

| Degree | Type | Year | Semester |
|----------------------------|------|------|----------|
| 2500244 East Asian Studies | OB | 2 | 1 |
| 2500244 East Asian Studies | OT | 4 | 0 |

Contact

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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 and Language II.

Objectives and Contextualisation

The objective of this course is, on the one hand, to consolidate basic linguistic competencies studied in Language I and II in order to be able to 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 and II): 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 26 to 37:

Asking for more information, asking for or giving detailed explanations, asking for advices or directions (-ndesu, -ndesuga);

Potential form;

Contrast particle "wa"

Showing two actions done simultaneously (-nagara);

Habits (-teimasu);

Giving different reasons (-shi, -shi...);

Describing a state (-teimasu);

Showing the end of an action and expressing regret (--teshimaimashita);

Expressing that something is done beforehand or that it's in progress. Expressing that something is left in the same state it was when it was found (-teokimasu);

Expressing that certain action is done and it continues in the same condition (-tearimasu);

Transitive and intransitive verbs;

Intention (-u, -utoomotteimasu, -tsumoridesu);

Inviting, proposing an activity (-u);

Advising (-tahôga iidesshô);

Expressing assumption (-deshô, -kamoshiremasen);

Imperative and prohibition;

Quoting (-toiimasu, -toyomimasu, -tokaitearimasu, -toitteimashita);

Directions (-no tōrini);

Expressing a sequence of actions (-te, -atode);

Indicating that a subject ends an action without doing another action;

Conditional (-ba, -nara);

Expressing change of habits, abilities, situation and attitude (-yōni narimashita, -nakunarimashita);

Expressing objectives, purposes (-yōni);

Showing efforts that the subject of the action seeks to do in a continuous and regular basis (-yōnishiteimasu);

Passive.

Kanji

A total of new 125 kanji will be learnt.

Methodology

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

During 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 carried out in Japanese (with the exception of complex and abstract contents, like grammar explanations), so listening and understanding the teachers' basic directions and frequently used expressions are also a 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 revision 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 expression

During class, everyday life's usual situations will be practiced, e. g., explaining reasons, expressing assumptions or hypothesis about a particular fact, telling something we have heard or read, etc.

d) Oral communication

Oral communication exercises will be assigned in class and they will be usually based on each lesson's contents (however, occasionally, it would not be the case). 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 revision exams (4 regarding grammar, 6 regarding kanji, 6 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. During the semester, there will be three written comprehension and expression exercises, which will have to be delivered to the teachers in the designed date. These exercises will not 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's 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 revision 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 | | | |
| Activities | 5 | 0.2 | |
| Oral comprehension | 10 | 0.4 | |
| Oral communication exercises | 15 | 0.6 | |
| Oral/written grammatical exercises | 15 | 0.6 | |
| Theory (new content explanation) | 30 | 1.2 | |
| Type: Supervised | | | |
| Oral comprehension exercises | 10 | 0.4 | |
| Reading comprehension exercises | 17 | 0.68 | |
| Written expression exercises | 18 | 0.72 | |
| Written grammar exercises | 15 | 0.6 | |

Type: Autonomous

| | | | |
|-------------------|-----|---|---|
| Independent study | 150 | 6 | 8 |
|-------------------|-----|---|---|

Evaluation

Assessment criteria

(4) Assessment activities

Assessment activities (75 hours in total) consist of revision 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. Twelve revision exams 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 revision 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 revision homework and they will have to deliver them. Homework will be returned individually corrected.

Four revision 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 revision 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 homework in order to verify if the students are able to understand dialogues' sentences and/or the most essential parts. Students will have to do homework and deliver their answers, which will be returned corrected.

Regarding written comprehension, there will be two exercises during the semester-they will consist of 350-600 letter texts in order to practice. These exercises consist of small, written expression exercises regarding the text in question's subject.

5. Activities

There will be carried out some activities in order to apply learnt knowledge for real purposes.

Evaluation system is as follows:

Revision exams (grammar, kanji, vocabulary and oral communication): 70%

Exercises (grammar, oral/written comprehension, written expression): 25%

Activities: 5%

Warning:

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

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|---------------------------------|-----------|-------|------|------------------------------------|
| Activities | 5% | 0 | 0 | 9 |
| Grammar exercises | 10% | 0 | 0 | 1, 3, 16, 14, 7, 9 |
| Grammar revision exams | 40% | 10 | 0.4 | 1, 3, 16, 15, 14, 7, 9 |
| Kanji revision exams | 15% | 3 | 0.12 | 5, 8 |
| Reading comprehension exercises | 7% | 0 | 0 | 5, 6, 20, 8, 10, 18, 17, 9 |
| Vocabulary revision exams | 15% | 2 | 0.08 | 1, 4, 3, 2, 19, 15, 14, 13 |
| Written expression exercises | 8% | 0 | 0 | 1, 3, 10, 11, 16, 15, 7, 18, 12, 9 |

Bibliography

1. Textbooks

Minna no nihongo shokyû II, 3A Network, Tokyo 1998.

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

2. Dictionaries

(1) Spanish-Japanese

(Seiwa jiten, Editorial Enderle Book Co.,Ltd.)

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

Fundación Japón: Diccionario Básico japonés-español

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

(2) Japanese-Spanish

(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.

(Crown Diccionario japonés-español, Sansêdô)

Intermediate-advanced level. Entries are written in hiragana. Examples are It is written in Japanese without furigana. It has 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

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

Kenkyûsha: Kenkyûsha's Furigana English-Japanese Dictionary

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

(5) Japanese-English

The Japan Foundation: Basic Japanese-English Dictionary

It is directed to 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. It is directed to 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.

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 does not include a beginner level. It's 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 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, Bupnô. 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's 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. 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.

It is directed to intermediate students. Its design helps the student to learn vocabulary by means of comic strips.

4. Web pages of interest

(1) Grammar exercises

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

form, form, form and dictionary form exercises. It is written in Japanese.

(2) Different exercises

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

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

(3) Vocabulary, conversation, grammar... exercises

- <https://www.erin.ne.jp/jp/>
- AJALT Online <http://www.ajalt.org/online/online.html>
- "Real World Japanese" <http://www.ajalt.org/rwj>
- Marugoto plus Japanese learning <http://marugotoweb.jp/>
- Marugoto-no-kotoba Marugoto Words <http://words.marugotoweb.jp/>

Everyday conversations. It is classified in 38 situations. It is 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. It is available in English.

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

(5) Noken

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

Information about Noken. It is written in Japanese and Spanish.

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

Information about Noken. It is written in Japanese and English.