

MA in Japanese Language and Culture(JLC)

for the students of MA in Japanese Language and Culture (JLC) 2021-22 and subsequent intakes.

Institute of Modern Languages
University of Dhaka

December 2021

MA in Japanese Language and Culture (JLC)

i. Introduction

This MA in Japanese Language and Culture(JLC) program and/or degree to be offered by the Institute of Modern Languages, University of Dhaka is recommended for students i) who have already completed the BA (Honours) in JLC degree at the Institute of Modern Languages or elsewhere, and ii) are interested in acquiring mastery in Japanese Language and Culture.

This Syllabus of the above mentioned MA program has been designed in a way that it complies with the objectives of the Institute of Modern Languages (IML) as a site of foreign language education, and maintains the uniformity among the contents of the syllabuses of other Masters degrees in foreign language and culture offered at this institute.

ii. Proposed title of the Program:

Masters of Arts in Japanese Language and Culture (JLC)

iii. Program objectives

The MA in JLC aims at training students to use Japanese language at advanced level for academic and professional purposes. We expect to produce highly efficient practitioners and professionals in Japanese language, as there is a serious demand for such persons in Bangladesh.

This Masters in JLC are expected to have an exhaustive knowledge and expertise in i) Japanese language and literature, ii) in area studies (history, geography, culture, etc.), and also in linguistics. It will provide students with skills required for professions related to i) Japanese language education, ii) Translation and Interpretation from Bengali/English to Japanese and vice versa, and iii) area studies (history, geography, society, literature, culture, politics, etc.), iv) research in the field of language and linguistics in general.

iv. Resource persons

The institute has teachers with required qualifications in the relevant fields and professional experience in teaching.

v. Teaching methodology

Seminars/Workshops, interactive sessions, presentations, research, etc.

vi. Details of the Program

In order to get the degree, a student must have 36 credits. The program will be carried out in 1 academic year, divided into 2 semesters. During this program, 9 courses will be offered as requirement of the degree. The value of each course is to be weighed in terms of 4 credits except Dissertation (8 credits; which is equivalent to 2 courses). 15 clock hours teaching is equivalent to 1 Credit hour. A 4 credit course will be given in 60 clock hours, 4 hours per week, in 15 weeks.

vii. Evaluation

The full marks for each course is 100, which is distributed as follows: i) Class Attendance (5), ii) Class Test/Presentation/Oral examination/Assignment (15), iii) Midterm (20) and, iv) Final written examination (60). In case of the Dissertation, 20 marks for the Midterm (presentation etc.) and 80 marks for the final thesis.

viii. Distribution of the Courses

Semesters	Courses	Course Code	Course Name	Credits
1 st Semester	Theory (Any two)	JLC 501	Sociolinguistics	8
		JLC 502	Intercultural Communication	
		JLC 503	Introduction to Literary Theory	
	Specialized Study I (Any two)	JLC 504	Studies of Japanese Culture I	(4×2)= 8
		JLC 505	Modern Japanese Literature: Poetry and Drama	
		JLC 506	Morphology and Syntax in Japanese	
		JLC 507	Translation and Interpretation I	
		JLC 508	Methodology of Teaching Japanese as a Foreign Language	
	Research	JLC 509	Advanced Research Methodology	4
2 nd Semester	Specialized Study II (Corresponding two of Specialized I) Teaching	JLC 510	Studies of Japanese Culture II	(4×2) = 8
		JLC 511	Modern Japanese Literature: Short stories, Novel and Essays	
		JLC 512	Semantics and Pragmatics in Japanese	
		JLC 513	Translation and Interpretation II	
		JLC 514	Teaching Practicum	
	Dissertation or two taught courses	JLC 515	Dissertation	8 or (4×2)=8
		JLC 516	Advanced Communicative Japanese	
		JLC 517	Academic writing in Japanese	

Course-wise Detail Description

JLC 501	Sociolinguistics	4
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Sociolinguistics investigates the interactions between language and society. Generative linguistics studies the nature of grammatical systems. This course brings the two together, introducing students with prior training in linguistic theory to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. Students will also draw connections with research methods and approaches to data analysis used in other areas of linguistics, and examine attitudes toward language and culture and their social and political consequences. The course emphasizes the insights into the use of language in society provided by a generative linguistics approach to natural language.

