

ANU EXTENSION



ADVANCED JAPANESE - ANU

H COURSE



B S S S

AUSTRALIAN CAPITAL TERRITORY

H Course

College: The Australian National University Extension

Course Title: **Advanced Japanese - ANU**

Classification: **H**

Course Code: 522

Unit Title(s)	Value (1.0)	Length	Unit Codes
Advanced Japanese 1			
Advanced Japanese 2			

Dates of Course Recognition:

From

2015

To

2019

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Course Name

Advanced Japanese - ANU

Course Classification

H

Course Developers

Name	Qualifications
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This group gratefully acknowledges the contributions of Dr Duck-Young Lee, Japan Centre, Faculty of Asian Studies, ANU. We also wish to express our sincere gratitude to the course reviewers, Dr Carol Hayes, Dr Mark Gibeau and Ms Heidi Vellnagel, for their constructive comments and contributions, which have led to a substantial improvement in this final version.

Course Length and Composition

Name and Number of Units Submitted and the Length of the Units expressed as a Value

Unit Title	Unit Value
Advanced Japanese 1	1.0
Advanced Japanese 2	1.0

Available Course Patterns

Course	Minimum number of hours per course	Number of standard 1.0 value units to meet course requirements
Minor	110 hours	2 units of 55 hours

Implementation Guidelines

Co- requisites for the course or units within the course

Students must be granted entry to ANU Extension, and must be enrolled in at least 'Continuing Japanese' in Year 11 at their home college. The BSSS requires that where an H course can include students who are concurrently studying the same course in their home college and those who are not, the H course provider must inform students of this in writing and that the assessment will be the same for all students.

General goals

Advanced Japanese - ANU is designed to extend the in-school Advanced Japanese program by developing students' comprehensive language skills (speaking, listening, reading and writing skills) in Japanese. Given that the target students already have a good basis of Japanese language skills, the course focuses on the practical and pragmatic use of the Japanese language in a variety of contexts, through which the students are given opportunities to further extend their current level of grammatical knowledge, communication skills, and socio-cultural knowledge about Japan, as well as their understanding of cross-cultural awareness.

Each unit aims to extend a number of the Advanced Course Integrated Themes (see Table for more details).

The course also aims to further develop the students' writing and reading components, by incorporating writing-reading exercises of various texts, building on the kanji required by the *Type 2 Continuing Japanese Course* over two years, kanji use will be extended towards 1000 by the end of the second year.

Successful learners of the course will have a high level of knowledge and skills of Japanese, and will be able to communicate with Japanese people in Japanese about a variety of topics, without much difficulty. On the basis of these general goals and the BSSS Japanese course guideline, specific goals of each unit will be set and stated later in the description of the units.

Student Group

Advanced Japanese – ANU is for Year 11 and Year 12 students with substantial linguistic knowledge, skills and cultural background of the target language.

Content (overview)

Integrated Themes Table

	Beginning	Continuing	Advanced	ANU Advanced Japanese – H Course	
The Individual's Experience	JPN_BEG Introductions 0.5 <ul style="list-style-type: none"> • hiragana • introductions • greetings • times, days, months 	JPN_CON Personal Identity 0.5 <ul style="list-style-type: none"> • personal history • hobbies/Special Interests 	JPN_ADV Youth 0.5 <ul style="list-style-type: none"> • how I live • how I spend my time • what concerns me about the future? 	JPN_ADV-ANU Contextualisation and report <ul style="list-style-type: none"> • calendar events • school reunion • history, memory and recollections • describing personality, mind and emotion • describing our thoughts and imaginary worlds (world and life style in future) • reporting our observation/experience 	
	JPN_BEG Daily Activities 0.5 <ul style="list-style-type: none"> • daily routine • healthy lifestyles 	JPN_CON Health and Fitness 0.5 <ul style="list-style-type: none"> • healthy lifestyles • a visit to the doctor 	JPN_ADV Lifestyles 0.5 <ul style="list-style-type: none"> • every day life • how I spend my weekend • health and fitness • entertainment for all 		
Society and Community	JPN_BEG Leisure 0.5 <ul style="list-style-type: none"> • Introducing Themselves • summer holidays 	JPN_CON Youth Culture 0.5 <ul style="list-style-type: none"> • adolescent and school life • free time and popular things 	JPN_ADV Education 0.5 <ul style="list-style-type: none"> • a day in the life of a school student • life as an exchange student • what next? • career plans 		The Japanese context <ul style="list-style-type: none"> • social class • school system • workplace and work management • social security and community activities • politics and government • interpersonal relationship: how to be friendly (beyond polite; slang)
	JPN_BEG Seasonal Activities 0.5 <ul style="list-style-type: none"> • seasons and festivals • weather 	JPN_CON Communication 0.5 <ul style="list-style-type: none"> • traditional stories • cartoons • mass media 	JPN_ADV Communication and the Media 0.5 <ul style="list-style-type: none"> • the way we speak • dear Editor • reading for pleasure • TV for all • the printed word 		

