

**Graduate School  
College of Intercultural  
Communication**

**TESOL-J Program**

**2016-2017**



**College of Intercultural Communication**

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Teaching English Vocabulary to Japanese Students**  
**Spring 2016**

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Instructor:	Yuka Yamamoto
Class Hour:	15:00-16:30
Class Location:	TBA
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1016
	Email: yukayamamoto@rikkyo.ac.jp

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### **COURSE DESCRIPTION**

In this course, we will review important issues in the field of second language vocabulary acquisition. We will explore whether what has been practiced and believed to be the appropriate vocabulary teaching is the most effective and efficient way based on recent vocabulary studies. Specific topics will include what it means to know a word, how much vocabulary size learners need to know, what vocabulary learners should be focusing on, what are ways to teach vocabulary and how we can assess students' vocabulary knowledge. Students will engage in book summary presentation, do a demo teaching based on their lesson plans, and complete a literature review on a topic of personal interest in the field of second language vocabulary acquisition.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will

- Participate actively in class discussions and do your readings before class.
- Give a book summary presentation, do a demonstration on one of the activities from the chapter, search for an article related to the topic of your chapter and prepare a handout on assigned chapter.
- Give a demo teaching for 30 minutes to integrate teaching methods learned in class.
- Submit a lesson plan of your demo teaching.
- Write a literature review on a topic of personal interest in the field of second language vocabulary acquisition.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Nation, I.S.P. (2008). *Teaching vocabulary: Strategies and techniques*. Heinle Cengage Learning.

### **RECOMMENDED READINGS**

Nation, I.S.P. (2013). *Learning vocabulary in another language*. 2nd Edition. Cambridge University Press.

Nation, I.S.P. and Webb, S. (2011). *Researching and analyzing vocabulary*. Heinle Cengage Learning.

Folse, K. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. University of Michigan Press.

## **COURSE REQUIREMENTS**

Active participation, book summary presentation, lesson plan, demo lesson, and literature review.

Class participation	20 points
Book summary presentation	20 points
Demo-teaching	20 points
Lesson plan	20 points
Literature review	<u>20 points</u>
	100 points

*Class participation:* Class participation is the key for course success. To actively participate in class discussions, you are required to complete all assigned readings before class. Be ready to bring insightful comments to class. If you need to be absent, please let me know in advance.

*Book summary presentation:* Each student will choose a chapter from the course textbook, summarize the chapter, do a quick demonstration presented in the chapter, and find one article related to the chapter's topic. Please provide a handout for your classmates.

*Demo-teaching (30 minutes):* This is an opportunity for you to integrate teaching methods you learned in class. When you plan your lesson, you are also asked to give feedbacks. Plan ahead of time. Make sure you prepare all the materials and equipment ready before you do the demo teaching. Your peers will pretend to be your students and give feedbacks on your performance.

*Lesson plan:* Create a lesson plan for your demo teaching. Bring a copy and be ready to submit it on the day of your demo lesson. The lesson plan should clearly state the learning objectives, class background (e.g., age, level, purpose of the class) and actual procedure with the length of time of each activity. Make sure you also include all the teaching materials.

*Literature review:* Write a literature review on a specific topic you are interested in exploring in the field of second language vocabulary acquisition. After identifying an area, write a 5 page (double-spaced) paper based on recent relevant literature on the topic (about 8 sources) and identify the current state of the field. Make sure you follow APA style.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

<b>Class</b>	<b>Date</b>	<b>Class</b>	<b>Home</b>
1	4/13	Introduction to the course; What is vocabulary?	
2	4/20	Vocabulary Myths	Prepare for Presentation Chapter 9 Presenter: Read Chapter 9
3	4/27	How much vocabulary do we need?; Testing vocabulary knowledge; Findings on lexical knowledge of Japanese students; Presentation Chapter 9	Prepare for Presentation Chapter 7 Presenter: Read Chapter 7
4	5/4	Studies on different vocabulary learning conditions: Intentional vocabulary learning 1; Presentation Chapter 7	Prepare for Presentation Chapter 8 Presenter: Read Chapter 8
5	5/11	Studies on different vocabulary learning conditions: Intentional vocabulary learning 2; Presentation Chapter 8	Prepare for Presentation Chapter 4 Presenter: Read Chapter 4
6	5/18	Studies on different vocabulary learning conditions: Incidental vocabulary learning 1; Presentation Chapter 4	Prepare for Presentation Chapter 5 Presenter: Read Chapter 5
7	5/25	Studies on different vocabulary learning conditions: Incidental vocabulary learning 2; Presentation Chapter 5	Prepare for Presentation Chapter 2 Presenter: Read Chapter 2
8	6/1	Teaching vocabulary (1): Vocabulary and listening; Presentation Chapter 2	Prepare for Presentation Chapter 3 Presenter: Read Chapter 3
9	6/8	Teaching vocabulary (2): Vocabulary and speaking; Presentation Chapter 3	Prepare for Presentation Chapter 6 Presenter: Read Chapter 6
10	6/15	Teaching vocabulary (3): Vocabulary and writing; Presentation Chapter 6	Prepare for Presentation Chapter 10 Presenter: Read Chapter 10
11	6/22	Planning the vocabulary component of a language course; Presentation Chapter 10	Prepare for Demo Lesson & Create Lesson Plan
12	6/29	Demo Lesson & Lesson Plan (1)	Prepare for Demo Lesson & Create Lesson Plan
13	7/6	Demo Lesson & Lesson Plan (2)	Literature Review
14	7/13	Submit Literature Review; Wrap-up	

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Teaching English Reading/Writing to Japanese Students**  
**Spring 2016**

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Instructor:	Ai Ohmori
Class Hour:	Thursday, 10:45-12:15
Class Location:	1201
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1005 Email: aiohmori@rikkyo.ac.jp Phone: 03.3985.4060

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### **COURSE DESCRIPTION**

The present course offers an overview of the underlying theories and methodologies that are needed for teaching reading and writing to EFL students with a special emphasis put on Japanese learners. Students will learn methods and strategies for planning, implementing, and assessing reading and writing instruction (for all ages and levels of EFL students). Through assignments that require actual teaching experiences, students will efficiently enhance their teaching skills.