Recommended books:

Trudgill, P. 2001. *Sociolinguistics: An Introduction to Language and Society, Fourth Edition*. London: Penguin Books.

Hudson, R.A. 2001. *Sociolinguistics*. UK: Cambridge University Press.

Azuma, S. 2009. *Shakaigengogakunyumon (kaiteiban)*. Tokyo: Kenkyusha.

JLC 502	Intercultural Communication	4
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This course will focus on the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. Main objective of this course is to explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two. Students expected to be able to understand how communication processes differ among cultures and will be able to identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them. Through this course they will discover the importance of the roles of context and power in studying intercultural communication which is linked to acquire knowledge, skills and attitudes that increase intercultural competence.

Recommended books:

Haugen, E. 1972. "The Ecology of Language", in Dil, A. S. (ed) *The Ecology of Language: Essays by Einar Haugen*, Stanford: Stanford University Press.

Martin, J. et al. 2002. *Readings in Intercultural Communication: Experiences and Contexts*. New York: McGraw-Hill Education.

- Martin, J.N. and Nakayama, T.K. 2017. *Intercultural Communication in Contexts*. New York: McGraw-Hill Education.
- Patel, F. et al. 2011. *Intercultural Communication – Building a Global Community*. India: SAGE Publications.
- Yamada, H. et al. 2017. *The Seven Keys to Communicating in Japan – An Intercultural Approach*. Georgetown University Press.

JLC 503	Introduction to Literary Theory	4
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This is a course that exposes the students to a survey of the basic distinguishing features of various theories, methods and approaches in literary theories. Through open forum and lectures, the course ultimately enables the students to demonstrate their working knowledge and critical understanding of literary theories—and its role in unlocking meaning and value in written texts—through the composition of short critiques and a term paper.

Recommended books:

- Abrams, M. H. 2000. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd.
- Arnold, Matthew. 1865. *Essays in Criticism*. New York: MacMillan and company.
- Blamires, Harry. 2001. *A History of Literary Criticism*. Delhi: Macmillan.
- Habib, M. A. R. 2005. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Blackwell.
- Koza. HikakuBungaku, published by Tokyo University Press.

JLC 504	Studies of Japanese Culture I	4
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This course will focus on how the modern Japanese society and culture are formed. This course is designed to provide a general introduction to Japanese culture as objects of scientific inquiry through examination of the major problems in the analysis of historical and contemporary sociocultural systems in Japan. Students will learn not just about Japanese culture, but how to approach the study of a culture and its development. The course will also cover issues facing today's Japanese society, which include education, politics, economy, Westernization, status of women, and family structure. It is also intended to acquaint students with the major research strategies, analytical tools, and theoretical perspectives of social science.

Recommended books:

- Bestor, V. et al. 2011. *Routledge Handbook of Japanese Culture and Society*. New York: Routledge.
- Collinwood, D.W. 2004. *Japan and the Pacific Rim*. New York: McGraw-Hill.
- Morton, W.S. 2004. *Japan: Its History and Culture*. New York: McGraw-Hill.

- Patel, F. et al. 2011. *Intercultural Communication – Building a Global Community*. India: SAGE Publications.
- Yamada, H. et al. 2017. *The Seven Keys to Communicating in Japan – An Intercultural Approach*. Georgetown University Press.

JLC 505	Modern Japanese Literature: Poetry and Drama	4
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Under this course students will study representative works of Japanese literature from the 10th century to the modern era, with the main emphasis being on modern literature. Literary movements and genres covered will include prose and drama; naturalism, proletarian literature, modernism, decadent literature, and postmodernism. Students will develop skills in reading modern Japanese literary prose through readings of modern short stories.