The World Around Us	JPN_BEG Making Acquaintances 0.5 <ul style="list-style-type: none"> shopping and outings food and eating activities in the community 	JPN_CON Social Issues 0.5 <ul style="list-style-type: none"> the environment social issues 	JPN_ADV Global Issues 0.5 <ul style="list-style-type: none"> environmental issues and solutions globalisation the spread of multinationals the advantages and disadvantages of tourism ecotourism 	Cross-culture awareness <ul style="list-style-type: none"> travelling overseas describing other cultures (history, people, etc) how to contact with other cultures how other cultures are portrayed in the media describing own experiences in other cultures introducing one's own town/country/culture studying overseas 	
	JPN_BEG Beyond School 0.5 <ul style="list-style-type: none"> future intentions travel 	JPN_CON My Future 0.5 <ul style="list-style-type: none"> future plans and goals finding a job/<u>working</u> life relationships 	JPN_ADV Future Directions 0.5 <ul style="list-style-type: none"> the influence and development of technology future directions in science when I leave school, I'd like to... my CV 		
Lifestyle and Traditions	JPN_BEG Getting to Know You 0.5 <ul style="list-style-type: none"> Katakana family school 	JPN_CON A Trip Overseas 0.5 <ul style="list-style-type: none"> tourism and travel transacting (goods/services) 	JPN_ADV Contributions 0.5 <ul style="list-style-type: none"> a short history of... famous people famous events the contribution to Australian society of people from Japan 		Harmony: Tradition and Modernity <ul style="list-style-type: none"> traditional arts (tea ceremony, traditional dramas, music, etc) Japanese history: characteristics and events of each era (Jomon, Yayoi, Heian, Edo; etc.) traditional poems; Tanka, Haiku contemporary poetry: haiku, shi culture as portrayed in film and other visual media well-being in modern society public surveys
	JPN_BEG Getting Around 0.5 <ul style="list-style-type: none"> home neighbourhood follow these directions! 	JPN_CON Living in Japan 0.5 <ul style="list-style-type: none"> finding a place to live finding a job 	JPN_ADV Relationships 0.5 <ul style="list-style-type: none"> love and marriage parents and children relating and interacting with others 		

Assessment (overview)

For the **ANU Advanced Japanese 1**, students' achievement is assessed through the speaking, writing and responding tasks, as suggested in the BSSS guideline (Weight of each task is stated later in the description of each unit).

Bibliography

Recommended textbooks

- Koyama, S., *J Bridge: To Intermediate Japanese*, Bonjinsha, 2003.
- Nippon Steel Human Resources Development Co., Ltd. and Japan College of Foreign Languages, *Aspects of Japanese Society*, The Japan Times, 1994.
- Oka, M., *Rapid Reading Japanese: Improving Reading Skills of Intermediate and Advanced Students*, The Japan Times, 2001.