*Note:* Students are suggested to tutor at least one English language learner (of any age or proficiency level) in reading and writing for about four consecutive weeks (once a week) during this semester. More details will be explained at the beginning of the course.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, students will be able to:

- Participate actively in class discussions.
- Identify and integrate a variety of concepts and approaches to the teaching of L2 English reading and writing.
- Plan, prepare, and implement L2 English reading and writing instruction in language-focused (as well as content-based) classes.
- Understand learning contexts and features specific to Japanese learners of English.
- Observe classroom lessons critically based on theories and approaches covered during the term.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading materials will be provided in class or be available on Blackboard.

### **RECOMMENDED TEXTS**

Brown, H. Douglas, and Lee, Heekyeong. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Fourth edition. New York: Pearson.

Harmer, Jeremy. (2012). *Teacher knowledge: Core concepts in English language teaching*. Essex, England: Pearson.

Harmer, Jeremy. (2007). *The practice of English language teaching*. Fourth edition. Essex, England: Pearson Longman.

## **COURSE REQUIREMENTS**

Active participation, five reflective journal entries, observations, lesson plans, revisions and demonstrations.

Attendance and active participation	15 points
Reflection papers (5)	30 points
Class Observation (2)	20 points
Lesson plans, revisions & demonstrations	<u>35 points</u>
	100 points

*Attendance and active participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding of the course content. Each reflection paper is expected to be no less than 3 double-spaced pages in length. Details of each reflection paper will be explained in class.

*Class observations:* In this assignment you will describe and analyze concepts and methodologies adopted by the instructor of teaching L2 reading and writing in the classroom. The instructor will aid in setting up (or need to approve) each observational setting. You will submit an Observation Sheet and a photocopy of your observational notes.

*Lesson plans and demonstrations:* You will plan and write lesson plans, and conduct mini-lessons. After experiencing complexities of planning lessons and difficulties of implementing them in the first lesson demonstration, you are expected to demonstrate your enhanced skills to conduct a second mini-lesson at the end of the term.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	4/14	Introduction	
2	4/21	Instructing reading	Brown and Lee Ch 17, Park (2016, forthcoming), Gibson (2008)
3	4/28	Instructing writing	Brown and Lee Ch 18, Brown (2009), Rollinson (2005) (optional: Myskow and Gordon (2009))
4	5/5	Aims of reading and writing in Japanese primary and secondary schools	MEXT online
5	5/12	Teaching reading and writing in Japanese tertiary education	Muncie (2000), Park (2016, forthcoming), Stapleton (2002)
6	5/19	Lesson planning	Brown and Lee Ch 10  Classroom Observation 1
7	5/26	Studying textbooks and activities 1 Reading materials, tasks, and activities	Prepare a lesson demonstration
8	6/2	Lesson demonstration 1 and critique	
9	6/9	Studying textbooks and activities 2 Writing materials, tasks, and activities	
10	6/16	Approaches to student writing and assessment	Bullock (2011) Classroom Observation 2
11	6/23	Examining roles and potential of non-Japanese teachers in teaching reading and writing	
12	6/30	Teaching vocabulary	Harmer (2007) Ch 14 Prepare a lesson demonstration
13	7/7	Lesson demonstration 2 and critique	
14	7/14	Course review	

**Note:** Course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Teaching EFL to Japanese School Children**  
**Spring 2016**

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Instructor:	Ai Ohmori
Class Hour:	Thursday, 13:15-14:45
Class Location:	9B03
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1005 Email: aiohmori@rikkyo.ac.jp Phone: 03.3985.4060

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### **COURSE DESCRIPTION**

The present course offers an overview of key themes and issues in teaching English as a foreign language to young learners, with a special emphasis on the Japanese context. Moreover, through lectures and class discussions, students will study basic knowledge and teaching methodologies necessary to teach English in Japanese primary school settings. Opportunities to conduct lesson demonstrations will efficiently enhance students' practical skills.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, students will

- Have an overall understanding about key themes in teaching English to young learners (TEYL).
- Hold an understanding about policies, conditions, and issues related to TEYL in Japan.
- Participate actively in class discussions.
- Write five reflective journal entries on:
  - Theoretical and practical understanding of teaching English to young learners.
  - Understanding of EFL in the context of Japanese primary schools.
- Submit a report based upon an interview of a non-Japanese English language teacher about his/her experiences teaching English to Japanese young learners.
- Learn to plan and write a lesson plan of teaching English to young learners.
- Practise and demonstrate his/her practical skills to conduct mini-lessons of TEYL.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading materials will be provided in class or be available on Blackboard.

### **RECOMMENDED TEXTS**

Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge [England]; New York, NY: Cambridge University Press.

Pinter, Annamaria. (2011). *Children Learning Second Languages*. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.

Rich, Sarah (Eds.). (2014). *International Perspectives on Teaching English to Young Learners*. Basingstoke: Palgrave Macmillan.

Dale, Liz, and Tanner, Rosie. (2012). *CLIL Activities: A Resource for Subject and Language Teachers*. Cambridge: Cambridge University Press.

## **COURSE REQUIREMENTS**

Active participation, five reflective journal entries, interview and report, lesson plans and demonstrations.

