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to give learners ba hasis on the four sk the pronunciation termined topics. At f simple dialogues a d to the pronunciati to communicate th n encouraged to use include: description on and places, and ne module. y is a combination echnology including nd non-threatening	ills of rea n, script the end and partic fon of Ja rough s the lan ns of per daily rou of paire g video, environn	ading, writing, speaking t, vocabulary and ba of the module, students cipate in informal conver apanese through the use cripted dialogues in pr guage more creatively ir ople and things, introdu utines and leisure. Hirag ed work, small group ir audio and ICT is used nent.	and listening. The sic structures for should be able to reations. e of Romaji (Rom redetermined con in their interactions inctions and greeting gana script will be interaction and wh	e aim is to or simple carry out nan letter) texts and . Some of ngs, time, gradually nole class enhance
S:	40%	Listening Skills 1. Mid Term 2. End of Semes Oral Skills 1. Performance in 2. Oral interview	n class	60% 10% 10% 10% 20%
	hasis on the four sk the pronunciation termined topics. At f simple dialogues a d to the pronunciati to communicate th n encouraged to use include: description on and places, and he module. y is a combination echnology including and non-threatening hination (2 hrs) :	Japanese I Breadth 4 None Dale: d to give learners basic skills hasis on the four skills of re- the pronunciation, script termined topics. At the end f simple dialogues and partic d to the pronunciation of Ja to communicate through s n encouraged to use the lan include: descriptions of pe on and places, and daily rou- he module. y is a combination of paire echnology including video, and non-threatening environm	Japanese I Breadth 4 Student Workload : Contact hours: None Inale: a to give learners basic skills for communication in J hasis on the four skills of reading, writing, speaking the pronunciation, script, vocabulary and ba termined topics. At the end of the module, students if simple dialogues and participate in informal conver d to the pronunciation of Japanese through the us to communicate through scripted dialogues in pr n encouraged to use the language more creatively ir include: descriptions of people and things, introdu on and places, and daily routines and leisure. Hirag he module. ty is a combination of paired work, small group in technology including video, audio and ICT is user and non-threatening environment. hination (2 hrs): 40% Coursework: Listening Skills 1. Mid Term 2. End of Semes Oral Skills 1. Performance i 2. Oral interview Reading & Writing Skil	Japanese I Breadth 4 Student Workload : Contact hours: 8 hours per wee 4 hours per wee 4 hours per wee None male: 4 4 to give learners basic skills for communication in Japanese. It is an it hasis on the four skills of reading, writing, speaking and listening. The the pronunciation, script, vocabulary and basic structures for termined topics. At the end of the module, students should be able to f simple dialogues and participate in informal conversations. d to the pronunciation of Japanese through the use of Romaji (Rom to communicate through scripted dialogues in predetermined con n encouraged to use the language more creatively in their interactions include: descriptions of people and things, introductions and greetin on and places, and daily routines and leisure. Hiragana script will be he module. y is a combination of paired work, small group interaction and wh technology including video, audio and ICT is used to support and ind non-threatening environment. hination (2 hrs) : 40% Coursework: Listening Skills 1. Performance in class 2. Oral interview Reading & Writing Skills