Books and dictionaries

- Ichikawa, Y, *Shokyuu Nihongo bunpou to oshiekata no pointo (Beginner Japanese Grammar and Teaching Technique)*, ThreeA network, 2007.
- Ichikawa, Y, *Chuukyuu Nihongo bunpou to oshiekata no pointo (Intermediate and Advanced Japanese Grammar and Teaching Technique)*, ThreeA network, 2007.
- Makino, S., & M. Tsutsui, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, 1995.
- Makino, S., & M. Tsutsui, *A Dictionary of Advanced Japanese Grammar*, The Japan Times, 2008.
- Shirakawa, H & et.al, *Shokyuu Nihongo wo oshieru hito no tame no Nihongo handobukku (Handbook for teachers of beginner Japanese)*, ThreeA network, 2001.
- Shirakawa, H & et.al, *Chuujoukyuu Nihongo wo oshieru hito no tame no Nihongo handobukku (Handbook for Teachers of Intermediate and Advanced Japanese)*, ThreeA network, 2001.
- Yokoyama, N., *Yokoyama san no Nihongo (Yokoyama san's Japanese)*, Nihongo Kyooiku Sentaa (Centre for Japanese Education), 1989.

Web sites

- JGram (Online Japanese Grammar database):
<http://dev.igram.org/pages/links.php>
- Jim Breen (Online Japanese dictionary service):
<http://www.csse.monash.edu.au/~jwb/cgi-bin/wwwjdic.cgi?1C>
- Kim, T, *The complete guide to learn Japanese*.
<http://www.guidetojapanese.org/learn/grammar>
- Japanese Online Self-Help Utility (Online grammar explanation and practice)
http://www.laits.utexas.edu/japanese/joshu/grammar/glist/glist_jpn.php
- Ministry of Education, Culture, Sports, Science and Technology
www.mext.go.jp
- Ministry of Foreign Affairs
www.mofa.go.jp
- SPACEALC (Online Japanese dictionary service):
<http://eow.alc.co.jp/>
- 朝日小学生新聞 <http://www.asagaku.com/shogakusei.html>

- 朝日中学生ウィークリー <http://www.asagaku.com/>
- www.youtube.co.jp

Newspapers and books:

- Japanese-Asahi Shimbun 「朝日新聞」, Yomiuri Shimbun 「読売新聞」, Mainichi Shimbun 「毎日新聞」, etc.,
- Magazines: Nipponia 「こっぽにあ」, Pacific Forum, etc., Nichigo Press 「日豪プレス」 Tensei Jingo 「天声人語」 (朝日新聞社), Ministry of Education, Japan, censored text books: World History/Economics
- Satellite television NHK BS1 & 2
- Comic books: 「漫画日本の歴史」, etc
- Videos/DVDs-Studio Ghibli Series, Hotarunohaka 「火垂るの墓」, etc.

[Also references in the BSSS Advanced Japanese T-course]

Specific Unit Goals

This unit should enable students to:

- gain a working knowledge of Japanese grammar at an advanced level, including complex sentence structures;
- expand their vocabulary, extending their kanji knowledge from 1000 to include all *joyo* kanji, which can be used to read and write about various topics such as school life, traditional arts, working culture, etc.
- understand Japanese culture, history, social structures and people's interaction in depth and demonstrate their knowledge through oral and written communication;
- establish, maintain and extend interpersonal communication with Japanese speakers relatively freely in various socio-cultural topics;
- exchange and explore information and ideas from taken from a variety of source materials, such as oral, aural and visual texts;
- respond creatively and /or critically in Japanese;
- communicate in highly complex linguistic and cultural contexts showing strong control over linguistic elements including a range of register and an awareness of audience and purpose; and
- further develop independent, problem solving and collaborative learning skills, and personal learning strategies.

Content

In this unit, the emphasis is placed on creative production which involves skit writing and performance, web quest, compilation of survey results and so on. Therefore, a wide range of teaching resources including books (*Aspects of Japanese Society, Rapid Reading Japanese, Beyond Polite Japanese, J-Bridge* and other references mentioned on page 13), authentic materials and the multimedia-based resources are used.

Topics:

The focus is on working culture, people (their awareness of social issues) and lifestyle. Cross-cultural issues will also be discussed with related topics.

- Calendar events in Japan
- Japanese cooking
- School system
- Housing conditions
- Marriage and women's social progress
- Japanese attitude to work
- The equal society and middle class consciousness
- Group consciousness and titles

- Social security and community activities
- Japanese government
- Traditional arts

Grammar and key expression examples:

Note that although some of the grammar areas are also covered in the *Type 2 Advanced Course*, the **ANU Advanced Japanese 1** course will expand the functionality in which the expressions are used.

