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| A book cover with a building  Description automatically generated |

**WELCOME TO LEARNING JAPANESE**

Welcome to the ***Learn a Language*** programme of Queen Mary. Language learning broadens the mind – you learn how different cultures and societies organize the world through language, you acquire a new vocabulary, new concepts, cultural knowledge, and become more interculturally aware. You can connect with people in another society in *their* language, a connection that is likely to be closer than if you make them speak *your* language or you communicate in a third language, such as English. You can use your language skills in your future career – employers consistently ask for better language skills in graduates. And, finally, language learning has cognitive benefits – studies show that bilinguals are more perceptive and have better memory. Speaking another language makes you more aware of language structure in general, and a better communicator.

**JAPANESE**

Japan is the world’s third-largest economy, and many of the world’s top business organisations are Japanese. Japan is one of the largest exporters and importers globally and has a large financial sector. Japan has a distinct culture, with Japanese popular culture, including anime and manga, being popular around the world, but having particular influence in East and Southeast Asia.

**A group of people walking on a city street

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### MODULE AIMS AND LEARNING OUTCOMES

**Module Aims**

The overall aims of this module are to help you to develop a sound foundation of knowledge of the Japanese language, and an ability to approach communication in the language in a confident and competent manner. You will move from no knowledge, or very rudimentary knowledge of the language, to become someone who is able to function effectively at a basic level when using language occurring in everyday situations relating to practical matters and be able to understand basic texts (equivalent to level A1 of the Common European Framework of Reference, CEFR).

You will learn the language through tasks designed to develop your skills in speaking and writing. You will also read and listen to simple texts, to develop your receptive skills. The aim is to achieve a balance between fluency and accuracy, which means grammar and structure are an integral part of this course.

**How is the module structured and how will it be taught?**

You will have one timetabled session (of two hours) per week, over two semesters (2 hours over 22 weeks). The module will be taught in-person, on campus. This means you will get 44 hours of tutor-led learning. The total learning hours for this module are 150 hours, which means that in addition to the 44 tutor-led hours, you need to invest an additional 106 hours through independent study. You will do this by doing homework set by your tutor, completing tasks online on QMplus and in the course book, revising class materials and vocabulary, preparing for assessments, and using other opportunities to speak, listen to and read Japanese outside the classroom.

The classroom-based sessions will be mainly used for interactive tasks and skills development (speaking, listening, writing), while explanations of grammar and introduction of new material will be delivered mainly via recorded video clips.

This means you will sometimes be asked to watch a video, go over a PowerPoint presentation, or read a text *in preparation* for a class, as well as completing exercises and tasks *after* sessions, for consolidation (e.g, exercises in the course book, on QMplus, recording yourself, etc.).

**Module Learning Outcomes**

**You should develop the following outcomes related to academic content:**

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| A1 | To achieve effective communication in Japanese at level A1 CEFR with competent speakers of the language. |
| A2 | To exploit, for a variety of purposes, a range of materials, written and spoken, in Japanese level A1 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of Japanese at level A1 CEFR. |
| A4 | To demonstrate a knowledge and understanding of Japanese culture and society gained through the study of basic written and aural texts and other cultural products in the target language. |

**You should develop the following disciplinary skills:**

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| B1 | To analyse aspects of the target language and make use of them in a broadly professional context. |
| B2 | To gather and process information related to Japanese language and culture from a variety of paper, audio-visual and electronic sources and communicate this information, both orally and in writing. |
| B3 | To use ICT effectively both as a means of communication and as an aid to learning. |
| B4 | To demonstrate some ability as an independent learner of the language in order to take further the study of Japanese language and culture. |

**You should develop the following general attributes:**

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| C1 | To be able to operate in more than one language, develop a global perspective and use the knowledge acquired to increase employability and engage with the professional world. |
| C2 | To apply analytical skills to investigate unfamiliar problems and to use the knowledge acquired to enrich research. |
| C3 | To be able to work effectively in diverse communities. |
| C4 | To work individually and in collaboration with others reflecting upon and assessing one's progress in learning the Target Language. |

**A view of a city

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### EXPECTED STUDY TIME

If you are taking this module for credit, you will get 15 credits, which equals 150 learning hours. 44 of those will be tutor-led through synchronous sessions, the rest you are expected to invest between the weekly sessions, in your own time, via guided learning, using resources on QMplus, in your course book, and other material as advised by your tutor. Even if you are not taking the module for credit, you should invest the same amount of time in order to make progress as expected.

