

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	2	2
2500244 East Asian Studies	OT	4	0

Contact

Name: Makiko Fukuda
 Email: Makiko.Fukuda@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

Prerequisites

In order to follow the class pace, the student must have assimilated contents learnt in Language I, II and III.

Objectives and Contextualisation

The objective of this course is, on the one hand, to consolidate basic linguistic competencies studied in Language I, II and III in order to be able to basically use them and, on the other hand, to go deeper in knowledge and understanding of Japanese language writing, and morphological, lexical, semantic and syntactic structure (equivalent to A2.1 level).

In order to do so, it is important to assimilate contents learnt during the previous courses (Language I, III and III): these contents will be taken for granted in order to continue learning during East Asian Studies' next years (A2.1; A2.2; B1 levels).

Skills

East Asian Studies

- 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

Grammar

Grammar contents will be based on the ones from Minna no Nihongo II textbook, from lessons 38 to 50:

Verb nominalization (-no);

Expressing reason (-te);

Expressing a try to do something (-temimasu);

Nominalise an interrogative sentence without an interrogative (-kadōka);

Nominalise an interrogative sentence with an interrogative (interrogative + ka);

Honorific form of giving verb -moraimasu (-itadakimasu);

Expressing in a respectful way that someone do the favour of doing something (-te itadakimasu, -te kudasaimasu);

Expressing that the sentence subject do something for someone;

Indicating objective or purpose (-noni, -tameni);

Indicating assumptions or speculation (-sôdesu);

Expressing actions that come to the place where the speakers is in the same moment (-tekimasu);

Expressing that the verb action is excessive (-sugimasu);

Expressing that something is easy/difficult to be carried out, expressing a high/low probability or frequency of a particular fact (-yasuidesu, -nikuidesu);

Expressing a state change, caused by someone's deliberated action (-kushimasu, -nishimasu);

Adjective adverbalization;

Showing a phase during time or an action's course (-tokorodesu);

Indicate that an action has been completed a little time ago (-tabakaridesu);

Expressing assumption or subjective hypothesis (-yôda);

Transmitting an information that has been heard or read (-sôdesu);

Causative form;

Honorific expressions;

Kanji

A total of 125 new kanji will be learnt.

Methodology

Basic follow-up:

Each lesson will be organized following the next three steps, in order to progressively develop the students' linguistic competence:

1. Introduction

The teachers will introduce new structures, learnt in each lesson. They will explain, too, the structures' functions in everyday situations and grammar contents. After that, basic and more mechanical exercises regarding grammar and structures will be done: doing so, the students will assimilate every lesson's grammatical content.

2. Practices

Advanced exercises will be carried out. These exercises will consist of oral comprehension (by means of audiovisual materials) and oral expression. During this second step, the students are expected to the following: on the one hand, to be able to understand some very easy questions and very short dialogues including structures learnt in each lesson; on the other hand, to be able to answer them using easy structures or affirmation.

3. Development

More advanced exercises will be carried out. These exercises will be based on the use, in particular situations, of structures or expressions learnt, and will consist of oral expression exercises, basically, dialogues between two people. The objective of this step is that the students practice learnt contents.

* The above-mentioned is the basic follow-up. However, it has to be taken in mind that, at the beginning of every lesson it will be carried out a vocabulary reviewing exam, and every three lessons there will be a grammar reviewing exam.

Educative activities are classified into four types: (1) Led activities; (2) Supervised activities; (3) Independent study and (4) evaluation activities (regarding (4), see "assessment criteria" paragraph).

(1) Led activities (75 hours)*

A 25% (75 hours) of the course's 300 hours will be used for led activities: essential aspects of each lesson's contents will be explained and they will be carried out different types of exercises: a) oral/ written grammar, b) oral comprehension, c) oral communication and d) activities.

a) Grammar

In class, teachers will explain morphological, syntactic, semantic and pragmatic structures. Students are supposed to have previously read grammatical directions, essential to follow the class pace. Textbook's most basic exercises will also be done.

At the end of every lesson, students will do review homework and they will have to deliver them. Review homework will be returned, individually corrected.

b) Oral comprehension

Class will be essentially in Japanese, so listening and understanding the teachers' basic directions and frequently used expressions also is part of oral comprehension activities.

Regarding specific oral comprehension exercises, they will be based on audio or audiovisual materials, letting the student to practice word comprehension (vocabulary reviewing exams will consist of filling short sentences' gaps with the word they have heard), as well as understanding sentences and the most essential aspects of the conversation or the text.

c) Oral communication

Oral communication exercises will be assigned in class and will be usually based on each lesson's contents (however, occasionally, it would not be the case). First, simple questions will be asked. These questions will need simple affirmative or negative answers, so the students will practice simple, affirmative or negative answers. In addition to these very basic exercises, more advanced exercises will be carried out.

d) Activities

In order to use learnt contents, some activities will occasionally be carried out.