- ◆ 無理なく～できる ‘possible to do ... without difficulty’
- ◆ ～てくる ‘(changed towards here/now’
- ◆ ～にもよる ‘depend on also ...’
- ◆ ～になる見通し ‘it is prospected that it becomes...’
- ◆ 実感を持つ ‘to actually feel’
- ◆ ～するように工夫する ‘consider so that...’
- ◆ 誰でも～できる ‘everyone can do’
- ◆ 抜きに考えられない ‘not thinkable without ...’
- ◆ ～の影響を受ける ‘is influenced’
- ◆ 個性を伸ばす ‘to develop one’s personality or individuality’
- ◆ 仕事につく ‘get a job’
- ◆ 身につける ‘learn, acquire’
- ◆ 言葉に甘える ‘be persuaded by kind word’
- ◆ 感謝をあらわす ‘to express appreciation’
- ◆ ～に注意を払う ‘to pay attention to ...’
- ◆ 願い事をする ‘wish for or request something’
- ◆ 個性を生かす ‘to develop one’s personality’
- ◆ 人生を送る ‘to lead a life’
- ◆ 人手がかかる ‘to require many hands’
- ◆ 相槌を打つ ‘to make an agreeable response’
- ◆ 何といっても ‘despite whatever else might be said’
- ◆ ～に応える ‘to meet ~, to respond to’
- ◆ 親交をあたためる ‘to improve a friendship’
- ◆ Interactive particles (～ね ‘(incorporative)’, ～よ ‘(monopolistic)’, ～わ ‘(female)’)
 - ◆ Expressions to describe personalities: 人当たりがいい ‘good at making a good relationship with others’, 協調性が無い ‘uncooperative (*lit.* lack a sense of cooperation)’, 感受性豊か ‘sensitive (*lit.* rich in sensitivity)’, おおざっぱ ‘rough’, だらしない
- ◆ ～に適している ‘suitable for ...’
- ◆ ろくに～ない ‘...(do)... insufficiently’
- ◆ 一役買う ‘bear s a part’
- ◆ ～さえすれば ‘if and only if...’
- ◆ よしあし ‘merits and demerits’
- ◆ 二の次 ‘secondary’
- ◆ ～に熱中する ‘be absorbed in...’
- ◆ ～に関心を持つ ‘have an interest in...’
- ◆ いい年をして ‘act your age’
- ◆ 重く見る ‘to consider as important’
- ◆ 生活を営む ‘maintain a living’
- ◆ ～の許す限り ‘as far as ...permits’
- ◆ ～に限らず ‘not limited to~’
- ◆ ～に打ち込む ‘to devote oneself to~’
- ◆ 思うように～ない ‘not to ~ as one would like’
- ◆ 何となく ‘for some reason or another’
- ◆ ～にちなむ ‘to be connected ‘
- ◆ 印象に残る ‘be impressed’

‘insensible, not work properly’, 恥ずかしがりや ‘shy’, 気難しい ‘difficult to work together’,

Teaching and Learning Strategies

A range of strategies will be used some of which are:

- Read articles and listen to audio materials dealing with current issues in Japan, such as problems with increasing contract workers, in equality in society, aging society, educational issues and social security problems. Study will include comparisons to Australia.
- Write your opinions about above issues.
- Research Japanese contemporary traditional culture (e.g. *sahou* ‘etiquettes’, *bunraku* ‘traditional drama using puppets’, *taiko* ‘drum’) and housing (e.g. apartment, structure of house), and presenting their results.
- Compare students’ culture and Japanese culture, and present their results and thoughts in class.
- Developing Japanese typing and computing skills, and email.
- Watch some latest J-Pop DVDs, learn the lyrics and practise singing.
- Watch one of the latest movie such as *Summer Wars* (2009, Mamoru Hosoda) and learn about changes in Japanese life style and the way of thinking.
- Experience Japanese culture such as tea ceremony, kendo, and calligraphy.
- Creating a flyer.
- Create a skit in group and present in class.
- Create a digital story.
- Kanji & vocabulary quizzes and sentence-make-up quizzes.
- Improve ‘real life’ conversation skills by practising and performing a Japanese skit before large audience.

Assessment

In this unit students are required to focus on expanding their language skills by consolidating their four skills including speaking, writing, listening and reading. These skills will be assessed with Speaking, Writing and Responding assessment tasks.