Recommended books

- Donald, K. 1993. *The pleasures of Japanese Literature*. Columbia University Press.
- Shuichi, K. 1997. *A History of Japanese Literature: From the Manyoshu to Modern Times*. Routledge.
- Ichiro Teiji(Ed.), *Nihon BungakuZenshu*. Gakutosha, Tokyo.
- Gluk, Carol. 1987. *Japan’s Modern Myth*. Princeton UP.
- Okada, Sumie. 2003. *Japanese Writers and the West*. Palgrave Macmillan.

JLC 506	Morphology and Syntax in Japanese	4
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This course will aim at an understanding of language and the way it works by examining linguistic descriptions in terms of phonetics and phonology, morphology, syntax and semantics and their functional relations. It will also provide a general background to sociolinguistics. At the end, the course provides students with the ideas and issues of linguistics that have contributed to the development of the field of language teaching. Over all, the course develops an understanding of students about the Japanese language and how it operates in use.

Recommended books:

- Davenport, M. and Hannahs, S. J. 2010. *Introducing Phonetics and Phonology*. NY: Routledge.
- Fromkin, V. and Rodman, R. 1998. *An Introduction to Language*. New York: Harcourt Brace.
- Leech, G.N. 1981. *Semantics*. Harlow: Penguin.
- Ronnie, C., Kempson, R. and Gregoromichelaki, E. 2009. *Understanding Semantics*. London: Routledge.
- Tallerman, M. 2011. *Understanding Syntax*. New York: Routledge.
- Tsujimura, N. 2013. *An Introduction to Japanese Linguistics*. New Jersey: Wiley-Blackwell.
- Yule, G. 1985. *The Study of Language*. Cambridge: Cambridge University Press.

JLC 507	Translation and Interpretation I	4
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The goal of this course is to close reading to bring about a clear understanding of the text, to initiate research and documentation to broaden the general knowledge base of the translator and to better understand to text, to prepare required to translate a clue avoiding the trap of 'faux amis'. Students are expected to be able to translate short stories/ novels from Japanese to Bengali and vice versa.

Recommended books:

Munday, J. 2001. *Introducing Translation Studies -Theories and Applications-*. London: Routledge.
 Baker, M. 2011. *In Other Words -A Coursebook on Translation-*. London: Routledge.

JLC 508	Methodology of Teaching Japanese as a Foreign Language	4
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The course attempts to establish a bridge between theory and practice. It explores the various approaches, methods, and techniques that have been historically employed in Foreign Language Teaching (FLT), and their theoretical rationale. This course will also help the students know different stages and strategies of teaching language skills covering listening, speaking, reading, writing, grammar, vocabulary and pronunciation. They will also examine the various types of Japanese language syllabuses on offer and learn to implement and evaluate syllabuses. The course also links the relevance of the syllabus to existing teaching materials by exploring the principles of materials development. They will learn to design effective learning tasks and develop varieties of engaging and meaningful materials that ensure purposeful language use for Japanese language learners. In the process, they will become aware of current research on second language acquisition and principles and practices of language teaching. Finally, they will learn the principals of testing and how these principles may be applied in practice and become aware of the issues in relation to test reliability, validity and standardization in scoring.

Recommended books:

Douglas, D. 2009. *Understanding Language Testing*. New York: Routledge.
 Holliday, A. 1994. *Appropriate Methodology and Social Context*, Cambridge: Cambridge University Press.
 Hughes, A. 2010. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
 McGrath I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
 Nunan, D. 1986. *Syllabus Design*. Oxford: Oxford University Press.
 Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- Collinwood, D.W. 2004. *Japan and the Pacific Rim*. New York: McGraw-Hill.
 Morton, W.S. 2004. *Japan: Its History and Culture*. New York: McGraw-Hill.
 Patel, F. et al. 2011. *Intercultural Communication – Building a Global Community*. India: SAGE Publications.
 Yamada, H. et al. 2017. *The Seven Keys to Communicating in Japan – An Intercultural Approach*. Georgetown University Press.

