

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 2A JAPANESE

SEMESTER: I

LEVEL: 1

PREREQUISITES: LEVEL 1B JAPANESE

COURSE DESCRIPTION:

Level 2A Japanese, an elementary course, is a continuation of the study of the Japanese language and culture, further developing the four language skills (listening, speaking, reading and writing) acquired in Japanese Level 1A and Level 1B. During the course, students will develop greater competence, especially in listening and speaking, in areas relating to daily situations and familiar matters. New vocabulary, idiomatic expressions and grammar will be introduced. Upon successful completion of this course, students will be eligible to begin Level 2B Japanese.

At the end of this course, students should have certain knowledge and skills and to some extent demonstrate the attitudes expected at Level A2/A1 (Speaking) of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> and the JF Standard (http://jfstandard.jp/pdf/jfs2010_all_en.pdf).

The course consists of four contact hours per week. In addition to attending the scheduled classes, students are expected to spend time on self-study to prepare for sessions and to review and consolidate work, after the session. Also given the online mode of delivery, it is especially important that students develop a repertoire of strategies to promote their autonomy as active language learners.

COURSE RATIONALE:

Language learning at all levels and in all languages is normally intensive, requiring regular and frequent contact with the language both inside and outside the classroom. This is even more so for Japanese, which is classified as a Category IV language.

The aim of this course, as every other language course offered by the CLL, is to enable students to participate in the target language at the particular level. It is designed for people who are interested in interacting with Japanese people in a way that will permit them to pursue social and professional goals in Japanese society. Thus, it will provide students with the basic communicative skills needed to function in predictable everyday situations and deepen their understanding of Japanese culture.

INSTRUCTOR INFORMATION

Name of instructor: Shiho Arakawa (face-to-face class)

Email address: Shiho.Arakawa@sta.uwi.edu

Office hours: By appointment

Tutor information:

Name: Ms Misato Noto (online class)

Email: Misato.Noto@sta.uwi.edu

LETTER TO THE STUDENT

Dear Student,

Welcome to the Level 2A Japanese course. This is an elementary language course for persons who have completed two semesters or approximately 100 contact hours of Japanese. We hope that you enjoyed your introduction to the Japanese language and culture in Level 1 and will continue to enjoy your exposure to the language and culture of Japan. Your tutors are here to support you in your learning, so do not hesitate to seek their advice. There are many online resources suitable for elementary learners like you. Remember to look for those resources and use them as often as possible.

For those enrolled in remote classes, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

Enjoy your Japanese language adventure!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT:

The course focuses on situations and activities that students would most likely encounter early in the language learning process. Below is an indicative list of communicative skills and grammar the course will cover.

Communicative skills:

- Topics such as: going out with your friends, language and culture of other countries, eating outdoors, business trips, staying healthy and celebrations
- Arranging when and where to meet
- Asking someone for a help/responding to a request for a help
- Inviting someone for an outing/responding to an invitation
- Greeting/Seeing off visitors
- Asking for permission
- Giving advice/making suggestions
- Reading and answering simple questionnaires
- Thanking someone for a gift
- Apologising for what you did and giving a reason why you did it

Grammar/sentence structures:

- Different uses of verb conjugation “te-form”
- Use of verb stem + tai to express what you want to do
- Use of te-form of adjectives
- Changing verbs from the polite form to plain form
- Various uses of the plain form of verbs

GOALS/AIMS:

To empower students to use the target language to understand information, to express themselves orally and in writing and to communicate with native and non-native speakers of the language. This course aims to help students:

- Acquire the ability to use Japanese on the topics listed above,
- Build a foundation in such areas as Japanese phonetics, orthography, grammar, vocabulary, discourse, and socio-cultural knowledge on Japan in order to continue studying Japanese at the elementary level and to advance to higher levels,
- Make use of various techniques and resources to support their Japanese language learning.

GENERAL OBJECTIVES:

This course intends to help students to perform at the Level of the JF Standard Basic User A2. The A2 user can:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment);
- Communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters;
- Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Understand the general content of short clear messages or announcements related to areas of most immediate personal relevance such as information about personal friends, family, shopping and the local area, etc.
- Talk about familiar, predictable matters in simple terms.
- Ask and answer simple questions in areas of immediate need or familiar topics.
- Interact in a simple way provided people speak slowly and clearly and are prepared to repeat the key point whenever necessary.
- Read and comprehend the meaning of short texts written in the Japanese scripts acquired so far; also be able to find specific information in simple everyday materials such as notices, personal messages and timetables provided they are written in simple short text.
- Write a short message/a short essay on the topics listed above using simple phrases and sentences.

