



NOTAT FRA PROGRAMSTYRE KNYTTET TIL PROGRAMSENSORRAPPORT I **JAP120** FOR HØSTEN 2015

Dato for håndtering i programstyret:

30.august 2016

Kommentarer fra programstyret:

Programstyret har diskutert programsensorrapporten for JAP120 høsten 2015. Styret stiller seg positiv til rapporten og er grunnleggende enig med konklusjonen. Noen merknader:

- Programsensor oppgir at studentene har to «tests»(prøver) per uke, men de har i realiteten én innlevering og én prøve.
- Programsensor skriver at det ikke er tillatt å ta opp igjen obligatoriske oppgaver hvis studentene ikke består. Dette er en misoppfatning: Studentene får ett nytt forsøk dersom de ikke består en oppgave / prøve som skal inngå i vurderingsmappen.
- Fagkoordinator ser det ellers som spesielt positivt at programsensor har merket seg at kurset også gir en innføring i japansk kultur i tillegg til språk.

Fagkoordinator: Harry Solvang

Dato: 30.august 2016

REPORT FROM PROGRAMSENSOR

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Department of Foreign Languages

Faculty of Humanities

For the period 2013-2017

REPORT 3: JAP120 (høst 2015)

This is a report on JAP 120, *Japansk språk 2*, the Japanese language course offered to students of the Bachelor program of Japanese language who have previously completed the JAP110 course at the University of Bergen.

JAP120 was offered for the first time in autumn 2015, and will be offered every autumn semester. The course aims at building knowledge of the Japanese language on the basis obtained through JAP110, with emphasis on linguistic structure, written language, the polite manners of talking, and practical use of the language. The course is open to all students at the University of Bergen, but it is a requirement that they have a previous knowledge of Japanese equivalent to completion of JAP110 in order to take this course.

The course contents and teaching

JAP 120 is a 12 week long course, and consists of lectures, group sessions and individual guidance in connection with writing practice. 10 hours of lectures and 2 hours of group sessions of conversations are given per week.

The students learn grammar, vocabulary and about two hundred new kanji, and getting trained to write texts in Japanese. Through listening practice and multimedia, the students are exposed to oral Japanese and obtain knowledge of informal conversations as well as honorific and deferential words and expressions. The students also learn about Japanese culture and obtain knowledge of everyday life and customs.

On completing the course, the students will have understood the grammatical structure of Japanese language on the higher beginner's level, and gained an ability in the Japanese language equivalent to the Japanese Language Proficiency Test's level 4.

It is compulsory for the students to attend at least 80% of the classes. The students have to submit 24 assignments, and have to take the tests given twice a week. All the assignments need to be approved in the same semester, and it is not permitted to repeat compulsory assignments if the required standard is not reached.

Pensum

According to the pensum list, Banno, Ohno, and others: *An Integrated Course in Elementary Japanese- Genki II*, the Genki II workbook, and Harry Solvang, *Naru Hodo: Moderne japansk grammatikk – fra det enkle til det avanserte 1 & 2* are used as the textbooks for the course. In addition, the students are recommended to use a kanji dictionary and two dictionaries are listed as examples. Two books for kanji learning are also recommended.

In the Bachelor Program in Japanese, JAP120 is offered after JAP110 where *Genki I* is used as the textbook, therefore it is obviously best to use the *Genki II* as its textbook so that the contents of teaching continue without overlap or missing of anything essential for the beginners' level. *Naru Hodo* volumes 1 & 2 are the first detailed Japanese grammar books written in the Norwegian language, which help Norwegian speakers to learn Japanese grammar a lot.

The recent general trend of development of teaching materials including textbooks seem to be lightening the grammatical education, and emphasizing interaction and repetition. Such teaching materials would be effective for younger learners or learners living and working in Japan and using the language in daily life. However, they are not always effective for adult learners, those learning Japanese in other countries (such as Norway) in particular. Instead, it is best for them to grasp the structure of Japanese language at the early stage of learning, which the experience from Japanese courses at NTNU also indicates. The books used in JAP 120 are therefore appropriate. Moreover, as the Japanese language programme at Bergen has the aspect of linguistic studies, it is for that reason also appropriate that these grammar books are used in this course.

Evaluation

The compulsory assignments and tests given as part of the course are evaluated. The students choose eight of the assignments and tests which consist of two each of the kanji tests, the writing practice, the translation, and other assignments. The grading is based on the chosen assignments and tests. This method is the same as that of the JAP110 course and, as pointed out in the report on JAP110, this is very effective to encourage the students to work constantly through the course. The examination is also offered in the same semester as the course is offered.

The grading is by the characters A-F, of which the F is fail. Completion of the course gives 30 study points.

Comments

The course adequately teaches grammar and vocabulary in both oral and written Japanese for this level. Visiting the class, I found the students understand concepts such as sympathy and loneliness, and express these feelings in their conversation practice properly. The course also teaches everyday life and culture in Japan. According to the teacher, some videos from the website called "Begin Japanology" are shown in the course. The students who have been to Japan also explain to the classmates about Japanese culture based on their experiences, which helps the students understand some original Japanese ideas such as "Bon-odori" in the textbook. It is therefore concluded that the course teaches both language and culture in a balanced manner.