Assessment Task Types

Task Type	Speaking	Writing	Responding *	
Mandatory	Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD Minimum time limit: Continuing 5 mins	Sustained writing produced in class under test conditions within a minimum of 45 minutes in response to an unseen question based on content covered in the unit Minimum character limit: 660 characters	Beginning or Continuing Listening/reading comprehension with questions and answers in English and/or the target language AND/OR response to an unseen stimulus	Advanced A sustained response in either the target language or English to a previously unseen/unheard stimulus
Minimum for Mandatory	Beginning 15% Continuing 20% Advanced 20% of unit total mark	25% of unit total mark	25% of unit total mark	
Optional	Prepared/unprepared class talk Oral presentation Role-play Debate Interview Conversation Discussion Questionnaire Interpreting	Written test Discrete language testing within a larger task Sustained writing pieces in a variety of genres Assignment Creative written production In-class written production Translation Survey	Listening comprehension Reading comprehension Web quest in target language Critical commentary Written/oral/visual response to a variety of text types Creative response and written rationale Multiple choice response Summary Review, interpreting and translation Report in response to stimulus Cultural assignment using target language sources	
Weightings in 1.0 Units	25-40%	25-40%	25-40%	

The Mandatory task must be one item with the minimum mandatory weighting as shown above.

No assessment item may be less than 10%

Suggested assessment tasks for Speaking and Listening assessments;

- Students listen to Japanese passages, and answer questions which ask the students' comprehension of the passages. Questions and answers are in Japanese.
- Students are given, a week before the test, one of the topics covered in class and research/summarise their thoughts about the topic. On the day of the test, students verbally present their finding/thoughts, which will be followed by an interview with the teacher about the topic.
- Each student shows a photo of her/his childhood and talks about when s/he was small. Teachers and peers ask questions and s/he responds to them.
- Students research a famous person's life and personality and present the result using PowerPoint to the class. Teachers and peers ask questions afterwards and s/he responds to them. The story can be presented in a variety of formats, for example as a Digital Story.
- Students introduce their own town and/or country, which include location, population, famous things/places, and/or characteristics, etc.

Suggested assessment tasks for Writing and Reading assessments;

- Students read Japanese passages, and answer questions that ask the students' comprehension of the passages. Questions and answers are in Japanese.
- Students are given, a week before the test, one of the topics covered in class. They research on the topic and on the day of the test, they write a short report (around 650 - 700 characters in length).
- Students read a passage about famous person's childhood and answer set questions. Write a fan letter or a fan blog to the selected famous person. Then write a letter about your own childhood (650-700 characters)
- Students read some material about one of the State Capitals in Australia in Japanese, and then write short answers in Japanese about the content and discuss how they would present Australia in Japan. Students could also write a brief introduction about Canberra or another area of Australia.

Specific Unit Resource

Recommended Text

- Nippon Steel Human Resources Development Co., Ltd. and Japan College of Foreign Languages, *Aspects of Japanese Society*, The Japan Times, 1994.
- Oka, M., *Rapid Reading Japanese: Improving Reading Skills of Intermediate and Advanced Students*, The Japan Times, 2001.
- Yonekawa, A., *Beyond Polite Japanese: A Dictionary of Japanese Slang and Colloquialisms*, Kodansha International, 2007.

- 朝日小学生新聞
- 朝日中学生ウィークリー
- テーマ別中級から学ぶ日本語
- Newspapers:
 - Japanese-Asahi Shimbun 「朝日新聞」, Yomiuri Shimbun 「読売新聞」, Mainichi Shimbun 「毎日新聞」, etc.,
 - Magazines: Nipponia 「にっぽにあ」, Pacific Forum, etc.,
Nichigo Press 「日豪プレス」
Tensei Jingo 「天声人語」 (朝日新聞社)
 - Ministry of Education, Japan, censored text books: World History/Economics
 - Satellite television NHK BS1 & 2
 - Comic books: 「漫画日本の歴史」, etc
 - Videos/DVDs-Studio Ghibli Series, etc.
 - The Internet sites-
 - www.youtube.co.jp
 - www.mext.go.jp (Ministry of Education, Culture, Sports, Science and Technology)
www.mofa.go.jp (Ministry of Foreign Affairs), etc.,
Organisations-Migrant Resources Centre
Broome Tourist Centre (pearl cultivation)

These were accurate at the time of publication.