Attendance and active participation	15 points
Reflection papers (5)	30 points
Interview & report	20 points
Lesson plans and demonstrations	<u>35 points</u>
	100 points

*Attendance and active participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding of the course content. Each reflection paper is expected to be no less than 3 double-spaced pages in length. Details of each reflection paper will be explained in class.

*Interview and report:* The instructor will aid in setting up (or need to approve) your interview of a non-Japanese (and/or Japanese) language teacher who have experience in teaching English to Japanese young learners. The interview is to include background information on the interviewee, reactions to your hypotheses, and your own questions. The report is expected to be no less than 3 double-spaced pages in length.

*Lesson plans and demonstrations:* You will plan and write lesson plans, and conduct mini-lessons. After experiencing complexities of planning lessons and difficulties of implementing them in the first lesson demonstration, you are expected to demonstrate your enhanced skills to conduct a second mini-lesson at the end of the term.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

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- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

### COURSE TENTATIVE SCHEDULE

<b>Class</b>	<b>Date</b>	<b>Class</b>	<b>Home</b>
1	4/14	Introduction	Rich Ch 1, Copland and Garton (2014) Course of study (MEXT)
2	4/21	Teaching English, its significance and discussions in Japanese primary schools	Gaynor (2014), Hashimoto (2011)
3	4/28	Child SLA and pedagogy	Pinter (2011), Ch 4
4	5/5	Curriculum and creating lesson plans	Pinter (2011), Ch. 5
5	5/12	Lesson plans and teaching methodologies, Team-teaching	Carless (2006), Ng (2015)
6	5/19	Textbooks and activities: listening and speaking	Comparing textbooks
7	5/26	Textbooks and activities: reading and writing	Comparing textbooks Prepare a lesson plan and practice demonstrating
8	6/2	Lesson demonstration 1	Georgiou (2012)
9	6/9	Introducing CLIL in young learners classrooms	Yamano (2013)
10	6/16	CLIL activities and planning CLIL	Dale and Tanner (2012)
11	6/23	Use of L1 and L2 with young learners	Oga-Baldwin and Nakata (2014)
12	6/30	Assessing young learners	Prepare a lesson plan and practice demonstrating
13	7/7	Lesson demonstration 2	
14	7/14	Reflecting the lesson plan, Prospective and challenges of EFL in Japanese primary schools	Butler, Someya, and Fukuhara (2014)

**Note:** Course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Japanese Communication Style**  
**Spring 2016**

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Instructor:	Tadayoshi Kaya, Ph.D.
Class Hour:	Wednesdays (16:40–18:10)
Class Location:	TBA
Office Hours:	By appointment (Please contact me by email to make an appointment)
Contact Information:	kaya@rikkyo.ac.jp

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### **COURSE DESCRIPTION**

This course aims to provide prospective language teachers with sufficient knowledge on how to communicate with Japanese students effectively in class, through the analysis of the Japanese communication style. Also, the course will consider how to manage potential communication breakdowns that could occur between Japanese students and non-Japanese teachers.

Each week, students are expected to read assigned reading materials in advance and be proactive in order to express their opinions in class (The instructor will act as a facilitator for the classroom activities and discussions). Also, students are required to give two short presentations based on the topics covered in class, to submit reaction papers four times during the semester, and to write a term paper at the end of the semester.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will

- learn the necessity of understanding intercultural communication
- gain a better understanding of the communication style of Japanese people
- explore the conventional ways of thinking across different cultures
- examine the non-verbal expressions used by Japanese people
- understand the sociocultural aspects of Japanese communication
- consider how to manage potential communication breakdowns

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

All the reading materials will be provided online by the instructor.

## COURSE REQUIREMENTS

Attendance	15 points
Class participation	15 points
Short presentations (2)	20 points
Reaction papers (4)	20 points
Term paper	<u>30 points</u>
	100 points

*Attendance.* You have 15 points at the beginning of the course. Minus 4 points for a lesson if you are absent, and minus 2 points if you are late (it is your responsibility to report your late arrival to the instructor).

*Class participation.* Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will obtain maximum credit for class participation. Please contact the instructor in advance if you are unable to attend class.

*Short presentations.* Two short presentations (approximately 10 minutes) in class are required for each student (10 points each). Your presentation topics will be assigned in advance. For each presentation, you need to prepare presentation slides (e.g., PowerPoint, and Prezi) and handouts.

*Reaction papers.* Four reaction papers should be submitted during the semester (5 points each). This is a good opportunity to express your thoughts after learning new concepts in class. Each reaction paper is expected to be no fewer than 200 words, and be submitted at the end of class, when requested by the instructor.

*Term paper.* A term paper needs to be submitted at the end of the semester. You will choose a topic of your interest (within the scope of this class), and write no fewer than 12 pages (typed on A4 papers and double-spaced) with more than 10 references.

### ***Attendance Policy***

- 1) At least 75 percent of attendance is required to earn the credits.
- 2) If you are late more than 20 minutes, you will be allowed to join the class, but you will be considered absent.
- 3) Being late twice counts as one absence.
- 4) No exceptional measures for class participation dues to club activities are permissible.
- 5) No train delay slips are accepted.
- 6) If you are late or absent from the class, it is your responsibility to find out what you have missed and make up the work before the next class.
- 7) It is your responsibility to report your late arrival to the instructor at the end of the lesson.

### ***Other Concerns:***

- 1) If you do NOT make cooperative efforts to learn in class, you might be asked to leave the classroom, which will be counted toward your absence record.
- 2) Sleeping, private talks, and text messaging in the classroom are NOT allowed, and count toward your absence record.
- 3) Reports and assignments received after the due date and time (by 5:00 p.m., if not otherwise specified) will NOT be accepted.
- 4) The final version of the syllabus might be altered at a later time, when necessary.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

See **Other Concerns** above.

