

Degree	Type	Year
2500244 East Asian Studies	OB	3

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

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

## Objectives and Contextualisation

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.

## Competences

- 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

*Minna no nihongo chukyu I*, lessons 1 to 5:

#### - Lesson 1

Oral expression and oral comprehension: お願いがあるんですが。

Written expression and written comprehension: 量

#### - Lesson 2

Oral expression and oral comprehension: 何のことですか。

Written expression and written comprehension: 外来語

#### - Lesson 3

Oral expression and oral comprehension: 遅れそうなんです。

Written expression and written comprehension: 時間よ、止まれ。

#### - Lesson 4

Oral expression and oral comprehension: 伝言お願いできますか。

Written expression and written comprehension: 電話嫌い

#### - Lesson 5

Oral expression and oral comprehension: どう行ったらいいでしょうか。

Written expression and written comprehension: 地図

### Kanji

## Activities and Methodology

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	12	0.48	2, 6, 8, 10, 14, 13
Oral/written grammar exercises	6.5	0.26	
Synthesis	3	0.12	
Type: Supervised			
Oral exercises	20	0.8	8
Writing exercises	15.5	0.62	8
Type: Autonomous			
Independent study	50	2	8

Learning activities will consist of: (1) directed activities; (2) supervised activities; (3) autonomous activities.

### 1) Directed activities (52.5h)\*

1. Introduction

2. Practice

3. Development

### (2) Supervised activities (47.5h)

All the exercises will have to be punctually delivered on the date assigned by the teacher through Moodle of CV. A delivery will not be accepted unless it is delivered on time.

### (3) Autonomous activities (50h)

The students must take into account that they must dedicate a good number of hours to their autonomous 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.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of presentations	20%	1	0.04	1, 5, 3, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 9
Exam (grammar, vocabulary)	20%	2.5	0.1	1, 5, 20, 16
Exam (kanjis)	20%	2.5	0.1	1, 5, 8
Exercises of grammar and vocabulary	10%	1	0.04	1, 5, 3, 20, 8, 16, 15, 14, 9
Presentations	20%	2.5	0.1	1, 4, 2, 6, 19, 8, 14, 13, 7, 18, 17, 12, 9
Written expression and comprehension (Composition)	10%	2.5	0.1	1, 3, 6, 20, 10, 16, 15

#### 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.

Assessment activities (92 hours) consist of tests and homework and will have an impact on the final grade.

- Test (grammar and vocabulary): 20%
- Test (kanjis): 20%
- Exercises (grammar and vocabulary): 10%
- Presentations :20% and Assessment of presentations: 20%
- Compositions and Reading comprehension: 10%

#### Review

When publishing final marks 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 subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks 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 mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, 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 mark 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 mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

#### 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 teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day 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 following percentages:

Grammar and vocabularies : 50%.

Kanji test : 20%.

Writing test: 15%.

Oral presentation : 15%

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**

### 1. Textbook

3A Corporation. *Minna no Nihongo Chukyu I*. Tokyo: 3A Corporation, 2015. ISBN: 9784883194681

Oka, Mayumi, etc, TOBIRA: Power Up Your KANJI -800 Basic KANJI as a Gateway to Advanced Japanese :Tokio, Kuroshio, 2010, ISBN: 978-4874244876

### 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*, Sansêdô) 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) *Taishuukan*: Dictionary of uses of basic verbs. 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*, 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, Tokyo. 2008. Book especially directed to Spanish-speakers, from beginners to the ones who have the former level 3 of Noken.

(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. For intermediate students. Its design helps the student to learn vocabulary by means of comic strips.

#### 4. Web pages of interest

(1) Exercises: grammar

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

Exercises in dictionary form. Text written in Japanese.

(2) Exercises: vocabulary, conversation, etc.

<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.

## Software

No specific software is required for this course.

## Language list

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