Specific Unit Goals

This unit should enable students to:

- Develop and in depth understanding of Japanese culture, history, lifestyle and customs and to demonstrate their increased knowledge through oral and written communication including performance;
- understand other cultures, customs and everyday life, and how these cultures are seen in Japan and demonstrate their knowledge through oral and literal communication including discussions;
- maintain and extend interpersonal communication with Japanese speakers relatively freely in various socio-cultural topics;
- exchange and explore information and ideas drawn from a variety media presented in a variety of modes;
- further develop research skills and creative responding skills;
- communicate in highly complex linguistic and cultural contexts showing strong control over linguistic elements including a range of register and an awareness of audience and purpose;
- analyse and respond to a wider range of literature in the target language
- develop their ability to engage with 'real' Japanese media, not only film and TV but also Japanese literary texts both modern and pre-WWII.
- demonstrate creativity and aesthetic use of the target language in a Japanese traditional poem and a detective story writing;
- design a product for the future, and then describe and explain its functions in Japanese, both orally and in a written advertisement;
- develop further competence in the use of appropriate technology for presentations; and
- further develop independent, problem solving and collaborative learning skills.

Content

Students will extend the vocabulary covered in **ANU Advanced Japanese 1**, to enable them to better engage with 'real' media, which deals with contemporary Japanese society and the issues under discussion.

Each session utilises written tasks, oral debates, creative and aesthetic production such as skits and presentations. As in **ANU Advanced Japanese 1**, in **ANU Advanced Japanese 2**, the course focuses on the four skill areas of listening, reading, speaking, and writing in each session. Creative production involves skit writing, performance, reporting, compilation of survey results, video viewing and/or writing responses, etc. Therefore, a wide range of teaching resources including books (*Aspects of Japanese Society*, *Rapid Reading Japanese*, *Beyond Polite Japanese*, *J-Bridge* and other references mentioned on page 13), authentic materials and the multimedia-based resources are used.

Topics:

The focus is on description of cognitively abstract thoughts and feelings, appropriate language use for diverse interpersonal relationships, and understanding the Japanese ways. Cross-cultural issues will also be discussed under a variety of themes.

- School reunion
- History, memory and recollection
- Describing personality, ideas and emotions
- Describing our thoughts, imaginary worlds and future dreams
- Reporting observations and experiences
- Interpersonal relationship: how to be friendly (beyond polite; slang); how to be polite; how to be honorific
- Tourist Sites in Japan and overseas
- Describing other cultures (history, people, etc)
- How to contact with other cultures
- Describing one's own experiences with other cultures
- Introducing one's own town/region/country
- Studying overseas
- Traditional poems; Tanka, Haiku
- Contemporary poems: Haiku, shi and songs
- Wellbeing in modern society
- Public surveys

Grammar and key expression examples:

Note that, as with **ANU Advanced Japanese 1**, although some of the grammar areas are also covered in the *Type 2 Advanced Course*, the **ANU Advanced Japanese 2** course will expand the functionality in which the expressions are used. The focus is given on the practical use of key expressions and grammatical phrases at the discourse level.

- ◆ Potential-なくなる 'become unable to...' (e.g.) 飲めなくなる
- ◆ ～に囲まれる 'is surrounded by ...' (e.g.) 周りが山に囲まれている
- ◆ ～からの [noun] '(noun) from ...' ; ～への [noun] '(noun) to ...'; ～についての [noun] '(noun) about ...' (e.g.) 東京からの手紙; 京都までの切符; 文化についての理解
- ◆ ～わけにはいかない 'cannot help but ...' (e.g.) このまま帰るわけにはいかない
- ◆ ～と言われている [noun] '(noun) which is said to be ...' (e.g.) 東京一と言われている絶景だけあって
- ◆ ～というのは～のことで '... is meant to...' (e.g.) ここで「こころ」というのは夏目漱石の小説のことで

