

GUIDED SPEAKING AND INTERPRETATION (PART II)

(JL-402)

Course description

As part II of this course, the aim is to move to a more advanced level of speaking and interpretation.

Course objectives

Students will learn more formal expressions in Japanese language and will acquire interpretation skill. Focus is also on the honorific language used in Japanese and how that is interpreted.

Course outcomes

Gain the skills of interpreting in formal situations, and also to be able to speak on any given topic using advanced Japanese language expressions.

Course outline

Teaching of the formal style to the students

Teaching to speak on a formal occasion is included in this course

Advanced level of interpretation is the part of this course

Reading list

1. Selected texts and recordings to be supplied by the Department

Teaching plans

Week 1-6: Practice formal speech

Week 7-12: Practice speaking on a formal occasion & interpretation

Week 8-16: Practice simultaneous interpretation from Japanese to English/Hindi

Facilitating the Achievement of Course Learning Outcomes

Thorough class room audio-video teaching/ activities such as role playing/ internship as interpreters.

METHODOLOGY OF FOREIGN LANGUAGE TEACHING WITH SPECIAL REFERENCE TO TEACHING OF JAPANESE

(JL – 403)

Course Description

This course will address the difficulties in foreign language teaching and techniques of foreign language teaching. It will focus on various methods of teaching a foreign language, merits and demerits of accepted methods of teaching Japanese –Audio lingual, Communicative, Suggestopaedia, Verb tonal method etc. It will also focus on Computer Aided Instructions and evaluation of Japanese language skills

Course Objectives

This course will enable students to acquire teaching skills to teach foreign language to Indian students.

Course outcome

The course will teach students to acquire knowledge and skill to teach foreign language through various methods.

Bachidand

Course Outline

1. Difficulties in foreign language teaching
2. Techniques of foreign language teaching
3. Acquiring teaching skills
4. Various methods of teaching a foreign language, merits and demerits of accepted methods of teaching Japanese – Audio lingual, Communicative, Suggestopaedia, Verb tonal method etc.
5. Computer Aided Instruction
6. Evaluation of Japanese language skills

Reading List:

1. Tasuku Nihongo Kyojuho, Tokyo, Nihongo Kyoiku Gakkai, 1995
2. Ishida, Toshiko, Nihongo Kyojuho, Tokyo, Taishukan Shoten, 1995
3. Toki, Satoshi, Nihongo Kyoikuno tameno Jissenteki Chishiki, Tokyo, Bonjinsha, 1990
4. Mizue, Satoshi, Gaikokugo toshiteno Nihongo: Sono oshiekata to manabikata, Tokyo, Kodansha, 1994
5. Morita, Yoshiyuki, Nihongogaku to Nihongokyoiku, Tokyo, Bonjinsha, 2008
6. Relevant volumes of Nihongo Kyojuho Series, published by The Japan Foundation

DISSERTATION (JL – 404)

Course Description

This is the last course in which students, after getting acquainted with all the compulsory knowledge on various aspects of Japan, will write dissertation in Japanese on any topic on Japan or on comparative basis with India.

Course Objective

The course has been designed to train the students as to how to develop a research paper/thesis independently in Japanese following the research methodology on their own. It will train them to get ready for doing further research in future.

Course Outcome

As stated above, this course will build an independent researcher out of the student.

Description on the Subject of Research

Students will take any topic of their interest to write the thesis. However, there are two conditions. First, it has to be written in Japanese in about 20,000 Japanese syllables, including Kanji. Second, the topic has to be related something to Japan. Students can also take a comparative study, but, one of them has to be a topic on Japan.

Syllabus

As it is a thesis to be determined by the students to write, there cannot be a fixed syllabus. Nevertheless, students will be encouraged to develop their own thinking on the basis of their own perceptions.

Reading List

In consonance with the above ~, no reading list can be designed for this course. Students and their supervisors will find out what to read and what kinds of materials are to be referred to in course of their progress of study.



Role of the Supervisor

A Supervisor will be assigned to a student. Since, there is no course on research methodology; the Supervisor will be required to introduce to the student how to carry out a research through a sequence of meetings.

Teaching Plan

While the student will take the responsibility of writing her/his own thesis, the Supervisor will also be responsible to guide the student in frequent sittings. The Supervisor will meet the student once every week over a period of 17 weeks. The supervisor will discuss, analyze, and rectify the writing of the student.

It is suggested that the department will publish the thesis of all the students in one publication (if possible) and will keep a copy in the Library of the department, with accreditation, for encouragement of the student writers of the thesis and also for future reference.

Facilitating the achievement of course learning outcomes

It will be taken care of what is called as Guided Research between the student and her/his supervisor. The thesis will be evaluated by all the teachers involved in teaching M.A. Japanese.



Unita Sachidanand

HOD

Department of East Asian Studies

University of Delhi