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# AHS CAPSTONE: INTERMEDIATE JAPANESE I

# Background on Japanese

## ◎ Three main scripts

- Kanji – Chinese characters representing various words or morphemes, e.g. 新しい – “atarashii - new” vs. 新聞 – “shinbun - newspaper”
- Hiragana – Japanese syllabary, where each character represents a vowel, a consonant follow by a vowel, or ん, used when there is no kanji for the word, you don’t know the kanji, or for verb and adjective inflections, e.g. ありがとう – “arigatou – thank you”
- Katakana – Another Japanese syllabary representing the same sounds as Hiragana, but typically used for words from other languages, onomatopoeia, or to show pronunciation, e.g. ウェルズリー – “Wellesley”
- Romaji – Japanese written with the Roman alphabet, as demonstrated above

# Some Kanji

- ◎ 一 - ichi
- ◎ 二 - ni
- ◎ 三 - san
- ◎ 四 - shi
- ◎ 五 - go
- ◎ 六 - roku
- ◎ 七 - shichi
- ◎ 八 - hachi
- ◎ 九 - kyuu
- ◎ 十 - juu
- ◎ 言語 – gengo - language
- ◎ 番組 – bangumi - program
- ◎ 覚える – oboeru - remember
- ◎ 経済 – keizai - economics
- ◎ 関係 – kankei - connection
- ◎ 正午 – shougo - noon
- ◎ 意味 – imi - meaning

# Intermediate Japanese Course Description

- Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills.

# Texts

- ◎ *Japanese: The Spoken Language* by Jordan, Eleanor Harz.
- ◎ Reading and Kanji writing supplements by members of the Wellesley Japanese department



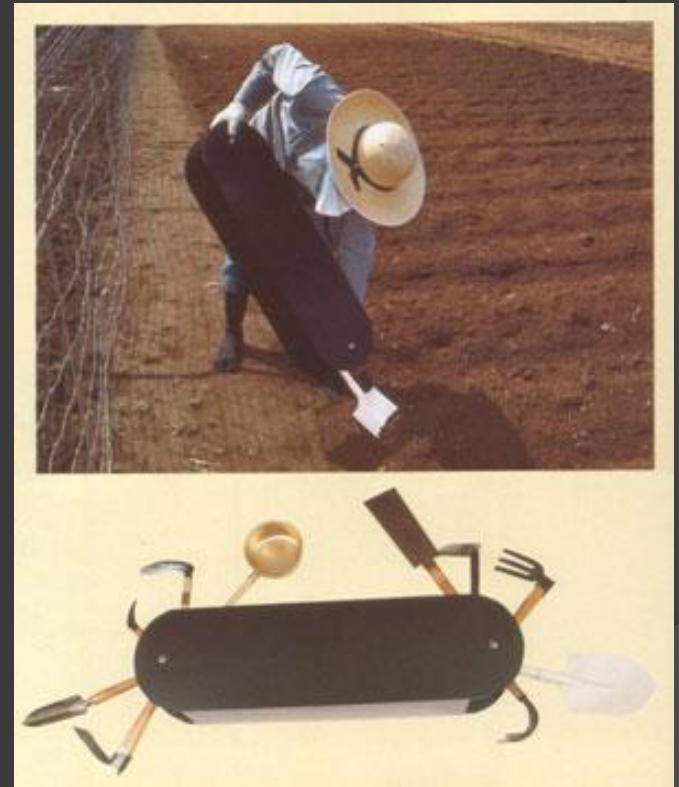
# The “Jordan Method”



- Rote memorization of “core conversations”
- Repetitive drills
- A lot of “keigo” – formal Japanese
- Non-standard Romaji, no kana or kanji

# Wellesley Implementation

- Class 5 days a week, some kind of assessment in every class
- Supplement Jordan with readings and Kanji
- Lectures
  - Teach new grammar
  - Watch dramatic portrayal of core conversations
- Drill classes
  - Reinforce grammar
- Reading classes
  - Go over reading
  - Go over new Kanji



# Assessments

- ◉ Lectures
  - Vocabulary quizzes
- ◉ Drill Classes
  - Recitation of core conversations from memory
- ◉ Reading Classes
  - Reading questions
  - Reading quizzes
  - Kanji quizzes
- ◉ “Eavesdropping” – listening comprehension every two sections
- ◉ “Utilization” – Given a situation in English, what would you say in Japanese
- ◉ Reading questions for each reading
- ◉ Three oral midterms/finals
- ◉ Three written midterms/finals
- ◉ Two essays





# Final Oral Test

妹さんがいますか。実は、私が小さかった時、家族はニュージャージーからコネチカットへ行ったんです。新しい家へ行って、父はたくさんのはこをあつめてこのぐらいのはこを一つを作ってくれた。父が作ってくれた大きなはこはたくさんのはこを使って作ったから、大きくて、おもしろいと思いました。

それで私と四さいの妹はそのはこの中にはいったんですよ。妹はたくさんあるはこに一つ入って、私がはこを閉めたんです。電気がなかったのではこの中はよるよりくらかったから妹はこわったんですよ。妹はこのことをまだ忘れていないから、私は妹からこのオーラルテストの話のアイデアをもらいました。

# 私は何を教えました

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- ◎ たくさんの漢字と日本語のことを教えました
- ◎ 私は日本語のことが下手です
- ◎ ウェルズリーの日本語のクラスはむずかしくて皆さんの仕事です
- ◎ 時々日本人がちょっと変です

# Picture References

- ◎ <http://www.dynamism.com/sushidisk/main.shtml>
- ◎ [http://lace\\_violet.tripod.com/hellokittyweird.html](http://lace_violet.tripod.com/hellokittyweird.html)
- ◎ <http://www.gearfuse.com/top-12-weird-japanese-inventions-that-never-quite-took-off/>

Questions?