

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 3A JAPANESE

SEMESTER: I

LEVEL: 1

PREREQUISITES: LEVEL 2B JAPANESE

COURSE DESCRIPTION:

Level 3A Japanese is a four-skill (speaking, listening, reading and writing) course and at the end of this course students will be at an upper elementary stage of proficiency. During the sessions, students will be helped to be able to function increasingly independently in all four skills in daily situations and familiar matters.

Students will further study *kanji* scripts. Students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; be able to produce simple connected text on topics which are familiar or of personal interest; be able to describe experiences and events, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

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

This 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, it is especially important that students develop a repertoire of strategies to promote their autonomy as active language learners.

COURSE RATIONALE:

This course will provide students with the basic communicative skills to function in predictable, everyday situations and deepen their understanding of Japanese culture. It will also help students to acquire language-learning strategies. 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.

An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. The course is also designed to guide and develop students' autonomy alongside their synchronous online sessions. It helps students establish a basic foundation that will allow them to continue their studies in Japanese. Upon successful completion of this course, students will be eligible to begin Level 3B Japanese.

INSTRUCTOR INFORMATION

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

Email: Shiho.Arakawa@sta.uwi.edu

Office hours: By appointment

Tutor information

Name: Misato Noto (online class)

Email: Misato.Noto@sta.uwi.edu

LETTER TO THE STUDENT

Dear Student,

Welcome to Level 3A Japanese! This is an upper elementary language course for persons who have completed four semesters or approximately 200 contact hours of Japanese. We hope that you enjoyed your introduction to the Japanese language and culture in Levels 1 and 2 and will continue to enjoy your exposure to the language and culture of Japan.

Your teachers are here to support you in your learning, so do not hesitate to seek their advice. There are many online resources suitable for post-beginner 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.

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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CONTENT:

The course focuses on situations and activities that students would likely encounter in their everyday life. Below is an indicative list of communicative skills and grammar that the course will cover.

Communicative skills:

- Topics such as: a town rich in history and culture, life and eco-friendly activities, people's lives, sports, games, looking for a house and my comfort food
- Talking about past experiences
- Writing a short comment about a place you visited
- Talking about what you heard
- Reading and understanding the meaning of signs, warning notices
- Asking for permission
- Making a short presentation on a topic covered in this course
- Declining an invitation and giving a reason
- Describing requirements for what you are looking for
- Reading short simple texts and understanding the contents
- Saying that it is necessary to do something, or "must"

Grammar/sentence structure:

- Passive form of verbs
- Potential form of verbs
- Changing verbs from polite form to plain form (past tense)
- Imperative form of verbs
- Various uses of plain form
- Various uses of te-form of verbs
- The subjunctive mood

GOALS/AIMS:

This course aims to help students:

- Develop greater competence in the four skills (listening, speaking, reading and writing)
- Acquire the ability to use Japanese on topics listed above in order to deal with various situations
- Make use of various techniques and resources to support their language learning
- Gain an insight into some aspects of Japanese life and culture

GENERAL OBJECTIVES:

This course intends to help students 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 main point of short clear messages and announcements and get the necessary information to satisfy his/her specific needs.
- Talk about plans, customs, everyday work, past activities and personal experiences.

- Exchange information and express your thoughts on the topics listed above if people speak slowly and clearly and are prepared to provide help when it is necessary.
- Take part in a short conversation if people speak slowly and clearly and are prepared to provide help when it is necessary.
- Make a short simple presentation using compound sentences on topics related to areas of personal interest (e.g. someone you like, your eating habits etc.)
- Read short texts related to specific and familiar matters (e.g. a chronology of a famous person, someone’s favourite food, someone’s diet etc.), and understand the contents.

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 25%, Listening 25%, Reading 25%, Writing 25%)	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 via a platform of the tutor’s choice. 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 and can be in the form of a Word or PDF document. 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 using a program such as Power Point, Google slide, or Canva and must be accompanied by some verbal explanation using grammar, phrases and vocabulary learnt during this semester. There is an option of submitting the script for feedback. You are required to make the presentation to your classmates during Week 10-12. In the final journal assignment, you will be asked to give feedback on three people of your choice.
 - Eco-friendly activities I am engaged in
 - A historical place in my country/town
 - The history or traditional culture of my country
 - A life of a famous person in my country

- Food culture in my country

3. An essay about experiences with Japanese language or culture (10 marks)

The essay should be written in Japanese characters (Hiragana/Katakana/Kanji) that have been acquired so far. It should include cultural or language experiences that you had during this semester, and be 200 - 250 characters in length. Students have the option to submit their essay for feedback before Week 9. Then the essay can be rewritten and resubmitted. This assignment should be submitted by Week 10 via a platform of the tutor's choice.