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| **15 credit module – 150 learning hours** | |
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| **Tutor-led learning** | **44 hours** |
| Interactive classes |  |
| **Self-directed learning** | **106 hours** |
| Preparations for synchronous sessions | 22 |
| Completing set homework | 22 |
| Self-study after class (QMplus, course book, etc.) | 44 |
| Preparation for assessments | 18 |
| **Total** | **150** |

### CONTACT DETAILS AND ADVICE & FEEDBACK HOURS OF YOUR TUTOR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module tutor** | **Office** | **Email** | **Advice & Feedback hours** |
|  | *Name* | *Bancroft 1.36* | [*name@qmul.ac.uk*](mailto:name@qmul.ac.uk) | *FILL IN* |

You can use your tutors’ office hours to get advice and feedback. Please email your tutor to book an appointment.

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| LEARNING PLAN **SEMESTER 1** | | |  | | | |
| week | main topic | LEARNING OUTCOMES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | Introducing yourself  Name, nationality, job | Pronunciation  Writing system: Hiragana, Katakana & Kanji  Introducing yourself  Greetings | | X is Y  Question marker:か  Yes はい, noいいえ | Japanese greeting: bowing | Learning Hiragana: a-so |
| 2 | Time, telephone number | Telling the time and working hours  Describing your family | | Numbers 0-100  Time: from からtoまで  Question word *"what", "what time", "what number"*  Ending particle |  | Learning Hiragana: ta-ho  Your name & nationality |
| 3 | Introducing yourself  Age, school year, family and friend | Saying & asking age, school year  Saying your family members | | am not, are not, is notじゃないです | Japanese song: ten little Indians  Counting people | Learning Hiragana: ma-n  Write a sentence about yourself |
| 4 | shopping | Asking price and shopping | | Numbers 100,1000,1000  Question word *"how much"*  Demonstrative |  | Learning Hiragana: Voiced consonant: g, z, d, b, p  Contracted sound |
| 5 | Shopping & eating out | Ordering food & drink  Simple direction | | Demonstrative for places | Introducing Japanese food culture | Learning Hiragana: syllabic nasal  "n" & "m" |
| 6 | Daily routine 1 | Talking about daily activities | | Verb: masu-form,&dictionary- form  Verb present tense  Particle: object, place of action, time |  | Learning Hiragana: long vowel |
| 7 | STUDY WEEK: Please complete the following work during Study Week: Grammar worksheet & Hiragana writing | | | | | |
| 8 | Daily routine 2  Weekend | Saying where you are going, coming & returning  Talking about your weekend plan | | Verb: go come return  Time words: days of week, dates, month |  | Learning Katakana: a-so |
| 9 | Holidays  Invitation | Making your holiday plan  Invite your friend to do something with you | | Adverbs of frequency  Question words | Refusal in Japanese way | Learning Katakana: ta-ho |
| 10 | Location 1  Schedule, possession | Describe a town  Talking and asking the schedule of the week | | Verb: あります, います  There is something /someone in the place. | Introducing Japanese cultural events | Learning Katakana: ma-n |
| 11 | Location 2 | Telling & asking the location | | Location words  X is the position of the place. |  | Learning Katakana: special combination  Revision for end-of-term test |
| 12 | End-of-term test |  | |  | Japanese new year's card |  |
| **SEMESTER 2** | |  | |  |  |  |
| week | main topic | OBJECTIVES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | Revision  Explanation of the concept of Kanji | Verb with two objects indirect object, direct object | |  | Japanese new year: food & games | Revision of Hiragana & Katakana |
| 2 | Holidays  Events in the past | Talking about holidays and events in the past | | Verb past tense  duration |  | Learning kanji: pictograph |
| 3 | My childhood  My town | Describe your childhood & your town using adjectives | | was, were: でした  adjectives present tense: i-adjective, na-adjective  adjective modifying noun form |  | Learning kanji: numbers |
| 4 | Holidays  Your student life | Describe your holidays in the past  Telling your student life | | adjectives past tense: i-adjective, na-adjective |  | Write your holiday  Learning kanji: days of week |
| 5 | Like dislike  Activity suggestion | Telling & asking what you like or dislike  Suggesting some activity and answering | |  | Festivals in Japan | Learning kanji: verbs 1 |
| 6 | Request | Polite request: *“Please do”* | | Verb te-form + ください |  | Learning kanji: adjectives 1 |
| 7 | STUDY WEEK: Please complete the following work during Study Week: a 3-minute oral presentation | | | | | |
| 8 | Asking permission  prohibition | Asking permission & telling what you cannot do  Talking about the regulations in class and your house | | verb te-form + も いいです（か）  verb te-form +は いけません | Pictograms | Write about your favourite book  Learning Kanji: direction |
| 9 | Consecutive action  Reason  Offering service | Talking your daily activities  Asking the reason and answering | | te-form + masu-form  どうして, 〜からです |  | Learning kanji: people 1  Writing like dislike with reason |
| 10 | Direction 1 | Telling & asking direction on foot | | Direction words: crossing, corner, traffic light, etc. |  | Writing directions |
| 11 | Direction 2  Revision | Telling & asking direction using transport | | Words: to get in, get off, transfer | Tokyo underground network &  Tokyo geographical explanation | Revision for end-of-module test |
| 12 | End-of-module test |  | |  |  |  |
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### SEMESTER DATES 2023-24

