

Instruction for Accessing and Understanding the ZIP File Content

This ZIP file contains three main folders: ***Student Mistakes***, ***Knowledge Point Analysis***, and ***New Paper***. Each folder holds files named with the student ID as the prefix, followed by additional descriptors. Here's how to navigate each folder:

1. Student Mistakes Folder

1.1 File Naming Format

Each file is named using the format: Student ID Test 1_mistakes. Example:
1155159595 Test 1_mistakes.

1.2 Content Description

These files contain a list of questions that students answered incorrectly, organized into two parts: **Part 1** and **Part 2**.

As is shown in Fig.1, students' answer (学生の回答) and correct answer (正解) are included for each question.

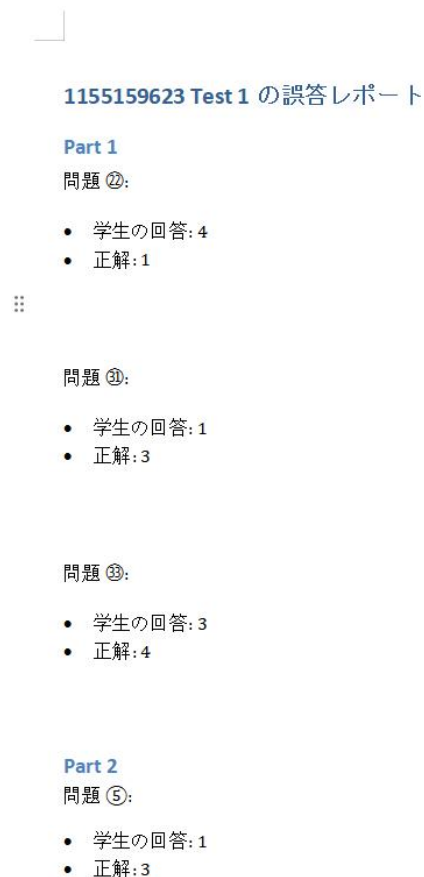


Fig.1 Example of Mistake Report

2. Knowledge Point Analysis Folder

2.1 File Naming Format

Each file is named using the format: Student ID Test 1_mistakes_analysis. Example: 1155159595 Test 1_mistakes_analysis.

2.2 Content Description

These files provide a **Detailed Report on Student Errors in Japanese Language Learning**, divided into three sections:

- 1) **Analysis of Underlying Knowledge Points** associated with the errors.
- 2) **Summary of Specific Knowledge Points** where students made mistakes.
- 3) **Detailed Report** based on the analysis and summary.

Examples of the three parts are shown in Fig. 2, 3, and 4 (**Note: The reports are individualized for each student based on the type and number of errors they made**).

Detailed Report on Student Errors in Japanese Language Learning

1. Analysis of Underlying Knowledge Points

The errors made by students reveal gaps in various foundational knowledge points in Japanese language comprehension and usage. These knowledge points include vocabulary, grammar, kanji, particles, conjugation, and contextual understanding.

Fig.2 Example of Analysis of Underlying Knowledge Points

2. Summary of Specific Knowledge Points Where Students Made Mistakes

****Vocabulary Errors:****

- ****Misunderstanding of words with similar sounds:**** Students often confused words that sound similar but have different meanings. For example, "うわぎ" (jacket) was confused with "うえぎ," and "しゅじん" (husband) was confused with "しゅうじん" (prisoner).
- ****Contextual vocabulary usage:**** Mistakes were made in choosing the appropriate word based on the context, such as "だいじな" (important) over "すごい" (amazing).

****Kanji and Reading Errors:****

- ****Incorrect Kanji selection:**** Errors like choosing "しゅうしゅう" over "しゅうしよ" for the reading of 住所 (address).
- ****Reading comprehension and kanji writing:**** Students struggled with writing correct hiragana for kanji compounds, e.g., "考えた" chosen incorrectly as "考がえた".

****Grammar and Sentence Structure:****

- ****Particles and Conjunctions:**** Incorrect particle usage such as "も" instead of "で" or "も" instead of "に".
- ****Verb Conjugation and Tense:**** Errors in verb forms and appropriate conjugations, such as "あそび" instead of "あそんで".
- ****Contextual grammar:**** Use of inappropriate grammatical constructs like "なら" instead of "ほど" in comparative sentences.

****Idiomatic Expressions and Phrases:****

- ****Fixed expressions and polite forms:**** Misuse of phrases like "かしこまりました" which should be used in formal responses, and mistaking "おじゃまします" for "いただきます".
- ****Polite and humble language:**** Confusion in using correct respectful and humble language forms, such as "めしあがって" instead of "いただきます".

Fig.3 Example of Summary of Specific Knowledge Points Where Students Made Mistakes

3. Detailed Report Based on Analysis and Summary

****Introduction:****

This report analyzes the errors made by students in a Japanese language test and identifies the key areas of misunderstanding. By analyzing the errors and summarizing the specific knowledge points where students struggled, we can provide targeted recommendations for improvement.

****Findings:****

****Vocabulary:****

- ****Similar Sounding Words:**** Students need to focus on differentiating words that sound similar but have different meanings. Exercises that focus on minimal pairs and context-based vocabulary training can help.
- ****Contextual Usage:**** Students should practice using vocabulary in context through sentence completion exercises, role-playing, and reading comprehension tasks.

****Kanji and Reading:****

- ****Kanji Selection and Reading:**** Emphasis on repeated practice with kanji compounds and their readings is necessary. Flashcards and kanji drills can be effective.
- ****Writing Practice:**** Regular kanji writing practice and quizzes on reading and writing kanji will help solidify students' skills.

****Grammar and Sentence Structure:****

- ****Particle Usage:**** Specific exercises focusing on particles and their correct usage should be integrated into lessons. Practice with fill-in-the-blank and sentence construction exercises will be beneficial.
- ****Verb Conjugation:**** Drills and exercises on verb forms, including plain, polite, and various tenses, should be conducted. Conjugation charts and frequent practice will aid retention.
- ****Comparative Structures:**** Lessons focusing on comparative and superlative structures, with ample practice sentences, should be provided.

Fig.4 Example of Detailed Report Based on Analysis and Summary

3. New Paper Folder

3.1 File Naming Format

Each file is named using the format: Student ID Test 1_new_report. Example: 1155159595 Test 1_new_report.

3.2 Content Description

In these files, 20 new multiple-choice questions are generated targeting similar grammar or vocabulary points to help students strengthen their understanding. The answers are attached at the end of each file. Figures 5 and 6 are examples of the new question-answer format.

Sure, here are 20 new practice questions designed to target similar grammar or vocabulary points for the Japanese Language Proficiency Test N4 level. Each question includes four different options, with only one correct answer.

1. かれは 宿題を () のに、お母さんに ほめられませんでした。
 1. しなかった
 2. した
 3. やった
 4. している
2. このりんごは () 、たべられません。
 1. あまい
 2. すっぱい
 3. たかい
 4. すごい
3. わたしは 日本に () つもりです。
 1. いく
 2. いきます
 3. いった
 4. いかない

Fig.5 Example of New Questions

****Answers:****

1. 2
2. 2
3. 1
4. 1
5. 2
6. 2
7. 1
8. 4
9. 1
10. 2
11. 2
12. 1
13. 1
14. 1
15. 3
16. 1
17. 1
18. 1
19. 3
20. 2

Fig.6 Example of the Answer

4. Final Instructions

Please review the contents of each folder carefully to ensure that the knowledge point analysis and the new questions meet your requirements (content, difficulty, relevance, etc.). If you have any suggestions or require further adjustments, feel free to contact us.