

Applied Learning
2025-27 Cohort; 2027 HKDSE

Item	Description
1. Course Title	Everyday Japanese and Japanese Culture
2. Course Provider	School of Professional and Continuing Education, The University of Hong Kong
3. Area of Studies/ Course Cluster	Media and Communication/ Language and Culture
4. Medium of Instruction	Chinese and Japanese
5. Learning Outcomes	Upon completion of the course, students should be able to: (i) demonstrate basic communication skills in Japanese; (ii) apply Japanese language skills in daily life and work contexts; (iii) describe and discuss contemporary Japanese culture and related issues; (iv) describe and explain Japanese business culture; (v) apply Japanese hospitality spirit and interpersonal skills in the work context; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

Module 1: Japanese Language and Culture (1)

Japanese Language 1 (40 hours)			
Learning Elements	<i>Hiragana and Katakana</i> (Japanese Alphabet)	Introduction	Ordering
Vocabulary	▪ Introduction to <i>hiragana</i> and <i>katakana</i>	▪ Country and nationality ▪ Job	▪ Food and beverages ▪ Basic verbs ▪ Numbers
Speaking		▪ Greetings and self-Introduction ▪ Asking and answering about nationality and occupation ▪ Asking and answering the name of items and talking about the owners	▪ Ordering food and beverages ▪ Understanding simple menu ▪ Role play ordering at a restaurant ▪ Asking and answering about present actions ▪ Settling bills
Listening		▪ Classroom Japanese ▪ Listening to conversations about self-introduction, nationality and occupation ▪ Listening to conversations about the names of objects and the owners	▪ Listening to conversations about ordering in restaurants and café ▪ Listening to conversations about destinations ▪ Listening to conversations about present actions and plans
Reading		▪ Reading self-introduction ▪ Reading about someone’s possessions	▪ Reading dialogues about ordering
Writing		▪ Writing a self-introduction ▪ Writing about classmates’ possessions	▪ Writing a menu order
Japanese History and Culture (20 hours)			
History, Geography and Religion		Food	Pop Culture
▪ A brief history of Japan ▪ Geography and seasons ▪ Religion		▪ Japanese traditional food ▪ Food and visual beauty ▪ Table manners in Japan	▪ Animation, manga and J-pop ▪ Influences of Japanese pop culture on Japanese society and the world



Module 2: Japanese Language and Culture (2)

Japanese Language 2 (40 hours)			
Learning Elements	Shopping	Family, Friends, Colleagues and Customers	Travel
Vocabulary	<ul style="list-style-type: none"> Groceries and daily necessities Basic adjectives 	<ul style="list-style-type: none"> Date, time and days of the week Honorific speech 	<ul style="list-style-type: none"> Weather and seasons Travel destinations and preparation Transport
Speaking	<ul style="list-style-type: none"> Talking about surrounding objects and people Buying food ingredients Buying and selling items 	<ul style="list-style-type: none"> Asking classmates about birthdays Introducing family members Talking about daily life Greetings to superiors and customers 	<ul style="list-style-type: none"> Talking about the weather Talking about travel plans Talking about memorable trips Giving directions
Listening	<ul style="list-style-type: none"> Listening to conversations describing objects Listening to conversations about prices and buying at stores Listening to conversations about shopping experiences and shopping situations 	<ul style="list-style-type: none"> Listening to conversations about date and time Listening to conversations about family member introductions Listening to conversations about weekly schedule Listening to conversations related to greetings with superiors and customers 	<ul style="list-style-type: none"> Listening to conversations about the weather Listening to conversations about vacation plans Listening to conversations about travel experiences Listening to conversations about giving directions
Reading	<ul style="list-style-type: none"> Reading passages about shopping experiences 	<ul style="list-style-type: none"> Reading family introductions Reading passages about friends' daily life 	<ul style="list-style-type: none"> Reading introduction about travel destinations Reading travel destination advertisements
Writing	<ul style="list-style-type: none"> Writing about shopping experiences 	<ul style="list-style-type: none"> Writing diary Writing about what friends like doing 	<ul style="list-style-type: none"> Writing introduction about travel destinations Writing travel destination advertisements
Japanese Human Relationships and Work Culture (20 hours)			
Human Relationships		Work Culture	
<ul style="list-style-type: none"> Hierarchical relationship Friendships and groupism “seken” (society) Importance of “wa” (harmony) 		<ul style="list-style-type: none"> Departments and positions in Japanese companies Etiquette Decision making model: e.g. “nemawashi” (consensus building) and “dango” (consultation) “Gambaru” (to persist, to try one’s best) spirit 	



Module 3: Japanese Language and Culture (3)