COURSE ASSESSMENT:

Assessment for this course consists of 100% Course Work (CW), which is divided into 50% continuous assessment (CA) based on students’ performance throughout the course and a final test (FT- 50%) focusing on the four skills: listening, reading, speaking and writing.

ALL STUDENTS (100% course work)	
Continuous Assessment (3 assignments)	50% of the overall mark
Final Test* (Speaking 30%, Listening 30%, Reading 20%, Writing 20%)	50% of the overall mark

*Marks will be converted to 50%

Assignments for all students

Students pursuing a Japanese course are required to complete three assignments, which contribute toward 50% of their total mark. The assignments include the following items:

1. Journals (5 marks/entry, Total 30 marks)
 A journal entry is to be submitted per topic. It should include Can-do check (a self-assessment), comments in English on your study, your personal goals, writing assignments and answers to exercises/tasks given in class. The journal can be in the form of a Word, Google Document or PDF document and to be submitted via the platform of your tutor’s choice. There should be a total of 6 entries.
2. A presentation (10 marks)
 The presentation should be in Japanese and based on a topic covered in this course. Some suggested topics are shown below. The presentation should be 90 seconds to 3 minutes in length and can be in the form of a Power Point or Google slides and must be accompanied by verbal explanation using grammar, phrases and vocabulary learnt during the semester. There is an option of submitting the script for feedback. The presentation should be made in class between Week

10 and 12. In the final journal assignment, you will be asked to give feedback on three people of your choice.

- Foreign culture I find around me
- Food that is unique to my country
- My workplace and colleagues
- Conducting a survey on health and its results
- Show and tell, the best present I have ever received

3. A presentation about your experiences with Japanese language or culture (10 marks)
The assignment should be made in English and contain cultural or language experiences you had this semester. Choose from the ideas listed below and make a presentation about it during Week 6-9, using a program such as PowerPoint, Google Slides, or Canva. It should be 3 minutes in length, and the 7 pages including the cover. Your presentation must be accompanied by photos or videos as visual aids. This assignment should be submitted by Week 9 via the platform of your tutor's choice.

A movie directed by a Japanese director

A short story, tale, or poem written by a Japanese author

Japanese dish I ate/made for the first time in my life

A Japanese event I participated

A Japanese person I interacted with

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

COURSE EVALUATION:

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

TEACHING/LEARNING STRATEGIES:

Interactive sessions: While some of the sessions will involve direct teaching, language classes are not lecture-type classes, but sessions requiring the active participation of all learners. Sessions will therefore be highly interactive with teachers using and encouraging the use of the target language.

Use of target language: A defining characteristic of a modern communicative language programme is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Students will be expected to recognise and use Japanese in a way which is consistent with the competence of an A2 learner.

Development of learner autonomy: An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. This autonomy will be guided and developed alongside their synchronous sessions. At this level, for example, students are encouraged to develop and apply appropriate language-learning strategies to support communication in Japanese. Students' learning experience will usually involve exposure to various forms of language learning technology, both in and out of class.

Collaborative work: Finally, students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

RESOURCES

Texts: Required

MARUGOTO Japanese Language and Culture Elementary 1 A2: Coursebook for Communicative Language Activities "Katsudoo". Hiromi Kijima, Tomoyo Shibahara, Naomi Hatta, Hisae Imai, Naoyuki Kitani, Japan Foundation (2014). Sanshusha Publishing Co., Ltd. ISBN-13: 978-4-384-05754-6

Workbook: Required (Limited stock available at the CLL)

MARUGOTO Japanese Language and Culture Elementary 1 A2: Coursebook for Communicative Language Competences "Rikai". Hiromi Kijima, Tomoyo Shibahara, Naomi Hatta, Hisae Imai, Naoyuki Kitani. Japan Foundation (2014). Sanshusha Publishing Co., Ltd. ISBN-13: 978-4-384-05755-3

Amazon (Katsudo): <https://tinyurl.com/yehmz3h5>

Amazon (Rikai): <https://tinyurl.com/3wj4n4pb>

Second Hand Books Facebook group: <https://www.facebook.com/groups/326420914800392>

Supplementary materials:

*Multimedia materials provided by the CLL as appropriate

*Additional Internet references will be supplied in class.

