

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	3	1

Contact

Name: Minoru Shiraishi Nakane
 Email: Minoru.Shiraishi@uab.cat

Use of languages

Principal working language: (jpn)
 Some groups entirely in English: No
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: No

Teachers

Tomoko Umemoto

Prerequisites

In order to follow the class pace, the students must have assimilated contents studied in Language I, II, III and IV.

(Idioma III IIIIV)

Objectives and Contextualisation

- 1
- 2
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The objective of this course is to solve the problem of not being able to use knowledge acquired in basic Japanese courses in real conversations in Japanese.

1. The main objective is not acquiring grammatical knowledge, but using for real what the students know.
2. Each lesson is divided into 3 sections (from Step 1 to Step 3), whose organization lets the students to develop their abilities in the following order: (1) observation; (2) discovery; (3) comprehension; (4) production. Students have to take into account what they study and what they studied in every section.

Skills

- Apply knowledge of East Asian culture in order to be able to communicate.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Write texts in one of the languages of East Asia.

Learning outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Apply strategies towards acquiring knowledge of East Asian culture in order to be able to communicate.
7. Deal with interferences between the working languages.
8. Developing self-learning strategies.
9. Ensuring the quality of one's own work.
10. Identify the need to activate knowledge of East Asian culture in order to be able to communicate.
11. Integrate cultural knowledge to solve problems in communication.
12. Possess knowledge of East Asian culture in order to be able to communicate.
13. Produce oral texts for different contexts and for specific communicative purposes.
14. Produce oral texts that are appropriate to the context and linguistically correct.
15. Produce written texts for different contexts and for specific communicative purposes.
16. Produce written texts that are appropriate to the context and linguistically correct.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Solving problems of intercultural communication.
19. Understand the communicative intent and the meaning of oral texts from various different contexts.
20. Understand the communicative intent and the meaning of written texts from various different contexts.

Content

Course contents

Workshop

Workshop

Methodology

Each lesson will cover a certain topic. During the first phase, there will be asked some questions related to this topic, thus letting every student to speak freely in Japanese (answering, giving their opinion, suggesting other topics, etc.). After that, some dialog or text models will be presented by means of an audio to identify what lexical and grammatical elements are necessary to be able to talk about the chosen topic (oral comprehension). This phase is important, so every student must actively participate and try to express himself.

The second phase is focused on activities worked both in pairs-or in group-and individually. First of all, the teacher will explain essential aspects, such as grammar. Likewise, he will also briefly explain essential vocabulary to talk about chosen topic. Extra vocabulary will be also presented.

After that, students will be assigned oral comprehension and expression exercises in order to practice speaking about assigned topic in pairs or in group.

In this phase, students are expected to be able to identify the topic of discussion. They are also expected, on the one hand, to understand asked questions about the chosen topic and, on the other hand, to be understood in a conversation.

After practicing speaking, students will have to write a summary about the topics they talked about in pairs or in group.

Finally, students will have to write a composition related to the unit is topic-they will have to deliver a very short composition at the end of every section.

Likewise, at the end of every unit, students will also have to write a longer composition-whose objective is to verify if they could express themselves well enough when talking about the unit is topic by appropriately using learnt vocabulary and expressions.

As well as the above-mentioned essential steps, some reading comprehension exercises will also be done. These exercises will not be done during school hours and will have to be delivered-see (2). Supervised activities-. The objective of this activity is that students continue to be able to identify the main topic of a text and also that they get used to look for specific and expected information even if they do not understand the whole text.

At the end of every unit, an oral exam (exposition, interview, etc.) will take place-it is included in led activities hours (52.5 hours)-. Likewise, at the end of every unit, a vocabulary exam will be carried out, too-it is included in led activities hours-.

* It includes vocabulary and oral exams.

IMPORTANT:

We remind that, in this course, students are supposed to attend classes having previously done preparatory exercises, which will be assigned at the beginning of every section-*see (2). Supervised activities-.

Likewise, students have to thoroughly review contents learnt in previous courses (Japanese I, II, III and IV), since the class goes on basing on them.

The class won't be conducted in the lingua franca.

(2) Supervised activities (47.5 hours)

Supervised activities include tasks carried out by the student outside school hours. Initially, there are three kinds of them: preparatory exercises, composition writing, reading comprehension and more.

