

Degree	Type	Year
East Asian Studies	OT	4

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

The languages of communication in the classroom will be Japanese, Catalan and Spanish.

At the beginning of the course, the student will have to be able to:

- Understand moderately difficult, written texts about personal issues and general issues regarding known fields.
- Produce written texts about personal and general issues about everyday issues.
- Understand easy and clear oral texts about everyday issues.
- Produce simple oral texts about everyday issues.

## Objectives and Contextualisation

This course aims to continue developing the student's communicative competences in Japanese Language, as well as to strengthen his ability to translate simple, non-specialized texts written in standard language and of different types.

2 ECTS will correspond to the Language part and the other 4 ECTS will correspond to the Translation part.

At the end of the course, the student will be able to:

- Understand easy written texts of different types about general issues regarding known fields.
- Produce moderately difficult, oral texts about everyday issues and general issues regarding known fields.
- Solve basic problems of translating simple, non-specialized texts written in standard language of different kind (expositive, argumentative and instructive).

## 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.
- Working in teams in an international, multilingual and multicultural context.
- 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.
21. Working in teams in an international, multilingual and multicultural context.

## Content

### Language

Understanding simple written texts in Japanese in order to be able to translate them.

### Translation

Solving problems of translating texts which are simple, genre non-specialized and written in a standard language.

Using tools (technological and documentation tools) to translate simple, non-specialized texts written in a standard language.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Methodological principles for text comprehension	22.5	0.9	1, 5, 4, 6, 20, 19, 10, 11, 18, 12
Textbook contents	6	0.24	1, 5, 6, 20, 10, 11, 12
Type: Supervised			
Compositions	3	0.12	1, 3, 16, 15, 9
Grammar exercises	5	0.2	1, 5, 4, 2, 20, 19, 14, 13, 7, 17, 21
Individual translations	20.5	0.82	1, 5, 3, 6, 20, 10, 11, 16, 15, 18, 17, 12, 9
Type: Autonomous			
Individual study	25	1	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 12, 9
Preparation of translations	28	1.12	1, 5, 4, 6, 20, 19, 8, 10, 11, 18, 12, 9

### Translation

Learning based on problems: the students follow a pedagogical approach: while they are under the teacher's supervision, they start from real problems and they learn to look for the information required to understand the problem and find solutions.

Case studies: the students analyze professional situations presented in class in order to think about and conceptualize the experience, and to find solutions.

Cooperative learning: Methodology that encourages the student to build knowledge socially; use of small groups for students to work together in order to optimize their learning and that of their classmates.

Texts: *Yomimono* lessons 11, 12 and 13 textbook: Oka, Mayumi et al. (2009). *Tobira. Gateway to advanced Japanese through content and multimedia*. Tokyo: Kuroshio shuppan. Other texts.

### Language

Textbook: Oka, Mayumi et al. (2009). *Tobira. Gateway to advanced Japanese learning through contents and multimedia*. Tokyo: Kuroshio shuppan.

In principle, the grammar and practice of the language corresponding to lessons 11, 12 and 13 will be done.

Writing Assignments: Two writing assignments will be completed during the course.

Grammar exercises: the grammar exercises of the three lessons must be submitted on the online platform.

Learning portfolio: at the end of the course, students must present all the exams, exercises and essays made during the course, as well as an assessment of the course and knowledge acquired, and a small explanation and reflection on how they study Japanese and what resources they use to study, beyond those offered at the university, if that is the case.

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
Composition	5%	3	0.12	1, 3, 16, 15, 7, 9
Critical analysis of an individual translation	14%	7.8	0.31	1, 5, 3, 6, 20, 10, 11, 16, 15, 7, 18, 12, 9
Grammar exercises	5%	1	0.04	1, 11, 16, 15
Individual translation	11%	7.8	0.31	1, 5, 3, 20, 16, 15, 7
Kanji and vocabulary exams	10%	4	0.16	1, 5, 6, 20, 8, 10, 11, 18, 12, 9
Oral test	5%	3	0.12	1, 4, 3, 2, 6, 20, 19, 8, 10, 11, 14, 13, 18, 17, 12, 21, 9
Textbook contents	20%	4.6	0.18	1, 5, 3, 20, 10, 11, 16, 12
Translation portfolio	5%	1	0.04	1, 4, 19, 8, 16, 7, 9
Translation tests	25%	7.8	0.31	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 18, 12, 9

Task deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

Translation: 65%; Language: 35%.

#### 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 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:

- Translation (into catalan / spanish) test (33%)
- Translation (into catalan / spanish) assignment (33%)
- Vocabulary and kanji test (10%)
- Grammar and writing test (20%)
- Oral test (4%)

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

## **Bibliography**

Textbooks

OKA, Mayumi and TSUTSUI, Michio. *Tobira Getway to Advanced Japanese Learning Through Content and Multimedia*. Toquio: Kuroshio, 2009.

OKA, Mayumi and TSUTSUI, Michio. *Tobira Getway to Advanced Japanese Learning Through Content and Multimedia: 800 Basic kanji*. Toquio: Kuroshio, 2010.

SATO, Naoko and SASAKI, Hitoko, *Ryuugakusei no tame no kanji no kyoukasho Chuukyuu 700*. Toquio: KokushoKankokai, 2008.

Dictionaries (Japanese)

HADAMITZKY, W.; SPAHN, M. *Kanji & Kana: a Handbook of the Japanese Writing System*. Toquio: Tuttle Language Library, 1997.

HALPERN, J. *New Japanese-English character dictionary*. Toquio: Kenkyusha, 1990.  
 MIYAGI, N.; CONTRERAS, E. *Diccionario japonés-español*. Toquio: Hakuishisha, 1979.  
 NELSON, A. N. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Toquio: Tuttle, 1974.  
 SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Basic Japanese Grammar*. Toquio: The Japan Times, 1995.  
 SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Intermediate Japanese Grammar*. Toquio: The Japan Times, 1995.

#### Dictionaries (Spanish/Catalan)

ALCOVER, Antoni; MOLL, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.  
 COROMINES, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.  
 CASARES, J. *Diccionario ideològic de la lengua española*. Barcelona: Gili, 1999.  
 ENCICLOPÈDIA CATALANA. *Diccionari de la llengua catalana*. 4a. Ed. Barcelona: Enciclopèdia Catalana, 1998.  
 MOLINER, María. *Diccionario de uso del español*. Madrid: Gredos, 2 vol., 2ª ed., 1998.  
 R.A.E. *Diccionario de la lengua española*. 21ª ed., 2 vol., Madrid: Espasa-Calpe, 1999.

#### Online resources

APTIC (Associació Professional de Traductors i Intèrprets de Catalunya)  
<http://apticblog.wordpress.com/enllacos/>  
 ASETRAD (Asociación Española de Traductores, Correctores e Intèrpretes) <http://www.asetrad.org/>  
<http://dictionary.goo.ne.jp>  
 FUNDÉU BBVA. *Buscador urgente de dudas*. <http://www.fundeu.es/>  
 KOTOBA:<http://www.kotoba.ne.jp>  
<http://jisho.org/words>  
 OPTIMOT: <http://www14.gencat.cat/llc/AppJava/index.jsp>  
 RIKAI: <http://www.rikai.com>  
[http://www.traduccionexpress.com/diccionario\\_japones-espanol.html](http://www.traduccionexpress.com/diccionario_japones-espanol.html)

## Software

No software is used.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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