

TESOL 専門教育科目

MA Semester 1	英語教育法研究 I Second Language Acquisition
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佐藤 一嘉

授業概要並びに到達目標

This course aims to foster students' understanding of the principles of second language acquisition (SLA). Research findings and theoretical views help them evaluate their perspectives about language learning and teaching. Three main goals are:

- (1) to develop an understanding of the principles of SLA;
- (2) to develop the ability to think critically about research findings;
- (3) to understand the relationship between SLA research and second language classroom practice.

To prepare for each class, students are required:

- (1) to complete a reading assignment (two hours);
- (2) to write a reflection log (one hour).

授業計画

1. Language learning in early childhood (Class 1-2)
2. Explaining second language learning (Class 3-4)
3. Individual differences in second language learning (Class 5-6)
4. Mid-term test (Class 7)
5. Learner language (Class 8-9)
6. Observing learning and teaching in the second language classroom (Class 10-11)
7. Second language learning in the classroom (Class 12-13)
8. Popular ideas about language learning revisited (Class 14)
9. Summary (Class 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

1. Participation & Self-evaluation (10%)
2. Action log (20%)
3. Reading assignment (20%)
4. Mid-term test (20%)
5. Final project (30%)

教科書(参考書)

Patsy M. Lightbown & Nina Spada. How Languages are Learned (5th Edition, 2021). Oxford University Press.

Other materials will be provided in class.

MA 2期	英語教育法研究 II Second Language Teaching
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佐藤 一嘉

授業概要並びに到達目標

This course aims to foster students' understanding of the principles of language teaching. It is often said that teachers teach based on how they learned a foreign language. The ultimate goal of this course is to reflect on their own beliefs about language teaching and develop those so that they can be promising teachers with repertoires of teaching practice. In particular, students will learn the theoretical bases of communicative language teaching (CLT) and how to implement CLT in the classroom.

To prepare for each class, students are required:

- (1) to complete a reading assignment (two hours);
- (2) to write a reflection log (one hour).

授業計画

1. On roles and tasks (Class 1)
2. Research insights (Class 2)
3. Comprehensible input (Class 3)
4. Listening comprehension (Class 4)
5. Grammar instruction as structured input (Class 5)
6. Structured output: A focus on form in language production (Class 6)
7. Suggestions for testing grammar (Class 7)
8. Mid-term test (Class 8)
9. Spoken language and information-exchange tasks (Class 9)
10. Suggestions for evaluating spoken language (Class 10)
11. Comprehending written language (Class 11)
12. Writing and composing in a second language (Class 12)
13. Issues in testing reading and evaluating writing (Class 13)
14. Building toward a proficiency goal (Class 14)
15. Summary (Class 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

1. Participation and Self-evaluation (10%)
2. Action log (20%)
3. Reading assignment (20%)
4. Language learning history (20%)
5. Final project (30%)

教科書(参考書)

James F. Lee & Bill VanPatten (2nd ed.) (2003). Making Communicative Language Teaching Happen. McGraw-Hill Companies.

Other materials will be provided in class.

Duane Kindt

授業概要並びに到達目標

MDCD reviews concepts, procedures, & approaches in materials development, implementation, & evaluation with emphasis on classroom dynamics.

Modules include:

- (1) MatDev basics, (2) Perspectives on interaction & learning, (3) Recursive tools & procedures, (4) Freedom & constraints, (5) Developing materials, (6) Sharing session, & (7) Reflection report.

Participants gain experience using tools & techniques such as conversation cards, strategies, models, recursive practice, recordings, transcriptions, & follow-ups.

Online discussion & feedback is included in the class hours.

To prepare for each class, students are required to:

- (1) complete weekly reading assignments (2 hours each) & write a reflection log (1 hour).

授業計画

The MDCDs course will be delivered in a monthly session with a combination of Moodle and in-person meetings. Please note that this syllabus is tentative.

Session 1: Intro to materials development and classroom dynamics

1. Example materials series (Me & MD)
2. Considering our freedoms and constraints
3. A complex systems view of course design
4. Plans, materials, and dynamics for AR
5. Reflection assignment #1

Session 2: Understanding the field of MD

1. Review of feedback
2. Basic MD terms
3. Intro to the field of MD
4. Plans, materials, and dynamics for AR
5. Reflection assignment #2

Session 3: Recursive tools and procedures

1. Review of feedback
2. Techniques and materials
3. Plans, materials, and dynamics for the AR
4. Understanding recursive tools and procedures
5. Reflection assignment #3

Session 4: Supporting the interactive classroom

1. Review of feedback
2. Creating an interactive classroom
3. Plans, materials, and dynamics for the AR
4. Final reflection assignment

NOTE: Moodle discussion and feedback are incorporated into class hours.

