hour 4	Kanji 211-220	
			Day 2	Hour 1	
			Hour 2	Kanji 231-240	
			Hour 3	Kanji 241-250	
			Hour 4	Kanji 251-260	
		Day 3	Hour 1	Lesson-26 Who Did? Sentence Pattern	
			Hour 2	Lesson-26 Who Did? Example Sentence	
			Hour 3	Lesson-26 Who Did? Conversation	
			Hour 4	Lessons-26 Listening	
		Day 4	Hour 1	Lesson-27 Ability to do Sentence Pattern	
			Hour 2	Lesson-27	

				Ability to do Example Sentence	
			Hour 3	Lesson-27 Ability to do Conversation	
			Hour 4	Lessons-27 Listening	
		Day 5	Hour 1	Lesson-28 Simultaneously working Sentence Pattern	
			Hour 2	Lesson-28 Simultaneously working Example Sentence	
			Hour 3	Lesson-28 Simultaneously working Conversation	
			Hour 4	Lessons-28 Listening	
Week 10	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-29 Status and Position Sentence Pattern	• Task 10 <u>Details may be seen at Annexure-I</u>
			Hour 2	Lesson-29 Status and Position Example Sentence	
			Hour 3	Lesson-29 Status and Position Conversation	
			Hour 4	Lessons-29 Listening	

		Day 2	Hour 1	Lesson-30 Locations and Directions Sentence Pattern
			Hour 2	Lesson-30 Locations and Directions Example Sentence
			Hour 3	Lesson-30 Locations and Directions Conversation
			Hour 4	Lessons-30 Listening
		Day 3	Hour 1	Lesson-31 Fields of Study Sentence Pattern
			Hour 2	Lesson-31 Fields of Study Example Sentence
			Hour 3	Lesson-31 Fields of Study Conversation
			Hour 4	Lessons-31 Listening
		Day 4	Hour 1	Lesson-32 Weather and Seasons Sentence Pattern
			Hour 2	Lesson-32 Weather and Seasons Example Sentence
			Hour 3	Lesson-32 Weather and Seasons

				Conversation	
			Hour 4	Lessons-32 Listening	
		Day 5	Hour 1	Lesson-33 Signs and Precautions Sentence Pattern	
			Hour 2	Lesson-33 Signs and Precautions Example Sentence	
			Hour 3	Lesson-33 Signs and Precautions Conversation	
			Hour 4	Lessons-33 Listening	
Week 11	Minna No Nihongo Lessons	Day 1	Hour 1	Lesson-34 Cooking Sentence Pattern	<p>•Task 11 <i>Details may be seen at Annexure-I</i></p>
			Hour 2	Lesson-34 Cooking Example Sentence	
			Hour 3	Lesson-34 Cooking Conversation	
			Hour 4	Lessons-34 Listening	
		Day 2	Hour 1	Lesson-35 Proverbs Sentence Pattern	

			Hour 2	Lesson-35 Proverbs Example Sentence
			Hour 3	Lesson-35 Proverbs Conversation
			Hour 4	Lessons-35 Listening
		Day 3	Hour 1	Lesson-36 Health and Care Sentence Pattern
			Hour 2	Lesson-36 Health and Care Example Sentence
			Hour 3	Lesson-36 Health and Care Conversation
			Hour 4	Lessons-36 Listening
		Day 4	Hour 1	Lesson-37 Incidents Sentence Pattern
			Hour 2	Lesson-37 Incidents Example Sentence
			Hour 3	Lesson-37 Incidents Conversation
			Hour 4	Lessons-37 Listening

		Day 5	Hour 1	Lesson-38 Annual Events Sentence Pattern	
			Hour 2	Lesson-38 Annual Events Example Sentence	
			Hour 3	Lesson-38 Annual Events Conversation	
			Hour 4	Lessons-38 Listening	
Week 12	Minna No Nihongo Lessons, Final Exam	Day 1	Hour 1	Lesson-39 Feelings Sentence Pattern	<p>•Task 12</p> <p><i>Details may be seen at Annexure-I</i></p> <p>Final Project</p>
			Hour 2	Lesson-39 Feelings Example Sentence	
			Hour 3	Lesson-39 Feelings Conversation	
			Hour 4	Lesson-39 Listening	
		Day 2	Hour 1	Lesson-40 Measurements, Shapes and Patterns Sentence Pattern	
			Hour 2	Lesson-40 Measurements, Shapes and Patterns Example Sentence	

			Hour 3	Lesson-40 Measurements, Shapes and Patterns Conversation
			Hour 4	Lesson-40 Listening
		Day 3	Hour 1	Kanji 261-270
			Hour 2	Kanji 271-280
			Hour 3	Kanji 281-290
			Hour 4	Kanji 291-300
		Day 4	Hour 1	Kanji 301-310
			Hour 2	Kanji 311-320
			Hour 3	Kanji 321-330
			Hour 4	Kanji 331-340
		Day 5	Hour 1	Revision
			Hour 2	Revision
			Hour 3	Test
			Hour 4	Test

Tasks for Certificate in (N4 Japanese Language Course)

Task No.	Task	Description	Week
1.	Hiragana & Katakana	Hiragana, Katakana, Family and Body Parts	Week 1
2.	Vocabulary	Colors, Counters, Vocabulary, Verbs	Week 2
3.	Kanji	Kanji and Lessons 1 to 3	Week 3
4.	Lessons	Lessons 3 to 8	Week 4
5.	Lessons	Lessons 9 to 13	Week 5
6.	Lessons	Lessons 14 to 18	Week 6
7.	Lessons	Lessons 19 to 23	Week 7
8.	Lessons	Lessons 24 to 25 Revision, Test and Kanji	Week 8
9.	Kanji N4 Level	Complete Kanji and Lesson 26 to 28	Week 9
10.	Lessons	Lessons 29 to 33	Week10
11.	Lessons	Lessons 34 to 38	Week11
12.	Lessons	Lessons 39 to 40, Kanji 261 to 340, Final Test	Week12
13.	Final Project	Combining all the topics covered in the course to build a complete N4 Japanese language course that can perform tasks autonomously.	Week12

Motivational Lectures Japanese Language

The Scope of Learning Japanese Language:

<https://www.youtube.com/watch?v=BRbbHTFXPhg>

This video provides an overview of the impact that Japanese Language is having on various industries and highlights some of the breakthroughs that have been made in recent years.

How Japanese Language Will Change Your Life:

https://www.youtube.com/watch?v=n_Q7maJf1IA

This video provides an overview of the impact that Japanese Language is having on society, including in fields such as healthcare, manufacturing, and agriculture.

What is Deep Learning and How Does it Work?

<https://www.youtube.com/watch?v=dcHOejxXGgU>

This video provides a motivational introduction to deep learning, explaining what it is and how it works, as well as some of the applications of deep learning.

The Promise and Peril of Our Japanese Learning Future:

<https://www.youtube.com/watch?v=Re1qmSxAARo>

This video provides an overview of the potential benefits of Japanese Language learning, and how it will impact the future of society.

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

4. Appearance:

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.
Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. Respect:

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.