- Preparatory exercises: before beginning every lesson's section, students will have to do some preparatory exercises, which have to be downloaded from Campus Virtual and delivered at the beginning of the class.

- Composition writing: at the end of every section, students will be assigned a composition related to the unit's topic. Delivered compositions will be returned after having been corrected. Students will have to correct and deliver them again following the teacher's instructions. That is to say, they have to deliver them two times. Non-corrected compositions WILL NOT be evaluated.

- Reading: initially, reading will be done four times and it will be downloaded from Campus Virtual.

- Another activities: some extra-tasks will be assigned to students, if necessary.

Folder: Every student prepares a folder to save all the documents that can show his learning process and progress (e. g., deliveries, corrected exams, etc.). Since showing all the efforts done by every student is another folder's objective, students can deliver anything related with Japanese study on their own.

ATTENTION:

All of the above-mentioned exercises will have to be punctually delivered on the date assigned by the teacher. A delivery WILL NOT be accepted unless it is delivered on time.

(3) Independent study (50 hours)

(1) New contents preparation ("full preparation" realization, etc.); (2) looking for new vocabulary's meanings and studying new kanji; (3) composition writing; (4) reading comprehension exercises; (5) Another exercises (extra-tasks, review, etc.)

The students must take into account that they must dedicate a good number of hours to independently study and to minimally assimilate contents learnt in every class before the beginning of the following unit-It is very important to do so in order to keep the class pace.

1Step

StepStep3

Step2

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Evaluation activities	12.5	0.5	
New contents explanation	6.5	0.26	
Oral communication exercises	12	0.48	
Oral comprehension/expression	12	0.48	
Oral/Written grammar exercises	6.5	0.26	
Synthesis	3	0.12	
Type: Supervised			
Written exercises (comprehension/expression)	25	1	8
Written exercises (grammar)	22.5	0.9	8
Type: Autonomous			
Independent study	50	2	8

Evaluation

Assessment activities (92hours)

Presentation (oral, individual and in group expression).....	30%
Composition (written comprehension/expression exercises).....	30%
Kanji and vocabulary (written comprehension/expression exercises).....	30%
Folder (independent study).....	10%

Finally, assign an essay related to the topic of the lesson. Students must submit one fairly brief at the end of each Moreover assigned an essay longest end of each lesson. In addition to these basic steps , there will be some rea

These exercises will be held outside school hours and must be delivered (see (2). Supervised Activity) . At the e

there will be control oral (presentation , interview etc.) , which is included in the hours assigned to directed activit

Also, at the end of each lesson , there will be control of vocabulary (included in the hours allocated to activities d

- Composition writing: at the end of every section, students will be assigned a composition related to the unit is topic. Delivered compositions will be returned after having been corrected. Students will have to correct and deliver them again following the teacher's instructions. That is to say, they have to deliver them two times. Non-corrected compositions WILL NOT be evaluated.

- Folder: Every student prepares a folder to save all the documents that can show the his learning process and progress (e. g., deliveries, corrected exams, etc.). Since showing all the efforts done by every student is another folder's objective, students can deliver anything related with Japanese study on their own.

An exercice WILL NOT be accepted unless will be delivered on time.

For more information on the university policies pertaining to evaluations, see the document "Normativa acadèmica de la Universitat Autònoma de Barcelona" (p. 43, "Capítol II. Avaluació i qualificació"):

http://www.uab.cat/doc/TR_Normativa_Academica_Plans_Nous

More information:

<http://www.uab.cat/web/study-abroad/undergraduate/academic-information/evaluation/what-is-it-about-1345670077352.htm>

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Comprehension exercises / oral (Activity team)	30%	0	0	4, 2, 19, 8, 14, 13, 9
Comprehension exercises / Writing (redacción)	30%	0	0	1, 5, 3, 6, 20, 8, 10, 16, 15, 7, 12, 9
Exercises comprehension / vocabulary and writing kanji	30%	0	0	1, 5, 3, 6, 20, 8, 10, 11, 16, 15, 14, 7, 18, 17, 12, 9
Folder (independent study)	10%	0	0	1, 5, 3, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 9

Bibliography

Bibliography

Bibliography and web links

1. Textbook

Koyama, Satoru. JBridge To intermediate japanese. Tokyo: Bonjinsha, 2010. It has two CDs

2. Dictionaries

(1) Spanish-Japanese (Seiwa jiten, Editorial Enderle Book Co.,Ltd.)