***Useful online resources**

- MARUGOTO Website: <http://marugotonihongo.jp/>
<http://marugoto.org/en/index.html>
<http://www.marugotoweb.jp/>
<http://a2.marugotoweb.jp/en/>
<http://words.marugotoweb.jp/>
- Genki-Online, The Japan Times Publications Department
http://genki.japantimes.co.jp/index_en
- *Erin's Challenge!* I can speak Japanese. The Japan Foundation
<https://www.erin.ne.jp/en/>

COURSE CALENDAR

CEFR Level	Wks	Topic		Lesson	Can-dos and Kanji
A2	1~12	4. Going out	L.7	Is ten o'clock OK?	15. Talk with a friend about the time and place you will meet 16. Read an email from a friend saying he/she will be late 17. Apologise for being late and give a reason 時間 場所 駅 日 出 止 待
			L.8	Have you been to see the night view yet?	18. Invite a friend to visit a place you recommend/respond to an invitation 19. Say that you would like to drop by somewhere 食事 仕事 前後 朝 昼 夜 乗
		5. Languages and cultures of other countries	L.9	Japanese is easy to pronounce	20. Say what languages you have studied and when 21. Talk about foreign languages you have studied 22. Write down what languages you have studied and when 23. Ask someone for help to understand or to learn a foreign language/respond to a request for help 学校 小 中 大 先生 年 勉強
			L.10	I'd like to go to Japan some day	24. Talk about your involvement in the culture of another country 25. Offer help to someone with a problem/accept help 26. Read the program of an event 文化 音楽 旅行 留学 友 楽 週 回
		6. Eating outdoors	L.11	What are you going to take to the picnic?	27. Discuss what to bring to a picnic 28. Write a memo to say what people are bringing to a picnic 29. Ask/say what specific food or drinks your friend/you would prefer on a picnic ・食 飲 物 茶 酒 作 持 願
			L.12	It looks delicious	30. Talk about food you don't know much about 31. Comment briefly on the taste of food 32. Offer a dish to your friends/respond to an offer 料理 色 味 野菜 少 中 入
	1~12	7. Business trips	L.13	I have met Mr.	33. Talk about someone visiting your office on a business trip and the date of his/her visit 34. Greet a visitor arriving at the airport

		Tanaka before	35. Check the hotel room and tell your visitor if it is OK 36. Read a business trip schedule 会社 本社 支社 出張 空港 出発 到着 午前 午後
	L. 14	May I use this?	37. Introduce your colleagues to a visitor 38. Ask to use things in the office 39. See a visitor off at the airport (parting phrases) 40. Read a message from a colleague in the overseas office when you return home from a business trip 自分 電話 電気 電車 車 送 使 借
8. Staying healthy	L. 15	How about doing some exercise?	41. Ask a friend how he/she is feeling/answer how you are feeling 42. Listen to/say how to do some easy exercises 43. Suggest something good for one's health 体 頭 目 口 耳 手 足 上 下
	L. 16	I go running and swimming	44. Talk briefly about what you usually do to stay healthy 45. Read and answer a simple questionnaire on health 46. Make a simple presentation about the results of a questionnaire 毎朝 毎日 週末 元氣 外 起 歩 走 泳
9. Celebrations	L. 17	I got this for my birthday	47. Compliment a friend on his/her things 48. Talk about your things, saying when and from whom you got them 49. Talk briefly about the custom of gift-giving in your country 祝 誕生日 絵 結婚 写真 時計 着
	L. 18	I think a party is a good idea	50. Discuss what to do for a friend's celebrations 51. Read a congratulatory message for a wedding 52. Write a congratulatory message for a wedding 53. Thank someone for a present you receive 先週 今月 来年 今年 去年 歌 思
13	Final Test		

ADDITIONAL INFORMATION:

Students must attend 75% of classes in order to be eligible for the final test.

HOW TO STUDY FOR THIS COURSE:

Attendance is compulsory, not only because students may be debarred from the final test if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students

need to work at their language learning regularly, both during the synchronous sessions and outside to consolidate what they have learnt. Japanese with its different writing systems represents a real challenge for the beginning learner.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Reflect on your learning by recording personal goals, successful strategies and new vocabulary and phrases. The Can-do check lists at the end of the textbooks can be used.
- Remember to spend some time on all the skills.
- Explore Japanese language and culture Internet sites.
- Look and listen to Japanese language news broadcast on the Internet and on television.

GRADING SYSTEM

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			