NOTAT FRA PROGRAMSTYRE KNYTTET TIL PROGRAMSENSORRAPPORT I **JAP110** FOR VÅREN 2015

Dato for håndtering i programstyret:

_____28.august 2015_____

Kommentarer fra programstyret:

Programstyret har diskutert programsensorrapporten for JAP110 og mener den tegner et riktig bilde av emnet. Styret har ikke noen innvendinger mot rapporten, men vil gjerne legge til en kommentar:

Fagmiljøet er fornøyd med at programsensor påpeker viktigheten av samtalegrupper i japansk. Fagkoordinator og emneansvarlige vil ta sensors oppfordring og forsøke å sette sammen samtalegrupper der studentene i enda større grad holder samme faglige nivå.

Fagkoordinator: Harry Solvang

Dato: 28.august 2015

REPORT FROM PROGRAMSENSOR

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Department of Foreign Languages

Faculty of Humanities

For the period of 2013-2017

REPORT 1: JAP110 (VÅR 2015)

About the course: JAP 110

This is a report on the course, JAP 110, *Japansk språk 1*, which is offered as the elementary level's Japanese language course for the students of the Bachelor program of Japanese language at the University of Bergen.

JAP110 started being offered in spring 2015, and is going to be offered every spring semester. The purpose of the course is to provide basic knowledge of Japanese language with weight on its grammar, vocabulary and writing system. The students are required to have knowledge of reading and writing two kinds of Japanese characters before taking this course.

The course contents and teaching

JAP 110 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 basic grammar, vocabulary and about two hundred kanji and obtain the ability to express themselves regarding their everyday life both in speaking and writing. On completing the course, students have gained an ability in the Japanese language equivalent to the Japanese Language Proficiency Test's level 5.

It is compulsory for 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. 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 I* , its workbook and CD are used as the textbooks for the course. In addition, a book for kanji learning, a kanji dictionary and a Japanese-English dictionary and a grammar reference book are recommended for the students, and their examples are listed.

The *Genki I* is one of the most widely used textbooks for Japanese language teaching at the beginners' level, and can be regarded as one of the best materials for the Japanese language education at the university level's education. The books and dictionaries in the list are adequate to support the students' Japanese learning in order to reach to the level which this course aims at.

Evaluation

The compulsory assignments and tests given as part of the teaching 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 is a common method of evaluation of language courses. Since it is very effective to encourage the students to work constantly through the course, it is practised at many institutions.

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

I would like to comment on the conversation practice based on my observation of the group sessions of the course. It was impressive that the students try to do their best to express themselves in the classes. None of the students made any crucial grammatical mistakes in constructing Japanese sentences. According to the teachers, many students have learned basic linguistics before taking this course as well as currently learning the Japanese grammar in the lecture classes of the course. I noticed however some students made small mistakes in the details of grammar, in particular, using wrong particles, confusion of i-adjectives and na-adjectives. The teachers corrected the mistakes of particle usage while the students were talking, while they did not correct confusion of the two kinds of adjectives. According to the teachers, they minimize correction not to disturb the flow of the students' talk. It might be a good idea to remind the students of these grammatical points after the students finish talking. It would also be useful for the other students to remember. Particles and adjectives are very difficult for all learners, and it is worth reminding about correct usage repeatedly.

The group sessions deal with the problem of the difference of the level of the students' speaking ability by dividing the groups depending on their ability, which is a good idea. It may also be a good idea to consider the students' personality when the class is divided into smaller conversation groups. I noticed that two outgoing students kept talking to each other while the other two never said a word and were just listening to the conversations in one of the groups.

It is very good that some Japanese students join in the conversation classes. This not only helps learning conversations but also gives opportunities to interact with native Japanese. The Japanese language learners are generally very enthusiastic about meeting Japanese people. Talking with some Japanese in the classes, the students also learn Japanese's modes of thinking and even get used to a sort of atmosphere of Japanese people. This will be very useful to prepare them for study at Japanese universities in their third year.