For beginner-intermediate students. With roma-ji. It is available at the library.

Fundación Japón: Diccionario Básico japonés-español

For beginners. With hiragana and roma-ji. Easy examples. It is available at the library.

(2) Japanese-Spanish (Diccionario japonés-español, Hakusuisha)

Intermediate-advanced level. Entries written in hiragana. Examples written in Japanese without furigana. It is available at the library.

(Crown Diccionario japonés-español, Sansédô) Nivell intermedi - superior. Intermediate-advanced level. Entries written in hiragana. Examples written in Japanese without furigana. With a lot of visual information.

(3) English-Japanese

Sôtakusha: English-Japanese dictionary in Roma-ji. For beginner-intermediate students. With romaji. It is available at the library.

Kenkyûsha: Kenkyûsha's Furigana English-Japanese Dictionary. For beginner-intermediate students. With furigana. It is available at the library.

(4) Japanese-English

The Japan Foundation: Basic Japanese-English Dictionary. For beginner-intermediate students. It is available at the library.

(5) Kanji

Kôdansha International: The Kôdansha's Kanji Learner's Dictionary. It has 2230 entries. Bilingual: written in Japanese and English. For beginner-intermediate students.

NELSON, A.N. The Modern reader's Japanese-English character dictionary. Charles E. Tuttle Company. It has 7000 kanjis. Written in English. It is available at the library.

(6) On-line

Denshijisho <http://jisho.org/>

3. Reference and exercise books

(1) HIROSE, M. Effective Japanese Usage Guide. A Concise Explanation of Frequently Confused Words and Phrases. Kodansha.

Intermediate level. It is explained in English. With furigana (hiragana and romaji). Semantic differentiation. It has a lot of examples. It is available at the library.

(2) MAKINO, S.; TSUTSUI, M. A Dictionary of intermediate Japanese Grammar. The Japan Times. Intermediate level. English and Japanese. It has a lot example. It has not a beginner level. It is available at the library.

(3) Taishukan: Diccionari de l'usatge dels verbs bàsics de la llengua japonesa. Intermediate-high intermediate level. The most part of it is written in Japanese. Different uses of basic verbs are explained. It is available at the library.

(4) BERNABÉ, M. Japonés en viñetas. Norma Editorial, Barcelona, 1998.

It aims to let the students learn in an entertaining way by using cartoons. It has a lot of everyday and colloquial expressions. It also has exercises.

(5) MATSUURA, J. i PORTA, L. Nihongo, Japonés para hispanohablantes, Bunjô. Herder, Barcelona, 2000.

Grammar reference book written in Spanish. It is especially directed to Spanish-speaking students

(6) MATSUURA, J. i PORTA, L. Nihongo, Japonés para hispanohablantes, Renshû-chô. Herder, Barcelona, 2000. It is a complement of (5) with grammar exercises.

(7) NAKAZAWA, Y. Manual de japonés básico para hispanohablantes. Pearson Editorial Japan, Tokyo. 2008.

Book especially directed to Spanish-speakers, from beginners to the ones who have the former level 3 of Noken. Grammar explanations are written in Spanish. It has a lot of exercises. It is not available at the library, but it is available at Japonia (C/Déu i Mata, 152 Entlo.5^a, Barcelona) and Tokyo-ya (C/Girona, 119 Barcelona).

(8) KYOTO NIHONGO KYŌIKU SENTÂ. 205. Reference book for learning common expressions by means of images. They students understand different meanings depending on the situation. Meanings are explained in English, Chinese and Korean.

(9) SASAKI, H. 4 koma manga de oboeru nihongo. Iroiro tsukaeru kotoba wo oboeru hen. Ask. For intermediate students. Its design helps the student to learn vocabulary by means of comic strips.

4. Web pages of interest

(1) Exercicis de gramàtica

<http://www.n-lab.kir.jp/library/jishu/>

Dictionary form. Text written in Japanese.

(2) Vocabulary, conversation... exercises

<https://www.erin.ne.jp/jp/>

AJALT Online <http://www.ajalt.org/online/online.html>

"Real World Japanese" <http://www.ajalt.org/rwj>

Everyday conversations. Classified in 38 situations. Available in English

Cross word <http://www.ajalt.org/crossword/index.html> For reviewing vocabulary or spending time.