## COURSE TENTATIVE SCHEDULE

Class	Date	Class
1	4/13	<u>Orientation for the course</u>
2	4/20	<u>Necessity of understanding intercultural communication</u> Materials: #01 Cooper, Thomas, and Simonds (2007) Other: Reaction paper (1)
3	4/27	<u>Non-verbal communication of Japanese people (1): Gestures, posture, and eye contact</u> Materials: #02 Phutela (2015)
4	5/4	<u>Non-verbal communication of Japanese people (2): Facial expressions and physical contact</u> Materials: #03 Brown (2007); #04 Tofugu (2016) Other: Reaction paper (2)
5	5/11	<u>No Class: CALICO Conference in the US</u>
6	5/18	<u>Logical structure of thinking for Japanese people</u> Materials: #05 March (1996); #06 Mente (2005)
7	5/25	<u>Short presentation (1)</u>
8	6/1	<u>Unique characteristics of Japanese communication (1): Indirect and implicit expressions</u> Materials: #07 Nakai (2002)
9	6/8	<u>Unique characteristics of Japanese communication (2): Meaning of silence</u> Materials: #08 Davies and Ikeno (2002) Other: Reaction paper (3)
10	6/15	<u>High-context and low-context cultures</u> Materials: #09 Nishimura, Nevgi, and Tella (2008)
11	6/22	<u>Politeness: Face-Threatening Acts &amp; Politeness strategies</u> Materials: #10 Antonsson (n.d.)
12	6/29	<u>Techniques to deal with communication breakdowns</u> Materials: #11 Hinkel (2014) Other: Reaction paper (4)
13	7/6	<u>Short presentation (2)</u>
14	7/13	<u>Wrap-up for the semester</u>

\* The schedule might be altered as the semester progresses.

\*\* The term paper is due on July 20th.

## References

- Antonsson, S. E. (n.d.) Face and Japanese linguistic etiquette. Retrieved from [http://skemman.is/stream/get/1946/11494/28560/1/Sindri\\_BA\\_Final2.pdf](http://skemman.is/stream/get/1946/11494/28560/1/Sindri_BA_Final2.pdf)
- Brown, H. (2007). *Principles of language learning and teaching*. White Plains, NY: Pearson Longman.
- Cooper, P., Thomas, C. & Simonds, C. (2007). *Intercultural communication: A text with readings*. MA, Boston: Pearson Allyn & Bacon.
- Davies, R. & Ikeno, O. (2002). *The Japanese mind: Understanding contemporary Japanese culture*. MA, Boston: Tuttle.
- Hinkel, E. (2014). Culture and pragmatics in language teaching and learning. In M. Celce-Murcia, D. Brinton, & M. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 394–408). Boston, MA: Heinle & Heinle.
- March, R. (1996). *Reading the Japanese mind: The realities behind their thoughts and actions*. NY, New York: Kodansha International.
- Mente, B. (2005). *Japan unmasked: The character and culture of the Japanese*. North Clarendon, VT: Tuttle.
- Nakai, F. (2002). The role of cultural influences in Japanese communication: A literature review on social and situational factors and Japanese indirectness. *異文化コミュニケーション研究 (Kanda University of International Studies)*, 14, 99–122.
- Nishimura, S., Nevgi, A., & Tella, S. (2008). Communication style and cultural features in high/low context communication cultures: A case study of Finland, Japan and India. *Proceedings of a Subject-didactic Symposium in Helsinki*, 2, 783–796.
- Phutela, D. (2015). The importance of non-verbal communication. *IUP Journal of Soft Skills*, 9(4), 43–49.
- Tofugu. (2016). *Japanese body language and gestures*. Retrieved from <http://www.tofugu.com/guides/japanese-body-language/>

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Japanese in Educational Settings: Classroom and Kyomuka**  
**Spring 2016**

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Instructor:	Megumi Fujita
Class Hour:	9:00-10:30
Class Location:	TBA
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall M912 Email: fujita-m@rikkyo.ac.jp

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### **COURSE DESCRIPTION**

This course is designed for students who have no/little experience of learning Japanese language. This course introduces vocabulary and expressions used in Japanese educational settings and provides conversation practice setting a couple of situations and subjects as well as listening practice as needed in every class. The situations and subjects will be the ones used “At the beginning of the semester”, “During the semester”, and “At the end of the semester”. This course also provides practices of reading and writing Hiragana and Katakana.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will

- acquire Japanese expressions that English language teachers who work in Japanese educational institutions use in a classroom and kyomuka (an educational affairs section).
- be able to communicate with school personnel and Japanese learners in Japanese.
- be able to read and write Hiragana and Katakana.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

References and materials will be distributed in class as needed.

### **COURSE REQUIREMENTS**

Class participation	20 points
In-class assignment	20 points
Homework (Hiragana, Katakana, Vocabulary)	15 points
Quiz (Hiragana, Katakana, Vocabulary)	15 points
Oral test (Classroom, Kyomuka)	<u>30 points</u> 100 points

*Class participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*In-class assignment:* In this class, set 1-2 situation(s) or subject(s) and practice to be able to communicate practically with limited vocabulary and expressions. In order to use what you learned in class, engage in role-playing and make out conversation sentences.

*Homework (Hiragana, Katakana, Vocabulary):* Homework will be given in every class to acquire Hiragana, Katakana, and vocabulary. You have to submit the homework sheet by the due date and the homework sheet will be handed out in the class.

*Quiz (Hiragana, Katakana, Vocabulary):* You have to prepare for the quiz which will be given in every class to check the acquirement of Hiragana, Katakana, and vocabulary.

