



NOTAT FRA PROGRAMSTYRE KNYTTET TIL PROGRAMSENSORRAPPORT I **JAP205** FOR VÅREN 2016

Dato for håndtering i programstyret:

30.august 2016

Kommentarer fra programstyret:

Programstyret har diskutert programsensorrapporten for JAP205 våren 2016. Styret stiller seg positiv til rapporten og er grunnleggende enig med konklusjonen. Noen merknader:

- I innledningen står det "This is a report on JAP205, Japansk språk 3, the Japanese language course offered to students of the Bachelor program of Japanese language who have previously completed the JAP205 course at the University of Bergen." I siste del av setningen skulle det stått JAP120 i stedet for JAP205.
- Nivået på JAP205 burde fremtidig helst refereres til som "*lower intermediate*" i stedet for "*intermediate*", som er et mer upresist begrep.
- 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.
- Programstyret ser det ellers som positivt at programsensor har kommentert at reduksjonen av tall på undervisnings- og læretimer er svært negativt for faget. Dette er en viktig observasjon, spesielt med tanke på HF2018 og fremtidige programendringer.

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 4: JAP205 (vår 2016)

This is a report on JAP 205, *Japansk språk 3*, the Japanese language course offered to students of the Bachelor program of Japanese language who have previously completed the JAP205 course at the University of Bergen.

JAP205 was offered for the first time in spring 2016, and is going to be offered every spring semester. The course aims at building knowledge of the Japanese language at intermediate level on the basis obtained through JAP110 and JAP120, with emphasis on understanding of texts of the various genres. The course is open to all students at the University of Bergen, with a requirement that they have a previous knowledge of Japanese equivalent to completion of JAP120 in order to take this course.

The course contents and teaching

JAP 205 is a 10 week long course, and consists of lectures, group sessions and individual guidance in connection with writing practice. According to the course description, this 10 week long course is supposed to contain 10 hours of lectures and 2 hours of group sessions of conversations per week. This semester, however, only 8 hours of lectures per week were given for 10 weeks, and 2 hours of group sessions of conversations per week were given for 8 weeks, instead of 10.

The students learn grammar, vocabulary, and writing system at the intermediate level, with learning about 200 new kanji. The students obtain knowledge of reading and understanding authentic Japanese texts, and translating them into Norwegian. The students also gain increased ability in oral Japanese with better listening comprehension, as well as increased Japanese text writing skills.

On completing the course, the students will have understood the grammatical structure of Japanese language at intermediate level, and gained an ability in the Japanese language equivalent to the Japanese Language Proficiency Test's level 3.

During the semester, the students have to submit assignments, which are Norwegian translations of two Japanese texts and two Japanese texts; and take two tests of grammar and two tests of kanji. .

All of the eight 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.

It is compulsory for students to attend at least 80% of the classes.

Pensum

According to the pensum list, Miura and McGloin : *An Integrated Approach to Intermediate Japanese*, its 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. Two books for kanji learning are also recommended.

An Integrated Approach to Intermediate Japanese is suited as a textbook for learning Japanese at this level. It teaches conversation, reading and writing in a balanced manner. This textbook is recommended for further self-learning for the students who have completed Japanese language courses at NTNU. The students are generally satisfied with this textbook. It is, for example, commented that its introduction of kanji is effective for learning. The explanation of grammar in this textbook is good but not very systematic, therefore it is very good that the systematic and detailed grammar books, *Naru Hodo* volumes 1 & 2 are also used.

Evaluation

The compulsory assignments and tests given as part of the course are evaluated. Each of the eight assignments and tests which consist of two each of the kanji tests, the grammar tests, the translation, and the Japanese texts, are evaluated, as 1/8 of the total grading. This method, which is the same as those of the JAP110 and JAP120 courses, is effective in encouraging 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 20 study points.

Comments

The course adequately teaches grammar and vocabulary in both oral and written Japanese for this level.

It is very good that the course includes some classes which particularly focus on preparation for the JLPT level 3. This is the course which the students take before their compulsory exchange programs at Japanese universities. It is therefore important for the students to obtain sufficient Japanese language ability on completion of the course so that they can have fruitful learning experiences in Japan, and the practices focusing on JLPT would give them good indication for them to aim at.

The reduction of the teaching hours is, on the other hand, a big disadvantage for the students at this stage of learning. Generally speaking, students reaching JLPT level 3 before studying in Japan will

have a much better basis for further improvement of their language skills during their stay in Japan than those who do not reach to this level. It is therefore desirable that students reach this level before leaving for their exchange programs. The JLPT level 3 is, however, not an easy goal to achieve, and the students therefore need enough time to learn and practice. In consideration of the educational effects, the reduction of teaching hours at this level is crucial, and might seriously influence on the quality of the whole Japanese language program. The teaching hours announced in the course description, therefore, should be given as the course description states, from next study year, for reasons of educational quality as well as of providing the level of education students can reasonably expect to receive, given the course description to which they sign up.