UAB
Universitat Autònoma de Barcelona

Foreign language C for translators and interpreters 1 (Japanese)

Code: 101471
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	1
2500249 Translation and Interpreting	OT	4	0

Contact

Name: Maria Elena Hernandez Garcia

Email: Elena.Hernandez@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: Yes

Teachers

Sandra Ruiz Morilla

Prerequisites

None.

Objectives and Contextualisation

The role of this subject is to start learning the basics of the C language in order to prepare the student for direct translation.

At the end of the term, the student should be able to:

- Use the graphic system and basic vocabulary and to understand basic written structures related with the current environment.
- Regcognise the graphic system and basic vocabulary and to understand basic written structures related with the current environment.

Competences

Translation and Interpreting
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending information of short and simple written texts about subjects related to the immediate environment.
13. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
14. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
15. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
16. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
17. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
18. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
21. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
22. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
23. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.

24. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
25. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
26. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
29. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
32. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
33. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
34. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
35. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
43. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
47. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.

48. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
49. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

We will start by the foundations of reading and writing, that is, hiragana, katakana and kanji.

We will be able to correctly use both sillabaries and approximately the first 50 kanji.

In terms of grammar, we will start by learning basic structures, time expressions (today, tomorrow, morning, afternoon, the time, etc.), by identifying and locating objects or people

and basic urban equipments (hospital, library, school) and by learning how to use adjectives.

Once we are able to use the most basic structures, we will progress into more complex structures and Japanese-specific concepts such as counters.

In terms of pronunciation, we will make more complex sounds (long vowels, small tsu, etc.) and intonation a priority.

We will introduce basic cultural concepts in order to make exchange students' lives in Japan easier.

Methodology

The goals of this subject shall be achieved through the following activities:

1. In-classroom activities:

- Explanation of grammar structures.
- Practice of basic grammar structures.

1. Communicating by responding to basic grammar structures.
2. Explanation of cultural aspects by using the conversation in the textbook.
3. Listening to the textbook's listening activities (using either audios or visual materials).
4. Explanation of kanji and vocabulary.
5. Reading the conversation and grammar structures.
6. Kanji, vocabulary and grammar tests.
7. Role-plays based on the situation in the conversation.
8. Presentation.

2. Supervised activities

1. Compositions.
2. Translating the conversation.
3. Summarising the conversation.

3. Autonomous activities

1. Practicing grammar structures by using the workbook.
2. Practicing listening skills by using additional readings.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Communicative exercises (written/oral)	10	0.4	5, 6, 7, 1, 34, 35, 33, 32, 36, 27, 12, 16, 15, 14, 13, 11, 46
Grammar exercises (written/oral)	15	0.6	3, 1, 2, 26, 22, 23, 24, 25, 27, 49, 45, 47, 48, 44, 50
Introducing materials	15	0.6	1, 37, 27, 46
Listening comprehension	2.5	0.1	1, 17, 21, 18, 19, 20, 40, 41
Oral production	2.5	0.1	1, 17, 21, 18, 19, 20, 40, 43, 42, 38, 39
Usage of audiovisual materials	5	0.2	1, 29, 30, 31, 28, 27, 9
Written comprehension (hiragana, katakana, kanjis)	2.5	0.1	37, 27, 17, 21, 18, 19, 20, 46, 40, 41
Type: Supervised			
Compositions	5	0.2	2, 4, 26, 22, 23, 24, 25, 27, 15, 46
Readings	5	0.2	1, 12, 16, 15, 14
Written exercises	5	0.2	5, 7, 6, 1, 37, 29, 30, 31, 28, 27, 10, 9, 8, 46
Type: Autonomous			
Individual study	150	6	4, 1, 3, 37, 27, 46

Assessment

Remark: Information about asessment, the kind of assessment and its weigh within the subject is given for guidance.

The lecturer in charge of the subject shall confirm it at the beginning of the term.