*Oral test (Classroom, Kyomuka):* Oral test will be taken place twice a semester to check the vocabulary and expressions that you learned in class. First oral test is the test of conversation used in classroom and class activities and second oral test is the test of conversation used in kyomuka.

### **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

### **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

### **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Within one week after the due date: 30% reduction in the grade of that assignment
- After that: 50% reduction in the grade of that assignment

## COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	4/13	Classroom: Beginning of the semester 1 (Greetings, Self-introduction)	Homework sheet (Hiragana, Katakana, Vocabulary)
2	4/20	Classroom: Beginning of the semester 2 (Facilities, Teaching materials and tools)	Homework sheet (Hiragana, Katakana, Vocabulary)
3	4/27	Classroom: Classroom activity 1	Homework sheet (Hiragana, Katakana, Vocabulary)
4	5/4	Classroom: Classroom activity 2	Homework sheet (Hiragana, Katakana, Vocabulary)
5	5/11	Classroom: Classroom activity 3	Homework sheet (Hiragana, Katakana, Vocabulary)
6	5/18	Classroom: Classroom activity 4	Homework sheet (Hiragana, Katakana, Vocabulary)
7	5/25	Classroom: End of the semester (Testing, etc.)	Homework sheet (Hiragana, Katakana, Vocabulary)
8	6/1	Review (Classroom)	Homework sheet (Hiragana, Katakana, Vocabulary)
9	6/8	Oral test (Classroom)	Homework sheet (Hiragana, Katakana, Vocabulary)
10	6/15	Kyomuka: Beginning of the semester	Homework sheet (Hiragana, Katakana, Vocabulary)
11	6/22	Kyomuka: During the semester	Homework sheet (Hiragana, Katakana, Vocabulary)
12	6/29	Kyomuka: End of the semester	Homework sheet (Hiragana, Katakana, Vocabulary)
13	7/6	Review (Kyomuka)	
14	7/13	Oral test (Kyomuka)	

**Note:** In *Classroom*, practice Japanese used in class and Japanese conversation with necessary section(s) doing class activities. In *Kyomuka*, practice Japanese conversation English language teachers would have with kyomuka. You have to do preparation and review for all classes.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Teaching English Speaking/Listening to Japanese Students**  
**Fall 2016**

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Instructor:	Ai Ohmori
Class Hour:	Thursday, 10:45-12:15
Class Location:	TBA
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1005 Email: aiohmori@rikkyo.ac.jp Phone: 03.3985.4060

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### **COURSE DESCRIPTION**

The present course offers an overview of the underlying theories and methodologies that are needed for teaching listening and speaking to EFL students with a special emphasis put on Japanese learners. Students will learn methods and strategies for planning, implementing, and assessing listening and speaking instruction (for all ages and levels of EFL students). Through assignments that require actual teaching experiences, students will efficiently enhance their teaching skills.

*Note:* Students are suggested to tutor at least one English language learner (of any age or proficiency level) in listening and speaking for about four consecutive weeks (once a week) during this semester. More details will be explained at the beginning of the course.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, students will be able to:

- Participate actively in class discussions.
- Identify and integrate a variety of concepts and approaches to the teaching of L2 English listening and reading.
- Plan, prepare, and implement L2 English listening and reading instruction in language-focused (as well as content-based) classes.
- Understand learning contexts and features specific to Japanese learners of English.
- Observe classroom lessons critically based on theories and approaches covered during the term.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading materials will be provided in class or be available on Blackboard.

### **RECOMMENDED TEXTS**

Brown, H. Douglas, and Lee, Heekyeong. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Fourth edition. New York: Pearson.

Harmer, Jeremy. (2012). *Teacher knowledge: Core concepts in English language teaching*. Essex, England: Pearson.

Harmer, Jeremy. (2007). *The practice of English language teaching*. Fourth edition. Essex, England: Pearson Longman.

## **COURSE REQUIREMENTS**

Active participation, five reflective journal entries, observations, lesson plans, revisions and demonstrations.

Attendance and active participation	15 points
Reflection papers (5)	30 points
Class Observation (2)	20 points
Lesson plans, revisions & demonstrations	<u>35 points</u>
	100 points

*Attendance and active participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding of the course content. Each reflection paper is expected to be no less than 3 double-spaced pages in length. Details of each reflection paper will be explained in class.

*Class observations:* In this assignment you will describe and analyze concepts and methodologies adopted by the instructor of teaching L2 listening and speaking in the classroom. The instructor will aid in setting up (or need to approve) each observational setting. You will submit an Observation Sheet and a photocopy of your observational notes.

*Lesson plans and demonstrations:* You will plan and write lesson plans, and conduct mini-lessons. After experiencing complexities of planning lessons and difficulties of implementing them in the first lesson demonstration, you are expected to demonstrate your enhanced skills to conduct a second mini-lesson at the end of the term.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	9/22	Introduction	
2	9/29	Instructing listening	Brown and Heekyeong Ch 15, Harmer (2007) Ch 18
3	10/6	Instructing speaking	Brown and Heekyeong Ch 16
4	10/13	Aims of speaking and listening in Japanese primary and secondary schools	MEXT online
5	10/20	Teaching speaking and listening in Japanese tertiary education	Cross (2011), Hunter (2012), Talandis Jr and Stout (2015), Rivers (2011), (option: Rivers (2010))
6	11/3	Lesson planning	Brown and Heekyeong Ch 10  Classroom Observation 1
7	11/10	Studying textbooks and activities 1 Listening materials, tasks, and activities	Prepare a lesson demonstration
8	11/17	Lesson demonstration 1 and critique	
9	11/24	Studying textbooks and activities 2 Speaking materials, tasks, and activities	
10	12/1	Assessing listening and speaking	Brown and Heekyeong Ch 15 & 16 Classroom Observation 2
11	12/8	Examining roles and potential of non-Japanese teachers in teaching speaking and listening	Rebuck (2010), Tajino and Tajino (2000) Lesson plan
12	12/15	Pronunciation issues	Harmer (2007) Ch 15 Prepare a lesson demonstration
13	1/12	Lesson demonstration 2 and critique	
14	1/19	Course review	