JLC 511	Modern Japanese Literature: Short Stories, Novel and Essays	4
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This course provides the students of MA in Japanese Language and Culture with the knowledge on pre-modern and contemporary literary works on the short stories, novel and essays. The literary works includes the novel written by Mishima Yukio and Murakami Haruki, and other modern literary personalities.

Recommended books:

- Mishima, Y. 2021. *Bitokunoyoromeki*. Shinchosha.
 Mishima, Y. 1954. *Sound of Waves*. Shinchobunko.
 Mishima, Y. 2020. *Forest in Full Bloom*. Shinchobunko.
 Shuichi, K. 1997. *A History of Japanese Literature: From the Manyoshu to Modern Times*. Routledge.
 Murakami, H. 1987. *Norwegian Wook*. Kodansha.
 Murakami, H. 2003. *Shonen Kafuka*. Shinchosha.
 Murakami, H. 2009. *Blind Willow, Sleeping Woman*. Kodansha.

JLC 512	Semantics and Pragmatics in Japanese	4
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The course provides the students with advanced knowledge in Japanese semantics and pragmatics. The aim of the subject of study is to give a brief introduction to semantics and pragmatics. Semantics is the study of meaning. More precisely it is the study of the relation between linguistic expressions and their meanings. Pragmatics is the study of context. More precisely it is the study of the way context can influence our understanding of linguistic utterances. The term semantics simply means the study of meanings. The study explores how meaning in language is produced or created. Semantics not only concentrates on how words express meaning but also on how words, phrases and sentences come together to make meaning in language. To start with, you will be motivated to focus on the nature and scope of semantics. Hence, here in this unit, you will be introduced to the concept and definition semantics, brief history of semantics, semantics and other disciplines, major concern of semantics, and the different approaches to the study of semantics.

Recommended books:

Lyons, J. 1995. *Linguistic Semantics: An Introduction*. Cambridge University Press.

Takami, K. and Kuno, S. 2014. *The Semantics and Functions of Some Grammatical Constructions in Japanese*. Kuroshio Shuppan.

Mihara, K. 2015. *Syntax and Semantics of Conjugation in Japanese*. HitsujiShobo.

JLC 513	Translation and Interpretation II	4
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In this course, students will examine and implement the basic methodologies, theories and principles in the field of Japanese translation. Contents will include various technical and non-technical materials. Students will examine and implement the basic methodologies, theories and principles in the field of Japanese interpretation. Materials will include film, formal and informal documents, and interpretation of a variety of meetings and events. Students will analyze the cultural contexts in which the interpretation activities take place. They will work on improving their Japanese Linguistic competencies and become familiar with the use of interpretation technology and equipment. This course has a strong service learning component in which students will work with various local organizations and the Japanese community to meet their interpretation needs. Through these service learning activities, students will have valuable opportunities to apply and reflect on their learning as well as work with the technical and social complexities of providing services according to needs.

Recommended books:

Bassnett, Susan (1980/1991/2002). *Translation Studies*. New York and London: Routledge.

Benjamin, Walter (1923). "The Task of the Translator," an introduction to the translation of *Lesfleurs du mal* by Baudelaire.

Genzler, Edwin (2001). *Contemporary Translation Theories*. 2nd Ed. London: Routledge.

Sharma, Sandeep. (2017). *Translation and Translation Studies*, 2nd ed. India: ICDEOL.