* A 5% (15 hours) will be used for reviewing exams (4 regarding grammar, 6 regarding kanji, 12 regarding vocabulary), which will be carried out during class.

(2) Supervised activities (60 hours)

Supervised activities include all the tasks done by the students outside the teaching hour. Activities are classified into four types: grammar, oral comprehension, written comprehension and written expression.

At the end of each lesson, grammatical exercises will be assigned and every three lessons, comprehension and expression exercises will be carried out. A total of 15 hours will be employed for each type of exercise. All these exercises will have to be delivered to the teachers in the designed date. **These exercises won't be accepted unless they are delivered at the designated date.**

(3) Independent study (150 hours)

150 hours (a 50% of the total of the course's hours) will be dedicated to independent study-new contents preparation (attentively reading directions, new vocabulary searching, etc.), exercises and content reviewing.

In addition to that, kanji study is also included in independent study. However, occasionally, if it is necessary, some time will be dedicated to some kanjis which need more explanations. We work basing on Basic Kanji Book vol. 2.

Regarding vocabulary, it is also included in independent study-students will have to study new vocabulary before the beginning of every lesson and it is a part of new content preparation. If it is necessary, some time will occasionally be dedicated to explain new vocabulary. There will be a reviewing exam at the beginning of every lesson (see "assessment criteria" paragraph).

It is very important to the students to take into account that they will have to dedicate a good number of hours to independently work in order to assimilate content learnt in each class before the following lesson begins and in order to follow the class pace, too.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Oral communication exercises	15	0.6	1, 4, 3, 2, 6, 20, 19, 10, 11, 14, 13, 7, 18, 17, 12

Oral comprehension	10	0.4	1, 4, 2, 6, 20, 10, 11, 18, 12
Oral expression	5	0.2	1, 2, 10, 11, 14, 13, 12
Oral/Written grammatical exercises	15	0.6	1, 5, 20, 7
Theory (new content explanation)	30	1.2	1
Type: Supervised			
Oral comprehension exercises	10	0.4	1, 6, 20, 19, 10, 11, 17, 12
Reading comprehension exercises	17	0.68	1, 5, 20, 19, 8
Written expression exercises	18	0.72	1, 3, 8, 10, 11, 16, 15, 7, 12
Written grammatical exercises	15	0.6	1, 8
Type: Autonomous			
Independent study	150	6	8

Evaluation

(4) Assessment activities

Assessment activities (75 hours in total) consist of reviewing exams and task delivering, and they will form part of the final note. *

The above-mentioned objectives will be achieved and evaluated by means of the following activities:

* The hours are already indicated in Supervised activities.

1. Kanji

New kanji concept, graphic structure and pronunciations (readings) will be explained. Exercises are included in Autonomous study. Six reviewing exams (every two lessons) will be carried out during the semester in order to verify if the students are able to identify, read and write new learnt kanji.

2. Vocabulary

Students will have to learn new vocabulary before students will have to study new vocabulary before the beginning of every lesson (this is included in New content preparation). Occasionally, if it is necessary, some time will be dedicated in class to explain related vocabulary and synonyms/antonyms of new vocabulary. At the beginning of every lesson, an oral comprehension reviewing exam will be carried out (see 4).

3. Grammar

Morphological, syntactic, semantic and pragmatic structures will be explained by the teachers. The students are supposed to have read essential grammatical directions in order to keep the class pace. They will also be carried out textbook's most basic exercises. At the end of every lesson, students will do reviewing homework and they will have to deliver them. Homework will be returned individually corrected.

Four reviewing exams (every three lessons) will be done in order to verify if the students have assimilated learnt lessons' grammatical content.

4. Oral/Written comprehension

Oral comprehension exercises will be done in order to verify if the students are able to understand dialogues' words, sentences and the most essential parts. For this reason...

- Vocabulary reviewing exams will be done-students will have to fill some short sentences' gaps with the word they have heard in order to practice word comprehension.
- Textbook-based exercises will be assigned during the class in order to verify if the students are able to understand dialogues' sentences and/or the most essential parts. Students will have to deliver their answers, which will be returned corrected.

Regarding written comprehension, there will be four exercises during the semester-they will consist of 400-800 letter texts. These exercises consist of small, written expression exercises regarding the text in question's subject.

5. Oral communication

Oral communication exercises will be assigned in class and will be usually based on each lesson's contents.

6. Learning portfolio

In the middle and in the end of the semester, students will have to deliver all reviewing exams and exercises done until then, along with a self-evaluation and a little report about their learning of the Japanese language.