In case that the student cannot take a test on a particular date, he/she should tell the lecturer in advance and set a new date.

The homework to be assessed must be turned in time or shall not be accepted.

"Non-assessable" : A student who has not taken 66,6% of the assessable tests shall be considered non-assessable.

In the event of irregularities (plagiarism, cheating, taking another student's test, etc.) in an assessed activity, it will be marked 0.

In case irregularities persist, the whole subject shall be marked 0.

The student shall not be able to resit assessed activities in which irregularities have taken place.

The final grade shall be the addition of the following:

-45% of tests based on the contents of the textbook

-35% of hiragana, katakana and kanji tests

-10% of homework

-10% of oral expression activities (presentation)

At the time of publishing the final grade, the lecturer shall set a date and time for revision. Such revision shall be agreed by the lecturer and the student.

Having the right to resit an exam depends on the following requirements:

1) Having a final grade between 3.5 and 4.9

2) Having taken/turned in tests or assessable activities equivalent to 66,5% of the weigh of the subject.

The resit exam shall not be a final exam of all contents, but only of those in which the lecturer considers the student to be worst at.

At the time of publishing the final grade, the lecturer shall set a procedure for resit.

The lecturer may decide to prepare a resit test for each individual failed test or to put several together in one test.

In case of resitting a test, the student can get a maximum grade of 5.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar tests (3-4)	45	3	0.12	5, 6, 7, 2, 3, 4, 1, 37, 34, 35, 33, 32, 36, 29, 30, 31, 28, 26, 22, 23, 24, 25, 27, 17, 21, 18, 19, 20, 12, 16, 15, 14, 13, 10, 9, 8, 11, 46, 49, 45, 47, 48, 44, 40, 43, 41, 42, 38, 39, 50
Hiragana, katakana, kanji and vocabulary tests	35	1.5	0.06	6, 7, 2, 1, 3, 4, 37, 34, 29, 28, 23, 25, 27, 17, 21, 18, 20, 12, 15, 14, 13, 48
Homework	10	1.5	0.06	2, 1, 4, 34, 35, 32, 26, 15, 14
Oral production	10	1.5	0.06	5, 6, 7, 29, 30, 31, 28, 17, 21, 18, 19, 20, 10, 9, 8, 11, 40, 43, 41, 42, 38, 39

Bibliography

Text

Shokyû Nihongo, Universitat d'Estudis Estrangers de Tòquio, Sanseido, Tòquio, 1990.

1. Diccionario japonés-español, Takahashi Masatake (ed.), Hakusuisha, Tokio, 1980. 68.370 entrades.
2. Diccionario español - japonés, Kuwana Kazuhiro ***et al***., Shogakkan, Tokio, 1991. Aproximadament 70.000 entrades.
3. ***A Dictionary of Basic Japanese Grammar***, The Japan Times, Tokio, 1986. Diccionari de gramàtica amb explicacions en anglès.
4. ***Kanji no michi***, Bonjinsha, Tokio, 1990. Material d'autoestudide kanji. Conté un quadern d'exercicis i un senzill diccionari de kanji.
5. ***Kanji& Kana***, Wolfgang Hadamitzky y Mark Span, Charles E. Tuttle, Tokio, 1997. Diccionari de kanji en anglès.