**Note:** Course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**  
**Teaching Pedagogical English Grammar to Japanese Students**  
**Fall 2016**

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Instructor:	Keiko Imura
Class Hour:	Wednesday, 15:00-16:30
Class Location:	TBA
Office Hours:	To make an appointment, please send an email message.
Contact Information:	Email: imura@rikkyo.ac.jp

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### **COURSE DESCRIPTION**

Language knowledge and use are two discrete entities. In order to link the knowledge and use of linguistic conventions, it is essential to redefine ‘grammar’. In this course, a broader view of grammar is adopted, taking into account prescriptive and descriptive grammar, lexicogrammar, patterns, and constructions. The aim is to develop a pedagogical approach to teaching English rules, taking into account the three dimensions of form, meaning and use. This course is specially designed for teachers of Japanese learners of English who are facing challenges in their process of second language acquisition; that is, applying their knowledge into practice. The traditional ways of teaching grammar and the new approaches to pedagogical grammar will be contrasted and evaluated for future practical applications.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will be able to

- Elaborate the broader view of grammar, redefine grammar’ and ‘grammar teaching’.
- Revisit and evaluate the traditional grammar teaching method in Japan.
- Deal with form, meaning and use of language for communicative purposes.
- Understand grammatical terminologies.
- Understand the core presentation of each grammatical topic.
- Discuss the problems that the learners regularly encounter.
- Create a grammar syllabus based on the students' readiness to learn a particular construction.

### **• PREREQUISITES**

None.

### **REQUIRED TEXTS**

Diane Larsen-Freeman and Marianne Celce-Murcia. (2015). The grammar book (third edition). Cengage Learning

### **COURSE REQUIREMENTS**

Active participation, review quizzes, presentations of assigned reading sections, final report,

Class participation	20 points
Quizzes	20 points
Presentations	30 points
Final report	<u>30 points</u>
	100 points in total

*Class participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Quizzes:* You will make notes from the assigned sections in the textbook, and get prepared for the pop quizzes which will be given four times during the course work.

*Presentations:* Each presentations will include a summary of the assigned reading section, followed by evaluation and analysis of the way that grammar topic is taught in current English courses in Japan. This should be done with awareness of the typical errors the students make in their process of language learning in classrooms. You may use an authorized Japanese English textbook, or reference books to clarify the connection between theory and practice.

*Final report:* Choose one particular grammatical topic. Refer to the theoretical view on that grammatical feature, and create a lesson plan which reflects the broader view, or different approaches to grammar teaching. Please give a specific alternative plan which enables Japanese learners of English to apply to their genuine communicative needs. You will also elaborate the contrast between the two approaches, and explore the theoretical points where the gaps could be filled.

### **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

### **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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### **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows: 20% reduction in the grade of that assignment  
Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	9/21	Course Introduction: a broader view of grammar	17-32
2	9/28	Grammatical terminology	33-56
3	10/5	Lexicogrammar	57-76 Japanese textbook
4	10/12	Copular Verbs and Subject-Verb Agreement	77-88 Japanese textbook
5	10/19	Word Order and the Phrase Structure Rules for the Subject of a Sentence	89-104 Japanese textbook
6	11/2	The Tense-Aspect System	161-182 Japanese textbook
7	11/9	Negation	183-208 Japanese textbook
8	11/16	Yes/No Questions	209-230 Japanese textbook
9	11/30	Imperatives	231-244 Japanese textbook
10	12/7	Wh-Questions	351-372 Japanese textbook
11	12/14	The Passive Voice	415-440 Japanese textbook
12	12/21	Prepositions	415-440 Japanese textbook
13	1/11	Phrasal Verbs	605-631 Japanese textbook
14	1/18	Introduction to Relative Clauses	

**Note:** All course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

These required readings are available on Blackboard.

- TBA

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Japanese Learners and Learning English in Japan**  
**Fall 2016**

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Instructor:	Ai Ohmori
Class Hour:	Thursday, 13:15-14:45
Class Location:	TBA
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1005 Email: aiohmori@rikkyo.ac.jp Phone: 03.3985.4060

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### **COURSE DESCRIPTION**

The course covers topics related to learners of English, focusing specifically on Japanese contexts and Japanese learners. An emphasis is put on the learners learning situations of English, rather than on policy issues. Students will deepen their understanding towards Japanese learners and situations of learning English in Japan through lectures, discussions, and their research assignments.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will be able to:

- Participate actively in class discussions.
- Understand some characteristics of Japanese learners of English.
- Better understand the situations and meaning of learning English in Japan.
- Write five reflective journal entries on:
  - Observations (in person or via video) of two English language lessons for Japanese learners
  - Observations of two English language lesson settings of a group of Japanese people
  - Critical incidents about Japanese learners and/or learning English based upon your experience living in Japan
- Create hypotheses about how the status of English in Japanese society may influence English language learning in Japan.
- Report results based upon interviews of one non-Japanese and one Japanese English language teacher about his/her experiences teaching in Japan.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading materials will be provided in class or be available on Blackboard.

### **REFERENCES**

Apple, M.T., Silva, D.D., and Fellner, T. (eds.). (2013). *Language Learning Motivation in Japan*. Bristol: Multilingual Matters.

Hawley Nagatomo, Diane. (2012). *Exploring Japanese university English teachers' professional identity*. Bristol, Buffalo, Toronto: Multilingual Matters.