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| **Semester 1** | **Dates** |
| **Teaching Weeks 1 to 6** | 25 Sep – 5 Nov 2023 |
| Study Week (Week 7) | 6 Nov – 10 Nov 2023 |
| **Teaching Weeks 8 to 12** | 13 Nov – 15 Dec 2023 |
| January exam period | 4 – 19 January 2024 |
| **Semester 2** | **Dates** |
| **Teaching Weeks 1 to 6** | 22 Jan – 1 Mar 2024 |
| Study Week (Week 7) | 4 Mar – 8 Mar 2024 |
| **Teaching Weeks 8 to 12** | 11 Mar – 12 Apr 2024 |
| Exam period | 2 May – 31 May 2024 |
| Summer Resit period | August 2024 |

### LEARNING MATERIALS

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|  | **Course book** | ISBN | Notes |
|  | **GENKI I (3rd edition)**  AN INTEGRATED COURSE IN ELEMENTARY JAPANESE, The Japan times (2020) | 9784789017305 | The hard copy costs around £42 and gives you access to online materials. There is a kindle edition as well. It costs around £26. Check for second-hand options, which will be cheaper. |

**OTHER RESOURCES:**

GENKI 3rd edition website: <https://genki3.japantimes.co.jp/>

Web Japan: <https://web-japan.org/>

Japan Foundation London: <https://jpf.org.uk/index.php>

Embassy of Japan London: <https://www.uk.embjapan.go.jp/japanuk150/events/art/index.html>

YouTube channel on GENKI 1: <https://www.youtube.com/watch?v=bDcteScYF5I&t=16s>

Useful apps: anki, Memrise

Dictionary: Oxford Beginner’s Japanese Dictionary (paper) ISBN9780199298525

Online dictionaries: RomajiDesu <http://www.romajidesu.com/>, jisho.org <https://jisho.org/>

Online dictionary free apps: ALC Eijiro (for iPhone, iPad)

**Institutions and events in London related to Japanese Language and Culture:**

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| See the Japan Foundation London “Upcoming Events” at <https://www.jpf.org.uk> |
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### QMplus Module page

The QMplus module page is the place to go to regularly before and after class, to prepare for the weekly sessions and find resources for self-study. Here you will find the materials used in class in addition to the course book, and additional resources and activities that help you consolidate and extend the material covered in class. You will also find links to web resources and videos on the language and cultural information.

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### Free Language Speaking Practice

A group of people with books in them

Description automatically generated with medium confidenceLanguage learners within the Queen Mary community can book 30-minute online speaking sessions with native or proficient speakers, for 15+ languages, for free. You can practise your speaking skills in the language you're learning, in an informal way. Sessions are offered by volunteers – QMUL students and staff who enjoy helping others learn. It’s a great way to practise the language, and get to know Queen Mary students from different schools and different backgrounds.

[More information and booking link](https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/)

### FEEDBACK

* How can you check your progress throughout the module?
* What feedback can you expect from your tutor?

Language classes are highly interactive and participative, which means your tutor will give you regular instant feedback on your participation in class. Your tutor will also give you feedback on your submitted homework, and on activities that you complete on QMplus, if there is no automated feedback.

You will get feedback on the draft (formative submission) of your Writing Assignment and will then have the opportunity to improve your writing before you submit it for summative assessment (counting towards your mark).

Your tutor is available during Feedback & Advice hours (check the times in the Tutor profile above), which you can use for a one-to-one meeting to discuss your progress. Please email your tutor beforehand.