1. Diccionaris de kanji bàsics i d'ús comú a les assignatures de japonès del Grau:

2. HADAMITZKY, W.; SPAHN, M. *Kanji & Kana: a Handbook of the Japanese Writing System*. Tokio: Tuttle.
3. Language Library, 1997.
4. Diccionaris de kanji de consulta:
5. NELSON, A. N. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Tokio: Tuttle, 1974.
6. HALPERN, J. *New Japanese-English character dictionary*. Tokio: Kenkyusha, 1990.
7. Diccionari japonès/espanyol:
8. MIYAGI, N.; CONTRERAS, E. *Diccionario japonés-español*. Tokio: Hakusuisha, 1979.
9. Diccionari de qüestions gramaticals de nivell bàsic:
10. SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Basic Japanese Grammar*. Tokio: The Japan Times, 1995.
11. Diccionari de qüestions gramaticals de nivell avançat:
12. SEICHI, M.; TSUTSUI, M.A. *A Dictionary of IntermediateJapanese Grammar*. Tokio: The Japan Times, 1995.
13. Diccionaris de lengua catalana:
14. AA.DD. *Diccionari de la llengua catalana*. 4a. Ed. Barcelona:Enciclopèdia Catalana, 1998.
15. ALCOVER, Antoni; MOLL, Francesc de B. Diccionari català-valencià-balear. Palma de Mallorca: Moll, 1988.
16. COROMINES, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

Links

1. http://www.rikai.com : pàgina que permet llegir textos amb l'ajuda d'una lectura de logogrames en format electrònic i pàgines web en japonès.
2. http://members.aol.com/writejapan/: pàgines per a practicar les lectures dels logogrames kanji.
3. http://www.studystack.com/Japanese
4. http://www.kotoba.ne.jp/ : llistes de pàgines per a la traducció.

Text

Shokyû Nihongo, Universitat d'Estudis Estrangers de Tòquio, Sanseido, Tòquio, 1990.

1. Diccionario japonés-español, Takahashi Masatake (ed.), Hakusuisha, Tokio, 1980. 68.370 entrades.
2. Diccionario español - japonés, Kuwana Kazuhiro **et al**., Shogakkan, Tokio, 1991. Aproximadament 70.000 entrades.
3. ***A Dictionary of Basic Japanese Grammar***, The Japan Times, Tokio, 1986. Diccionari de gramàtica amb explicacions en anglès.
4. ***Kanji no michi***, Bonjinsha, Tokio, 1990. Material d'autoestudide kanji. Conté un quadern d'exercicis i un senzill diccionari de kanji.
5. ***Kanji& Kana***, Wolfgang Hadamitzky y Mark Span, Charles E. Tuttle, Tokio, 1997. Diccionari de kanji en anglès.

1. Diccionaris de kanji bàsics i d'ús comú a les assignatures de japonès del Grau:
2. HADAMITZKY, W.; SPAHN, M. *Kanji & Kana: a Handbook of the Japanese Writing System*. Tokio: Tuttle.
3. Language Library, 1997.
4. Diccionaris de kanji de consulta:
5. NELSON, A. N. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Tokio: Tuttle, 1974.
6. HALPERN, J. *New Japanese-English character dictionary*. Tokio: Kenkyusha, 1990.
7. Diccionari japonès/espanyol:
8. MIYAGI, N.; CONTRERAS, E. *Diccionario japonés-español*. Tokio: Hakusuisha, 1979.
9. Diccionari de qüestions gramaticals de nivell bàsic:
10. SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Basic Japanese Grammar*. Tokio: The Japan Times, 1995.
11. Diccionari de qüestions gramaticals de nivell avançat:
12. SEICHI, M.; TSUTSUI, M.A. *A Dictionary of IntermediateJapanese Grammar*. Tokio: The Japan Times, 1995.
13. Diccionaris de lengua catalana:

14. AA.DD. *Diccionari de la llengua catalana*. 4a. Ed. Barcelona:Enciclopèdia Catalana, 1998.
15. ALCOVER, Antoni; MOLL, Francesc de B. Diccionari català-valencià-balear. Palma de Mallorca: Moll, 1988.
16. COROMINES, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

Links

1. http://www.rikai.com : pàgina que permet llegir textos amb l'ajuda d'una lectura de logogrames en format electrònic i pàgines web en japonès.
2. http://members.aol.com/writejapan/: pàgines per a practicar les lectures dels logogrames kanji.
3. http://www.studystack.com/Japanese
4. http://www.kotoba.ne.jp/ : llistes de pàgines per a la traducció.