JLC 514	Teaching Practicum	4
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The course intends to develop students' practical skills to teach Japanese as a foreign language. They are encouraged to translate the theoretical knowledge gathered in: *Methodology of Teaching Japanese as a Foreign Language*, *Teaching Classroom Techniques* into practice, conduct teaching sessions in front of their peers, apply the skills learned, and gain hands-on teaching experiences. They shall be given opportunity to experiment with new techniques in a friendly environment and receive formative feedback from their peers. The principles of teacher development and the knowledge of approaches, methods, and procedures in LT come together through micro-teaching and peer observation. On completing the micro-teaching, the students will be able to prepare and apply lesson plans, develop confidence in using various materials and

teaching techniques, expand on their teaching skills, and understand the necessity of continuous reflection on the teachers' part for ensuring optimal learning for students. They will design and develop a portfolio as a component of the assessment.

Recommended books:

Darling-Hammond, L. and Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: John Wiley and Sons.

Elliott, J. (2012). *Reconstructing teacher education: Teacher development*. New York: Routledge.

Michael J. W. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge: Cambridge University Press.

Tedick, D. J. (2013). *Second language teacher education: International perspective*. New York: Routledge.

JLC 515	Dissertation	8
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The Thesis written by each student must be based on an original empirical research underpinned by a comprehensive literature survey, conducted independently on the basis of some theories. Students will investigate and report their findings on the basis of data they have collected to answer their research question. They will be expected to write a well-conceived and appropriately executed paper based on their original piece of work, of word limit between 30,000 words. The research report will be assessed by both the supervisor and by external examiners. Finally, students will face an interview in a formal defense of the thesis. It will be conducted by the Examination Committee members to assess student's learning outcomes through research.

Recommended books:

Dubin, F. & Olshtain, E. (1986). *Course Design*. Cambridge University Press.

Hughes, A. (1989). *Testing for Language Teachers*. Cambridge University Press.

McDonough, J., & Shaw, C. (2003). *Materials and Methods in ELT*. Second Edition. Oxford: Blackwell.

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford University Press.

Nunan, D. (1986). *Syllabus Design*. Oxford University Press

White, R. (1988). *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell.

Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge University Press.

Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press

Tomlinson, B. (Ed.) (1998) *Materials Development in Language Teaching*. Cambridge:

Cambridge University Press.

Yalden, J. (1987). *The Communicative Syllabus: Evolution, Design and Implementation*
Prentice-Hall International (UK).

JLC 516	Advanced Communicative Japanese	4
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This innovative advanced level course in Japanese is given to assist the students to master the appropriate language use in real life situations. With an emphasis on listening and speaking skills, the course takes a descriptive approach, demonstrating the variations that exist among Japanese speakers. This course covers the sample dialogues that demonstrate a range of generally preferred language uses, giving the student the tools to communicate in an effective and culturally appropriate manner.

Recommended books:

Noriko Ishihara and Magara Maeda (2010). *Advanced Japanese Communication in Context*. Londong: Routledge.Jokyu Nihongo kyokasho; Bunka e no manazashi, Tokyo University Press, 2005.

Kakikura, Yuko, *Nihongo JokyuDokkai*, Tokyo, Yuhikaku, 2000

Kamata, Osamu et.al, *ChukyukaraJokyueno Nihongo*, Tokyo, Japan Times, 1998

Excerpts from other books on Advanced Japanese Language published by various Universities in Japan

JLC517	Academic Writing in Japanese	4
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This course will provide the students with the support to write clear basic text on a wide range of subjects related to his or her interests. They are expected to write critical essays or reports, passing on information or giving reasons in support of or against a particular point of view. Students will also learn how to write a research project and presentation documentation.

Recommended books:

Aya Kondo, Junko Shinada, Kim Hyogyung, MiyakoUtsumi (2012) *Business Communication in Japanese*, Apricot Publisher, Tokyo, Japan

Nihongo KyoikuKyozaikai Kaihatsu Iinkai (edited) (2015) *Manabo! Nihongo shochukyusakubunrenshucho*, SenmonKyuiikuShuppan, Japan

Sato Masamitsu (1997) *Nihongo Sakubun No Houhou*, Dsaisanshobo, Japan.

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