Houghton, S.A., and Rivers, D.J. (eds.). (2013). *Native-Speakerism in Japan: Intergroup Dynamics in Foreign Language Education*. Bristol: Multilingual Matters.

## **COURSE REQUIREMENTS**

Active participation, five reflective journal entries, interviews and reports, and student presentation.

Attendance and active participation	20 points
Reflection papers (5)	30 points
Interviews & reports (2)	30 points
Student presentation	<u>20 points</u> 100 points

*Attendance and active participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding of the course content. Each reflection paper is expected to be no less than 3 double-spaced pages in length. Details of each reflection paper will be explained in class.

*Interviews and reports:* The instructor will aid in setting up (or need to approve) your interviews of one non-Japanese and one Japanese language teacher. The interview is to include background information on the interviewee and your own questions. The report is expected to be no less than 3 double-spaced pages in length.

*Student presentation:* Students will choose a particular topic of Japanese learners and/or learning English in Japan. Students will compare and analyze it with another country, and present their results and insight.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

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## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

<b>Class</b>	<b>Date</b>	<b>Class</b>	<b>Home</b>
1	9/22	Introduction	
2	9/29	Motivation 1	Apple et al. (2013) Ch3 Yashima
3	10/6	Motivation 2	Fukuda and Yoshida (2013), Oga-Baldwin and Nakata (2014), Sakui and Cowie (2012)
4	10/13	Student and teacher beliefs	Hawley Nagatomo (2012) Ch 3
5	10/20	Willingness to communicate	Bradely (2010), Watanabe (2013)
6	11/3	Classroom silence	Harumi (2010), Talandis Jr and Stout (2014)
7	11/10	Learning strategies	Kondo and Ying-Ling (2004), Tajino and Tajino (2000), Griffiths (2015) Interview report 1 due
8	11/17	Native-speakerism 1	Houghton & Rivers (2013) Ch.1 Holliday
9	11/24	Native-speakerism 2	Houghton & Rivers (2013) Ch. 16 McKenzie, Ch.17 Seargent Rebuck (2011)
10	12/1	Team teaching in Japan	Tajino and Tajino (2000), Ng (2015)
11	12/8	The English language for Japanese learners in school	Humphries and Burns (2015)  Interview report 2 due
12	12/15	The English language and Japanese society	Hawley Nagatomo (2012) Ch 2  Prepare student presentation
13	1/12	Student presentation	
14	1/19	Course review	

**Note:** Course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Japanese Education System and English Language Education in Japan**  
**Fall 2016**

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Instructor:	Ai Ohmori
Class Hour:	Monday, 13:15-14:45
Class Location:	TBA
Office Hours:	To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1005 Email: aiohmori@rikkyo.ac.jp Phone: 03.3985.4060

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### **COURSE DESCRIPTION**

The course provides an overview of Japanese education system, and history and conditions of English language education, mainly at the policy level. It will also enable students to become familiar with various issues related to English language education in Japan.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will be able to:

- Participate actively in class discussions.
- Understand Japanese education system.
- Understand the history and status of English language education within the course of study.
- Observe Japanese classrooms and understand Japanese learners applying knowledge they acquired throughout the course.
- Illustrate similarities and differences of English language education in Japan in comparison with that of other countries.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading materials will be provided in class or be available on Blackboard.

### **RECOMMENDED TEXTS**

Willis, David Blake, and Rappleye, Jeremy. (2011). *Reimagining Japanese education: Borders, transfers, circulations, and the comparative*. Oxford: Symposium Books.

## **COURSE REQUIREMENTS**

Active participation, five reflective journal entries, observations, interview and report, and student presentation.

Attendance and active participation	15 points
Reflection papers (5)	30 points
Observations (2)	20 points
Interview & report	15 points
Student presentation	<u>20 points</u>
	100 points

*Attendance and active participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding of the course content. Each reflection paper is expected to be no less than 3 double-spaced pages in length. Details of each reflection paper will be explained in class.

*Observations:* The instructor will aid in setting up (or need to approve) each observational setting. You will submit an Observation Sheet a photocopy of your observational notes.

*Interview and report:* The instructor will aid in setting up (or need to approve) your interview of a Japanese language teacher. The interview is to include background information on the interviewee, reactions to your hypotheses, and your own questions. The report is expected to be no less than 3 double-spaced pages in length.

*Student presentation:* Students will choose a particular aspect of English language education in Japan, compare that with another country, and present their analysis and insight.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

## COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	9/26	Introduction	
2	10/3	Japanese education system	MEXT
3	10/10	History of English language education in Japan	Hosoki (2010), Shimizu (2010) (option: Fujimoto-Adamson (2006, online Asian EFL Journal))
4	10/17	Course of study	MEXT online
5	10/24	Course of study	MEXT online
6	11/7	English language education in Japanese classrooms (practice): primary and junior high school	Gaynor (2014), Hashimoto (2011)
7	11/14	English language education in Japanese classrooms (practice): senior high school and tertiary education	Hadley (1999), Noguchi (2015), Sakui (2004) Classroom observation 1
8	11/21	Issues of English language education in Japan 1	Humphries and Burns (2015), Ohtani (2010)
9	11/28	Issues of English language education in Japan 2	Sakui (2004)
10	12/5	Issues of English language education in Japan 3	Aspinall (2011)
11	12/12	Teacher education and teacher license	NIER (2011), Classroom observation 1
12	12/19	Roles and status of (English) teachers in Japan, Team-teaching	NCEE (2016), Youtube "Japan's lesson study" (2010)
13	1/16	Student presentation	
14	1/23	Student presentation and course review	