- ◆ Expand sentences/paragraphs: (e.g.) ほかに 'in addition'; したがって 'therefore'; その
 けっか 'as a result'; にもかかわらず 'despite', etc.
- ◆ Onomatopoeia: (e.g.) じめじめ '(wet things)'; ざあざあ '(raining sound)'
- ◆ Emphasis ~も (e.g.) 6万人もの 7倍にも
- ◆ ~すぎない 'It is merely' (e.g.) わずか6%にすぎない
- ◆ ~としたら 'If ...' (e.g.) 死期がわかったとしたら
- ◆ ~だとしても 'even though (it is the case) ...' (e.g.) たとえ70%あったとしても
- ◆ ~にとって 'To ...; For ...' (e.g.) 患者にとって
- ◆ ~に対する 'about ...' (e.g.) がん告知に対する意見
- ◆ 必ずしも~ない 'not always ...' (e.g.) 高いものが必ずしもいいものとは限らない
- ◆ ~とは限らない 'not limited...; not necessarily... ' (e.g.) いつも大人が正しいとは限らない
- ◆ ~ている '(result (state) of an action/event)' (e.g.) 窓が開いている
- ◆ ~てある '(result (state) of a purposeful action/event)' (e.g.) 窓をあけてある
- ◆ ~ようになっている 'to be made ...' (e.g.) 開くようになっている
- ◆ ~が手につかない 'cannot concentrate on... ' (e.g.) 勉強が手につかない
- ◆ ~主義 '...ism' (e.g.) 物質主義 'materialism'; 個人主義 'individualism'
- ◆ ~深 '... in depth' (e.g.) 興味深い 'intriguing'; 思慮深い 'considerate'
- ◆ (本を読んでも) 頭に入らない 'cannot concentrate'
- ◆ 口に合わない 'cannot eat; do not like (food)'
- ◆ 前向きだ 'consider (things) positively' ◆ 上下関係 'hierarchical relationship'
- ◆ 自己中心的 'selfish; self-oriented' ◆ 保守的 'conservative'

Teaching and Learning Strategies

A range of strategies will be used some of which are:

- View Youtube, DVD and clips which are related to the topics covered in the unit. Summarise and present findings in class.
- Write a detective story/dialogue in a pair or group, and perform a role-play.
- Create a skit and focusing on expressing their emotions and feelings, along with the accent and intonation.
- Create a flyer with MS publisher.
- Try to cook simple dishes.
- Go on excursions.
- Write lyrics of some temporary Japanese songs. Also learn how to sing the songs.

- Share your findings/reports and stories with your peers by posting them in the course WebCT or a blog.
- Survey and compilation of data. For example, interview Japanese native speakers and research on thoughts or the way of thinking of Japanese people; conduct surveys in class about classmates' healthy life, their thoughts about marriage, etc.
- Discuss similarities and differences between Japan and Australia (and students' other countries/cultures if there are any) comparing such institutions as marriage, school system, school reunions, etc.
- Summarise research and survey findings in graphs and present to class, or in a written report.
- Conduct group projects on designing futuristic goods.

Assessment

In this unit students are required to focus on expanding their language skills by consolidating their four skills including speaking, writing, listening and reading. These skills will be assessed with Speaking, Writing and Responding assessment tasks.

Assessment Task Types

Task Type	Speaking	Writing	Responding *	
Mandatory	Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD Minimum time limit: Continuing 5 mins	Sustained writing produced in class under test conditions within a minimum of 45 minutes in response to an unseen question based on content covered in the unit Minimum character limit: 660 characters	Beginning or Continuing Listening/reading comprehension with questions and answers in English and/or the target language AND/OR response to an unseen stimulus	Advanced A sustained response in either the target language or English to a previously unseen/unheard stimulus
Minimum for Mandatory	Beginning 15% Continuing 20% Advanced 20% of unit total mark	25% of unit total mark	25% of unit total mark	
Optional	Prepared/unprepared class talk Oral presentation Role-play Debate Interview Conversation Discussion Questionnaire Interpreting	Written test Discrete language testing within a larger task Sustained writing pieces in a variety of genres Assignment Creative written production In-class written production Translation Survey	Listening comprehension Reading comprehension Web quest in target language Critical commentary Written/oral/visual response to a variety of text types Creative response and written rationale Multiple choice response Summary Review, interpreting and translation Report in response to stimulus Cultural assignment using target language sources	
Weightings in 1.0 Units	25-40%	25-40%	25-40%	

The Mandatory task must be one item with the minimum mandatory weighting as shown above.