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 online 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 Elementary2 A2: Coursebook for Communicative Language Activities.* Hiromi Kijima, Tomoyo Shibahara, Naomi Hatta, Naoyuki Kitani, Makoto Nezu, Japan Foundation (2014). Sanshusha Publishing Co., Ltd. ISBN-13: 978-4-384-05756-0

- *MARUGOTO Japanese Language and Culture Pre-Intermediate A2/B1:* Tomoyo Shibahara, Hiromi Kijima, Naomi Hatta, Japan Foundation (2015). Sanshusha Publishing Co., Ltd. ISBN-13: 978-4-384-05758-4

Workbook: Required (Available at The UWI Bookshop)

MARUGOTO Japanese Language and Culture Elementary 2 A2: Coursebook for Communicative Language Competences. Hiromi Kijima, Tomoyo Shibahara, Naomi Hatta, Naoyuki Kitani, Makoto Nezu, Japan Foundation (2014). Sanshusha Publishing Co., Ltd. ISBN-13: 978-4-384-05757-7

Supplementary materials:

*Multimedia materials provided by the CLL as appropriate. Students can access additional materials in the Self-Access Facility (SAF) in CLL (1st Floor)

*Additional Internet references will be supplied in class.

URL:

- MARUGOTO Website: Marugoto
[MARUGOTO Plus Global Home \(marugotoweb.jp\)](http://MARUGOTO Plus Global Home (marugotoweb.jp))
[MARUGOTO-NO-KOTOBA \(marugotoweb.jp\)](http://MARUGOTO-NO-KOTOBA (marugotoweb.jp))
[MARUGOTO Plus \(Elementary2 A2\)-Japanese Learning Site \(marugotoweb.jp\)](http://MARUGOTO Plus (Elementary2 A2)-Japanese Learning Site (marugotoweb.jp))
- *Erin's Challenge! I can speak Japanese.* The Japan Foundation <https://www.erin.ne.jp/en/>

COURSE CALENDAR

Wks	Topic		Lesson	Can-dos and Kanji
1~12	7. A town rich in history and culture	L. 13	This temple was built in the 14 th century	35. Ask/Tell someone in the same tour group if it is his or her/your first time to visit a sightseeing spot 36. Talk briefly about a famous place 37. Read comments written in the visitor comment book at a sightseeing spot 38. Write a comment in the visitor comment book at a sightseeing spot 京都 神社 お寺 仏教 歴史 世界 中心 ~世紀 (8世紀) ~的 (日本の 歴史的)

	L. 14	I hear that this painting is very famous	39. Tell a friend in simple terms what the description of an exhibit in a museum says 40. Talk about the rules in a museum 飲食 禁止 説明 道具 博物館 必要 ~階 (2階)
8. Life and Eco-friendly activities	L. 15	The light has been left on	41. Point out a no eco-friendly practice to someone/Respond to this 42. Talk about an eco-friendly activity you engage in 油 神 温度 活動 会議室 寒い 出します ~度 (28度) ~点 (100点)
	L. 16	I'll sell it at the flea market	43. Talk about what you do to make the best use of things before disposing of them 44. Talk about something you made by recycling a thing you no longer needed 服 自転車 自動車 売ります 貸します 返します 変わります ~用 (子ども用)
9. People's lives	L. 17	Do you know this person?	45. Say what you know about a famous person 46. Say how you came to like a famous person 47. make a simple presentation about a famous person from your country, using notes 人生 歌手 選手 画家 作家 入学 卒業 病気 若い 生まれます
	L. 18	What kind of child were you?	48. Talk about a memory of your childhood/student days 49. talk about what motivated you to start something new in your life and how things have changed since then 思い出 生活 映画 夫妻 両親 不憫 選びます 寝ます
1~12	1. Sports Games	1. Invite a friend out/Accept an invitation 2. decline an invitation and give a reason 3. cancel an appointment and give a reason 4. Cheer on your favourite team in a sports game 5. Talk about a sports game which you saw	
		6. Read emails of apology and their replies and understand the facts and the writers' feelings 7. Read an email giving a report of an outing and understand the facts and the writers' feelings サッカー場 試合 日曜日 強い 弱い かつ 負ける 2対1	
	2. Looking	8. Talk about what is important for you when looking for somewhere to live and why 9. Talk about the place where you live	

for a House	<p>10. Read an article from a website and understand what kind of place the writer lives in and why 11. Read an article from a website and understand what the writer thinks about his/her job and the place where he/she lives</p> <p>庭 公園 病院 交通 通勤 安全 危ない 遠い 勤める ~以上 (2時間以上) ~以下 (6万円以下)</p>
3. My Comfort Food	<p>12. Talk about what you think about foreign food 13. Talk about your eating habits</p> <p>14. Read an article from a website and understand what the writer says about the food he/she cannot live without 15. Read an article from a website and understand what the writer thinks about eating habits</p> <p>海外 食生活 健康 家庭料理 材料 量 米 ~食 (朝食 昼食 夕食 外食 定食)</p>
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.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.
- Remember to spend some time on all the skills, giving preference to listening and speaking.
- Listen to Japanese television stations and podcasts in English to immerse yourself in the culture and to prepare for the day when you will have enough understanding of the language to begin listening in the target language.

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			