Reviewing exams (grammar, kanji and vocabulary): 70%

Exercises (grammar, oral/written comprehension, written expression, oral communication): 26%

Portfolio: 4%

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
Grammar exercises	10	0	0	1, 8
Grammar reviewing exams	40	10	0.4	1, 8
Kanji reviewing exams	15	3	0.12	8
Learning portfolio	5	0	0	8, 9
Reading comprehension exercises	7	0	0	1, 5, 4, 6, 20, 19, 10, 11, 18, 17, 12
Reading expression exercises	8	0	0	1, 3, 2, 8, 16, 15, 14, 13, 7
Vocabulary reviewing exams	15	2	0.08	1, 8, 12

Bibliography

1. Textbooks

Minna no nihongo shokyū II, 3A Network, Tòquio 1998.

Basic Kanji Book vol.2. Bonjinsha, Tòquio 1990.

2. Dictionaries

(1) Spanish-Japanese

Editorial Enderle Book Co.,Ltd.: Seiwa Jiten

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

Fundación Japón: Diccionario Básico japonés-español

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

(2) Japanese-Spanish

Hakusuisha: Diccionario japonés-español, Hakusuisha

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

Sansêdô: Crown Diccionario japonés-español

Intermediate-advanced level. Entries are written in hiragana. Examples are written in Japanese without furigana. With a lot of visual information.

(3) Catalan-Japanese/Japanese-Catalan

Diccionari basic Català-japonès japonès-català. Diccionaris Enciclopèdia Catalana.

Intermediate level. It is available at the library.

(4) English-Japanese

Sôtakusha: English-Japanese dictionary in Roma-ji

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

Kenkyûsha: Kenkyûsha's Furigana English-Japanese Dictionary

For beginners-intermediate students. With furigana. It is available at the library.

(5) Japanese-English

The Japan Foundation: Basic Japanese-English Dictionary

For beginners-intermediate students. It is available at the library.

(6) Kanji

Kôdansha International: The Kôdansha's Kanji Learner's Dictionary.

It includes 2. 230 entries. It is bilingual in Japanese and English. For beginners-intermediate students.

NELSON, A.N. The Modern reader's Japanese-English character dictionary. Charles E. Tuttle Company.

It includes 7.000 kanjis. It is written in English. It is available at the library.

(7) Online dictionaries

- Denshi Jisho URL: jisho.org

To search words (japanese or English), kanji, or various types of phrases

- Jigen.net URL: jigen.net

To search information such as pronunciation, el radical, the number of strokes, composition etc.

- Japanese Learner's Dictionary URL: <http://dictionary.j-cat.org/JtoE/index.php>

It includes 230.000 words. It has voice recognition.

- OJAD (Online Japanese Accent Dictionary) URL: <http://www.gavo.t.u-tokyo.ac.jp/ojad/>

Dictionary of accent. It covers all the lessons of Minna no Nihongo I and II.

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 written in English. With furigana (hiragana and romaji). Semantic distinction. With 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. With a lot of examples. It doesn't include a beginner level. It is available at the library.

(3) Taishukan: Diccionari de l'usatge dels verbs bàsics de la llengua japonesa

Intermediate-advanced intermediate level. Most of it is written in Japanese. Basic verb different uses 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, Bupô. 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, Tòquio. 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 KYÔIKU SENTÂ. E de wakaru nihongo bamen betsu hyogen 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) Grammar exercises

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

form, form, form and dictionary form exercises. Written in Japanese.

(2) Different exercises

- Nihongoe-na <http://nihongo-e-na.com/jpn/>

It includes links to different Japanese language learning web pages. Written in Japanese.

- Marugoto Plus <https://marugotoweb.jp/>

A page where you can learn grammar, conversation, oral comprehension, kanji, vocabulary etc. Based on Marugoto, the official text book of Japan Foundation. Available in Japanese, English and Spanish.

- Erin ga chōsen! Nihongo dekimasu <https://www.erin.ne.jp/jp/>

Another Japan Foundation's page where you can learn conversation, grammar, vocabulary based on the videos which describe the daily life of a girl who has come to Japan to study Japanese. Available in Japanese, English and Spanish.

(3) 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.

- Japanese in Anime&Manga <http://anime-manga.jp/>

If you like anime or manga, It is an entertaining tool.

(4) Eina per a la comprensió lectora

- <http://language.tiu.ac.jp/>

It has dictionaries (Japanese-Japanese; Japanese-English) and tools which verify vocabulary and kanji level.

- Japanese Learners' Dictionary (<http://dictionary.j-cat.org/JtoE/index.php>)

Online dictionary. Japanese to English, English to Japanese.

- Denshi jisho (<http://jisho.org/>)

Online dictionary for searching words, kanji and sentence examples. Available in English.

(5) Noken

- FTI (Faculty of Translation and Interpreting) <http://www.fti.uab.es/noken/>

Information about Noken. Written in Japanese and Spanish.

- Japan Foundation <http://momo.jpfc.go.jp/jlpt/home.html>

Information about Noken. Written in Japanese and English.

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