No assessment item may be less than 10%

Suggested assessment tasks for Listening and Speaking assessments:

- Students use Powerpoint to create an oral presentation of the results of a survey conducted with graphs, on a topic covered in class. They then lead discussion by developing discussion questions. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students create a futuristic dream product as a group/pair/individual project and present it to the class with a poster or other visual media. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students research a tourist site in Japan and introduce the place using PowerPoint to the class. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students present his/her predictions about how Australia will change image in 30 years time using PowerPoint. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students conduct a survey about the changing lifestyles of overseas students and compile the data and then present the results to the class using PowerPoint. They then lead discussion by developing discussion questions. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students conduct a survey regarding the image of one nation, national characteristics, etiquette and taboos of the country and present the result to the class using Power Point. They then lead discussion by developing discussion questions. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students research a legal case, such as a murder, and present the result to the class using PowerPoint. They conduct quiz to assess how much their listeners have understood. The teacher and peers ask questions afterwards and student is required to respond to them.
- Students research euthanasia or any other medical issues existing in Japan and Australia and present the result to the class. They then lead discussion by developing discussion questions. The teacher and peers ask questions afterwards and student is required to respond to them.

Suggested assessment tasks for Reading, Writing assessments:

- Students read given information about a tourist site in Japan and write an advertisement of the site (in 650-700 characters).
- Students research future images of Australia or Japan as portrayed in any written Japanese media. Answer set questions and respond to the article in writing (in 650-700 characters).

- Students find and read a Japanese blog, and then write a report which explores the way national characteristics, etiquette and taboos are presented. Answer set questions and post his/her thoughts and some anecdote in his/her own blog (in 650-700 characters).
- Students read passages of testimony from witnesses of a legal. Answer set questions and write their guess who committed the crime (around in 650-700 characters).
- Students read a newspaper article about a future 'dream' product. Answer set questions and write a letter to a newspaper (real or imaginary) critiquing the product. (in 650-700 characters)
- Students read an article about euthanasia or some other medical or environmental issue. Answer set questions and write an argumentative essay regarding the topic (650-700 characters).
- Students read survey results on a topic covered in the course and then answer questions and write a summary of their interpretation of results (650-700 characters).

Specific Unit Resource

Recommended Text

- Cox, R. A., *The culture of copying in Japan: critical and historical perspectives*, Routledge, 2008.
- Goo Online Japanese Dictionary:
<http://dictionary.goo.ne.jp/>
- Hori, U., *News de Manabu Nihongo: Listening comprehension for Intermediate Students*, Bonjinsha, 1988.
- Hori, U., *Interview de Manabu Nihongo, Listening comprehension for Intermediate/Advanced learners*, Bonjinsha, 1992.
- J-fan (J-pop culture)
<http://www.j-fan.com/>
- Jim Breen (Online Japanese dictionary service):
<http://www.csse.monash.edu.au/~jwb/cgi-bin/wwwjdic.cgi?1C>
- Kiyose, G. N., *Japanese grammar, a new approach*, Kyoto University Press, 1995.
- Liddicoat, A., *Teaching language, teaching cultures*, Applied Linguistics Association of Australia, 2000.
- Liddicoat, A., *Australian perspective on internationalising education*, Language Australia, 2003.
- Makino, S., & M. Tsutsui, *A Dictionary of Advanced Japanese Grammar*, The Japan Times, 2008.
- Matsumoto, Y., 'Reexamination of the universality of face: politeness phenomena in Japanese', in *Journal of Pragmatics*, 12:1988.
- Oka, M., *Rapid Reading Japanese: Improving Reading Skills of Intermediate and Advanced Students*, The Japan Times, 2001.
- Sakai, N., *Learning Katakana Words from the News-350 Words*, ALC Press, 1999.
- Yonekawa, A., *Beyond Polite Japanese: A Dictionary of Japanese Slang and Colloquialisms*, Kodansha International, 2007.
- Multimedia resources (online materials, images, and YouTube clips).

These were accurate at the time of publication.