Self-assessing Practice Using *Target Skill Chart* Focus on Engineering Graduate Students

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Globalization in the research and education field has accelerated the number of international graduate students and researchers in the engineering field in Japan. While the research in the graduate level is mostly done in English, the students and researchers from overseas feel the necessity of studying the Japanese language and culture for their daily life on campus and outside of their academic institutions. However, they sometimes discontinue learning Japanese due to having to spend more time for research activities in their specialized field.

For the past two years, Japanese Language Class, School of Engineering, has motivated learners to identify their needs and readiness for the Japanese language by self-assessment, using the *Target Skill Chart* or *Chart.* This *Chart* enables learners to identify their current linguistic proficiency and identify directions for future language learning.

This research clarifies how learners understand *Chart Practice,* which is a self-assessment by using the *Chart,* and how they utilize it. To that end, it analyzes the results of *Chart Practice* and the data of interviews with learners. It then shows how *Chart Practice* is to be improved and to be refined.

The research questions are as follows:
1) How the learners evaluate their Japanese language proficiency.
2) What kind of consciousness *Chart Practice* brings to the learners.

The target learners are the engineering graduate students and researchers who basically do not use Japanese in their research activities. They made self-assessment with the *Chart* twice; first, at the beginning of the course and second, at the end of the course. Of the total of 55 learners, 28 remained at the end of the course.

To analyze the data, we made a list of entry results of the *Chart* for visualizing the change of the respective target learners. The follow-up interviews were conducted in order to find out how the learners reacted to the *Chart*, and what made them more motivated for language learning.

This analysis identifies the following; the correlation between the learners' Japanese language level and the difficulty level of the *Chart*, and the importance of self-assessment to the learners through the interview. It also finds out the necessity of keeping a consistent criterion of self-assessment and improving its utility by elaborating the *Chart*.

For the elaboration of the *Chart*, the following were conducted; 1) introduction of a scale to the assessing-criterion, 2) reclassification of the contents of the *Chart* in light of the four skills, and 3) reexamination of the contents of the *Chart* by the necessity of learners' language use inside and outside of the classroom.

We would like to continue our *Chart Practice* to enhance the utility of the *Chart*, and to make a multi-lingual *Chart* with the explanation of practicing *Chart* to clarify the process of *Chart-Practice*.

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