Japanese Language 3 (40 hours)			
Learning Elements	Hobbies	Life in Japan 1	Life in Japan 2
Vocabulary	<ul style="list-style-type: none"> ▪ Hobbies ▪ Feelings 	<ul style="list-style-type: none"> ▪ Transportation and directions ▪ Body and medical symptoms 	<ul style="list-style-type: none"> ▪ Bank and post office ▪ Telephone
Speaking	<ul style="list-style-type: none"> ▪ Talking about weekend activities and hobbies ▪ Talking about what classmates like doing 	<ul style="list-style-type: none"> ▪ Talking about taking public transport ▪ Expressing medical symptoms 	<ul style="list-style-type: none"> ▪ Opening a bank account ▪ Mailing a package at a post office ▪ Ordering food by phone
Listening	<ul style="list-style-type: none"> ▪ Listening to conversations about hobbies ▪ Listening to conversations about how to change your mood 	<ul style="list-style-type: none"> ▪ Listening to conversations about places where someone has been before ▪ Listening to conversations with a doctor 	<ul style="list-style-type: none"> ▪ Listening to conversations about requests ▪ Listening to telephone conversations about lost items ▪ Listening to telephone conversations about making a reservation at a restaurant
Reading	<ul style="list-style-type: none"> ▪ Reading passages about hobbies 	<ul style="list-style-type: none"> ▪ Reading information about one's home and its surroundings 	<ul style="list-style-type: none"> ▪ Reading articles about interviews of students studying in Japan
Writing	<ul style="list-style-type: none"> ▪ Writing about your own hobbies 	<ul style="list-style-type: none"> ▪ Writing information about one's home and its surroundings 	<ul style="list-style-type: none"> ▪ Writing email ▪ Writing product promotion via social networking services (SNS)
Japanese Business Culture (20 hours)			
“ <i>Omotenashi</i> ” Spirit in the Service Industry		Job-seeking	
<ul style="list-style-type: none"> ▪ Importance of “<i>omotenashi</i>” (hospitality) spirit in Japan ▪ Origin and development of “<i>omotenashi</i>” spirit ▪ Characteristics of “<i>omotenashi</i>” spirit ▪ Cases in the service industry 		<ul style="list-style-type: none"> ▪ Job-seeking activities ▪ Curriculum vitae and job application form ▪ Job interview preparation 	

7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to Japanese studies, Asian studies, language and literature related studies, linguistics, cultural studies, translation, language education, humanities, media studies, social sciences

Career development

- e.g. customer service consultant/officer, assistant marketing/trading manager, sales assistant, assistant administrator in Japanese company/government related organisation

Other qualifications

- e.g. Japanese Language Proficiency Test (JLPT)

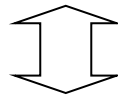
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing language skills in daily life and work contexts, including speaking, reading and writing

Expanding horizons, e.g.

- students taking **Physics** can expand their horizons in applying Japanese language in work contexts



Everyday Japanese and Japanese Culture



Relations with other Areas of Studies/ courses of Applied Learning

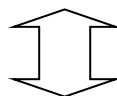
e.g.

Business, Management and Law

- knowledge of Japanese business culture

Services

- Japanese “omotenashi” (hospitality) spirit in the service industry



Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and/or **English Language Education** – communication skills (verbal and written)
- **Personal, Social and Humanities Education** – empathetic understanding, cultural awareness and global perspective
- **Technology Education** – information technology

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in service industries, marketing, translation and media.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on language skills relating to daily social life and work contexts) and eye-opening opportunities to experience the complexity of the context (e.g. seminars related to Japanese traditional and modern culture by scholars and professionals; visits to Japanese companies and cultural organisations).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. role-play in various simulated workplace and daily life situations; activities introducing Japanese culture).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. making use of the knowledge and skills acquired in simulated customer service environment and job-seeking scenario).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- communicate in spoken and written Japanese in daily life and work contexts;
- demonstrate an understanding of Japanese society and business culture; and
- apply the Japanese hospitality spirit in workplace environment (e.g. when working with Japanese customers or working in a Japanese company).

(ii) **Foundation Skills**

- demonstrate effective communication skills in written and verbal forms through role-play, group discussion, presentation, and report writing;
- enhance Japanese proficiency through having practice in work contexts and receiving feedback from tutors; and
- apply information technology skills in conducting presentation and group project work.

(iii) **Thinking Skills**

- apply analytical skills to understand the influences of Japanese business culture on the development of Japanese companies;
- understand the relationship between the development of Japanese society and formation of modern Japanese culture; and
- develop problem-solving and decision-making skills through various activities conducted in simulated social and work contexts.

(iv) **People Skills**

- apply interpersonal and collaboration skills in accomplishing group work;
- respect people from different cultures and backgrounds; and
- demonstrate self-management skills in assessment activities and self-study.

(v) **Values and Attitudes**

- demonstrate dependability and responsibility in group work;
- show respect to intellectual property right when completing assignments; and
- foster enthusiasm for language learning.