### ASSESSMENT INFORMATION

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| **Assessment if you take the module FOR credit**  If you are taking this module for credit, you need to complete and pass the assessments in order to gain the credits. The credits will count towards the total number of credits you need in each academic year (120 per year for undergraduate students). |
| **Assessment if you take the module NOT for credit**  If you are taking this module as a non-credit bearing module, it will not count towards your programme, and you will not receive credits. However, if you complete and pass the module, you will receive a **Certificate of Completion** stating that you have passed the module, and with what grade. The requirements are that you:   1. Have attended *at least* 65% of the taught sessions 2. Take and pass the module assessment for non-credit seeking students to show that you have achieved the learning outcomes of the module   If you do not take the module assessment but meet the attendance requirement, you will receive a **Certificate of Attendance**, without a grade. |

Assessment is carried out through formal and informal reading, writing, listening and speaking tasks. The assessment structure depends on whether you are taking the module for credit or not, and whether you take the year-long or the one-semester option. Check your module code and note the assessment structure relevant to you, below:

**Assessment structure:**

**NOT FOR CREDIT**

**LAN4146: Japanese Language & Culture 1a: Students taking the module NOT for credit, year-long.**

**In order to get a Certificate, you need to pass the following assessments:**

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| **LAN4146**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 20% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 30% | 125-175 letters | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * Oral test | 50% |  | Semester 2, Week 12 |

Your tutor will give you assessment briefs for each of the assessments.

**FOR CREDIT**

**LAN4141: Japanese Language & Culture 1a: Students taking the module for credit, year-long (15 credits)**

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| **LAN4141**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 125-175 letters | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * Oral exam | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | Examination period |

**MARKING CRITERIA FOR ASSESSMENT OF WRITING SKILLS**

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| **Task achievement** | * How fully has the task brief been achieved? Does the text have the required length? \* * How fully, and in what breadth, has the topic been covered? * If the task consists of description, how comprehensive is the description? * If the task consists of argumentation, has the topic been considered from different angles? * Have different aspects of the topic been elaborated? * How relevant, and how correct, is the information included? |
| **Organisation, Coherence and cohesion** | * How clear is the text, and how logical is its structure? * How appropriate, and how varied, are the connectors and cohesive devices used to link sentences? * How well is paragraphing used, and how well are paragraphs connected to achieve a coherent text? Does the text read smoothly, or are there jumps? |
| **Range**  **(Grammar, Syntax, Vocabulary)** | * Are the sentence and grammatical structures appropriate for the level? (at lower levels, simple sentences will be fine, while at higher levels, the inclusion of more complex structures will be expected) * How wide is the range of vocabulary used in the text? (simple and frequent lexical items will be fine at lower levels, while at higher levels, more varied vocabulary, use of nuance, and use of idiomatic expressions will be expected) |
| **Accuracy (Grammar, Syntax, Vocabulary)** | * How accurate are the grammar and sentence structures? If there are errors, are they minor, or do they impact the communication more severely? To what extent does the reader have to make an effort to understand what you are trying to communicate? * How good is your command of the vocabulary? Do the words you have chosen have the right meaning to express what you want to say? If there are errors, do they just make the passage sound somewhat clumsy or do they obscure the meaning of the sentence and hinder communication? * How well are lexical collocations used? (that is, words that normally go together, e.g. we say ‘to take a picture’ and not ‘to make a picture’, ‘to make a mistake’ and not ‘to do a mistake’, ‘to do someone a favour’ but not ‘to make someone a favour’) |

\*If you submit work significantly under the word limit, marks will be deducted.

**MARKING CRITERIA FOR ASSESSMENT FOR SPEAKING SKILLS**

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| **Task achievement** | * Have you completed the task that has been set? Have you completed it fully or only partially? |
| **Range of vocabulary and structures** | * How wide is the range of vocabulary that you use? Is it quite simple and basic, or do you master the full range of vocabulary that has been covered in the module? * What kind of sentence structures do you use? Are they simple (such as a list of short main clauses), or are they more complex (using longer sentence structures with subordinate clauses that are well connected by conjunctions)? |
| **Accuracy of vocabulary and grammatical structures** | * How accurate is the vocabulary you are using? Are you using words with the right meaning to express what you want to say? How often do you pick words that don’t quite fit? * How accurate are the grammar and the sentence structures that you are using? How frequently do you make mistakes? Are the mistakes minor or do they make it hard for your conversation partner to understand what you are trying to say? |
| **Pronunciation** | * How well do you pronounce the words and sounds in the target language? Is your pronunciation smooth and clear, with the correct word stress and sentence intonation, or is it difficult for the listener to recognise some of the words you produce? |
| **Fluency** | * How natural is the speed of your speech? (Note that slight hesitations, restarting a sentence, pausing to find the right word, etc., is part of natural speech). Are there many, long and ‘unnatural’, pauses and hesitations? Is there a breakdown of communication? Can you repair gaps by paraphrasing a word that you cannot find, or by reformulating a sentence? |
| **Interactional skills** | * How well can you use conversational norms when interacting with someone else: For example, opening a conversation, maintaining it, asking for clarification, giving appropriate responses to prompts from your conversation partner, taking turns in the conversation, closing (ending) the conversation. |