UAB
Universitat Autònoma de Barcelona

Foreign language C for translators and interpreters 2 (Japanese)

Code: 101462
ECTS Credits: 9

2024/2025

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

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Teachers

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Teaching groups languages

Prerequisites

This subject is the continuation of Foreign language C for Translators and Interpreters 1 (Japanese), so at the beginning of the course students should be able to:

- Recognise the writing system, elementary vocabulary and understand basic written expressions related to everyday situations. (CEFR-FTI A1.1)
- Use the writing system and elementary vocabulary to write simple texts related to everyday situations. (CEFR-FTI A1.1)

Objectives and Contextualisation

The purpose of this subject is to consolidate the students' basic language competences in Foreign Language C (Japanese) to prepare them for direct translation.

On successfully completing the course, students should be able to:

- Understand short and simple written texts about topics related to everyday situations. (CEFR-FTI A1.2)
- Write very short and simple texts on topics related to everyday situations. (CEFR-FTI A1.2)
- Recognise the basic phonological and lexical system, and understand elementary spoken Japanese expressions related to everyday situations. (CEFR-FTI A1.1)

- Use the phonological and lexical system and reproduce elementary spoken expressions in Japanese related to everyday situations. (CEFR-FTI A1.1)

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

The contents that must be achieved by the end of the subject are those presented in lessons 8, 9, 10, 11, 12, 13, 14 and 15 of the book *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo.

Phonological and graphic:

Pronunciation and distinction of the phonemes and syllables of standard Japanese.

Basic principles of writing: identification of character structure, breaking them down into different parts (radicals, phonetic parts), identification of stroke order, stroke number and stroke types, etc.

Use and comprehension of about 400 new words.

Lexicomorphological:

Familiarization with about 30 frequently used radicals.

Writing and recognising about 140 new characters, which together with those learned in Language C for Translators and Interpreters C1 (Japanese), amount to a total of 200 (reading and writing).

Grammatical:

- で し ょ う form / The imperative (- て く だ さ い) / Expressing states or habits (- て い ま す) / Indirect speech and quotations (と) / Temporary expressions (- て か ら, - た あ と で, - ま え, - と き) / Expressing orders (- て も い い, - な さ い) / Expressing consecutive activities (- た り - た り) / Expressing permission, obligation, prohibition and non-necessity (- て も い い, - て は い け ま せ ん, - て は だ め で す, - な く て も い で す) / Expressing tastes, hobbies, abilities, desires or hopes (す き · き ら い, じ ょ う ず · へ た, - と お も い ま す, - た い, ほ し い).

Communicative and socio-cultural

Expressing cause-related relationships - consequence

Introducing oneself (name, nationality, age)

Talking about one's family

Talking about one's studies

Asking about who, how, when and why

Inviting / suggesting someone to do something

Asking or ordering someone to do something

Asking and explaining how to go somewhere

Asking and explaining where a particular thing is located

Expressing actions in a perfect and continuous way

Expressing actions in the present and the future

Expressing a past experience

Expressing the duration or moment in which an action takes place

Expressing tastes or preferences

Encyclopedic and instrumental

Basic general knowledge about how the Japanese language works.

Introductory knowledge of certain aspects of Japanese culture directly or indirectly related to the language.

Knowing how to search in a dictionary.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral comprehension and oral interaction activities	20	0.8	5, 17, 29, 40
Oral expositions by the teacher	30	1.2	1
Reading comprehension activities	18	0.72	1, 12, 34
Written production activities	10	0.4	1, 23, 47
Type: Supervised			
Supervision and review of oral and written activities	12	0.48	1, 5, 17, 40, 47
Supervision and revision of grammar and lexical exercises	12	0.48	1
Type: Autonomous			
Preparation of grammar and lexical exercises	40	1.6	1
Preparation of oral and written production activities	40	1.6	17, 23, 40, 47

Preparation of reading comprehension activities	30	1.2		1, 12, 34

Learning activities are organised into three categories based on the degree of student autonomy involved:

- Directed activities: carried out according to a set timetable and in the presence of a lecturer.
- Supervised activities: carried out under the supervision of a lecturer or tutor.
- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

The subject will focus on working through the textbook *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo. The contents will be acquired from the vocabulary and kanji (ideograms) tests done in class; the analysis and the conceptualization of the new grammatical structures; reading, understanding and reformulation of dialogues, and carrying out complementary activities and specific reinforcement exercises in each lesson (writing, grammar exercises, etc.).

Given the contents and structuring of the subject, it is important for the student to attend class regularly and it is essential to regularly dedicate time each week to preparing new material, doing the exercises and revising the subject matter. This dedication on the part of the student is necessary to ensure good progress in the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammatical knowledge assessment activities	40	6	0.24	1, 2, 3, 4, 13, 14, 15, 16, 32, 33, 34, 35, 36, 37
Lexical knowledge assessment activities	25	3	0.12	1, 5, 12, 29
Oral comprehension assessment activities	5	0.5	0.02	6, 7, 8, 9, 10, 11, 28, 30, 31
Oral production assessment activities	5	0.5	0.02	5, 6, 7, 17, 18, 19, 20, 21, 38, 39, 40, 41, 42, 43
Written production assessment activities	25	3	0.12	1, 2, 3, 4, 22, 23, 24, 25, 26, 27, 44, 45, 46, 47, 48, 49, 50

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

Review

When publishing final grades prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two-thirds) of the final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a grade of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from retake activities.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the followingpercentages:

- Grammar and vocabulary test: 50%.
- Syllabus and kanji test: 25%.
- Writing test/essay: 12.5%.
- Speaking test: 12.5%.

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

Bibliography

Textbook webpage

- http://jplang.tufs.ac.jp/account/login

Electronic dictionaries

- www.jisho.org

Learning kanji

- http://www.speedanki.com
- http://www.kanjiclinic.com
- http://www.jlpt-kanji.com
- http://kanjialive.uchicago.edu/
- http://japanese-kanji.com
- http://dartmouth.edu/~kanji/

General resources on Japanese language

- http://www.nihongoresources.com/
- http://www.jgram.org/
- http://www.hiraganatimes.com
- http://www.rikai.com
- http://www.csse.monash.edu.au/~jwb/wwwjdic.html

Software

No specific software required.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Japanese	second semester	morning-mixed