**Note:** Course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

**Rikkyo University**  
**College of Intercultural Communication**  
**TESOL-J Graduate Program in Intercultural Communication**

**Japanese Culture: From Observation to Assimilation**  
**Fall 2016**

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Instructor:	Ron Martin
Class Hour:	15:00-16:30
Class Location:	4410
Office Hours:	Thursdays, 12:30 p.m. – 1:15 p.m. To make an appointment, please leave an email message.
Contact Information:	Room: McKim Hall 1203 Email: ron.martin@rikkyo.ac.jp Phone: 03.3985.4087

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### **COURSE DESCRIPTION**

TESOL courses usually focus on theory or practice or a marriage between the two, and they often focus on a generalized learner community. However, knowledge of the context of the language learner, including the learner's culture, community, and educational experiences, provides the language teacher with invaluable tools; such knowledge also enriches the language teacher's intercultural competency. Furthermore, enabling the language teacher to live comfortably within the language learners' home culture is vital to the language teacher's motivation. This course aims to provide an understanding of the positionality of the individual in modern-day Japan and the individual's connection to work/life relationships through examining Japanese culture (e.g., the roles of spirituality, nature, ethics, morals, education, and rituals) and society (e.g., the roles of the populace, workforce, organizations, neighbors, friends, and families). Connections are drawn between the Japanese culture and Japanese learners of English.

This course is required for degree-seeking graduate school students of the TESOL-J Graduate Program.

### **COURSE OBJECTIVES**

By the end of the course, you will

- Participate actively in class discussions.
- Learn from reflecting upon:
  - Observation (in person or via video) of one lesson for Japanese learners
  - Observations of two non-English language lesson settings of a group of Japanese people
  - Critical incidents about two experiences based upon your experience living in Japan
- Create hypotheses about how the Japanese culture may influence English language classrooms in Japan.
- Submit a report based upon an interview a non-Japanese English language teacher about his/her experiences teaching in Japan and your hypotheses about how the Japanese culture may influence English language classrooms in Japan.
- Critique and revise a lesson plan (e.g., a suggested lesson in a teacher's manual for an English language textbook) based upon the course materials, discussions, and your own observations and experiences.

## **PREREQUISITES**

None.

## **REQUIRED TEXTS**

Doi, Takeo. (1981). *The anatomy of dependence*. (J. Bester, Trans.). New York, NY: Kodansha International Ltd. (Original work published 1971)

## **COURSE REQUIREMENTS**

Active participation, reflective journal entries, observations, interview report, lesson plan critique and revision.

Class participation	10 points
Reflection papers (8)	35 points
Observations (3)	20 points
Interview & report	15 points
Lesson plan critique & revision	<u>20 points</u>
	100 points

*Class participation:* Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss course content will get maximum credit for class participation. Please contact the instructor if you are unable to attend class.

*Reflection papers:* Reflections papers provide the opportunity for you to write in a stream-of-consciousness style about your emerging understanding between the course content and your observations of the community. Each reflection paper is expected to be no less than 3 double-spaced pages in length.

*Observations:* The instructor will aid in setting up (or need to approve) each observational setting. You will submit an Observation Sheet, a photocopy of your observational notes, and a brief Observation Report.

*Interview and report:* The instructor will aid in setting up (or need to approve) your interview of a non-Japanese language teacher. The interview is to include background information on the interviewee, reactions to your hypotheses, and your own questions. The report is expected to be no less than 3 double-spaced pages in length.

*Lesson plan critique and revision:* The lesson plan chosen needs to be written for a general or non-Japanese learner audience, and it needs to reflect a full class and include associated material. Your revision needs to follow (or be based on) the Lesson Plan Template provided by instructor. The written critique and revision are to highlight explicitly the portion(s) of the original that should be addressed and how the revision addresses said issues. If necessary, submit revised materials as well.

## **GRADING SCALE**

S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

## **FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

## **LATE WORK POLICY**

Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.

### COURSE TENTATIVE SCHEDULE

Class	Date	Class	Home
1	9/26	Defining culture Japanese calendar, rituals, customs, systems	Doi Ch 1 & Discussion Questions
2	10/3	Doi Ch 1 & Discussion Questions	Doi Ch 2 & Discussion Questions Critical Incident 1 RP (Atkinson)
3	10/10	Doi Ch 2 & Discussion Questions Critical Incident 1 RP (Atkinson)	Society Observation 1 RP (Tobin)
4	10/17	Society Observation 1 RP (Tobin) Preschool in Three Cultures Revisited DVD (Japan)	RP (Cousins) RP (Preschool Japan)
5	10/24	NO CLASS	
6	11/7	RP (Cousins) RP (Preschool Japan) Preschool in Three Cultures Revisited DVD (US)	Doi Ch 3 & Discussion Questions RP (Preschool US)
7	11/14	Doi Ch 3 & Discussion Questions RP (Preschool US) Preschool in Three Cultures Revisited DVD (China)	Society Observation 2 RP (Preschool China)
8	11/21	Japanese society (incorporating other cultures) Society Observation 2 RP (Preschool China)	Critical Incident 2 RP (Larsen-Freeman)
9	11/28	NO CLASS (TBA)	
10	12/5	Classroom Observation RP (Larsen-Freeman) Critical Incident 2	Classroom Observation 1
11	12/12	Classroom Observation 1	Lesson plan critique RP (Motivation, WTC)
12	12/19	Lesson plan critique RP (Motivation, WTC)	Lesson plan critique & revision RP (Motivation, WTC)
13	1/16	Lesson plan critique & revision	Lesson plan critique & revision
14	1/23	Lesson plan critique & revision (Presentation)	

**Note:** All course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.

<sup>1</sup>RP = reflection paper

All required readings will be available on Blackboard.