成績評価基準

- (1) Assignments for four sessions (40%)
- (2) Four class reflections and reactions (40%)
- (3) Change Essay (20%)

Please note that all assignments must be completed without the aid of AI text generators.

教科書(参考書)

Not yet determined.

Print materials—including preliminary readings—will be provided by the instructor.

The course may be cancelled due to a small number of participants (i.e., fewer than 3).

Alison Hasegawa

授業概要並びに到達目標

The aim of this course is to familiarize students with important principles and several current approaches to teaching young learners through self-study, lectures and discussion. It will also provide students with an opportunity to reflect on the different approaches in order to generate their own principles and consider how they can apply them to actual teaching situations.

On completing this course, the following is expected to be achieved by the students.

1. Ability to critically understand and apply theories and approaches to teaching young learners.
2. Ability to create an engaging and effective lesson plan aimed at developing young learners' skills in English.

授業計画

Session 1

1. Child development and learning a first or second language at home and school. (Class 1-2)
2. Basic Principles of TEYL. (Class 3-4)

Session 2

3. Teaching listening and speaking. (Class 5-6)
4. Teaching vocabulary and grammar. (Class 7)
5. Activity/Lesson Planning & Learning to learn. (Class 8)

Session 3

6. Teaching Reading and Writing. (Class 9-10)
7. Facilitating learning through picturebooks. (Class 11-12)

Session 4

8. Intercultural awareness & 21st Century Skills. (Class 13-14)
9. Materials evaluation and design. (Class 15)

It is ESSENTIAL that participants order the two textbooks, finish reading them AND fully consider the contents well BEFORE the start of the course. This is an intensive course over 4 days. After each day written reflections and preparation for the next day are necessary. There is no time to cover the necessary readings DURING the course.

成績評価基準

1. Participation in discussions and group or pair tasks (40%)
2. Reading/preparation (10%) & reflection log completion (20%) = (30%)
3. Post-Course Task: Develop a series of 3 lesson plans reflecting the important principles to teaching young learners. (30%)

教科書(参考書)

1. Teaching Young Language Learners (2nd ed.) Pinter, A. Oxford: Oxford University Press, (2017). NOT the 1st edition! BE CAREFUL
2. Teaching Young Learners English, From Theory to Practice. Kang Shin, J & Crandall, J. Boston, MA: National Geographic Learning, (2014).

It is ESSENTIAL that you order these books early AND finish reading the contents of both textbooks BEFORE the start of the course.

MA 1期	英語教育法研究 V Action Research 1
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佐藤 一嘉

授業概要並びに到達目標

Action research is a way of steadily improving your own teaching practices through an on-going process of reflection and experimentation. You are expected to apply your newly acquired knowledge of the “theory and practice of teaching English” to your daily classroom teaching. For example, you will choose your own action research topic based on the problems you face in your classes. Then, you will modify your lesson plan with the help of the adviser. After trying out new ideas, you will report the results in the monthly meeting. Finally, you will make a mid-year presentation in August.

授業計画

1. May: Introduction (class 1,2, 3)
2. May: Making action research plan (class 4, 5, 6)
3. June: Revising action research plan (class 7)
4. June: Monthly report (class 8)
5. July: Revising action research plan (class 9)
6. July: Monthly report (class 10)
7. August: Mid-term presentation (Class 11, 12)

8. August: Mid-term presentation (Class 13, 14, 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

1. Participation in Moodle discussion (20%)
2. Action research plan and monthly reports (40%)
3. Final presentation (40%)

教科書(参考書)

Anne Burns (2010). Doing action research in English language teaching. New York: Routledge.

MA 2期	英語教育法研究 VI Action Research 2
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Kevin Ottoson

授業概要並びに到達目標

Following AR 1, you will continue your action research. Action research is a way of steadily improving your own teaching practices through an on-going process of reflection and experimentation. You are expected to apply your newly acquired knowledge of the “theory and practice of teaching English” to your daily classroom teaching. After trying out new ideas, you will report the results in the monthly meeting. Finally, you will make a final presentation in March.

授業計画

1. Sep: Revising action research plan (class 1)
2. Sep: Monthly report (class 2)
3. Oct: Revising action research plan (class 3)
4. Oct: Monthly report (class 4)
5. Nov: Revising action research plan (class 5)
6. Nov: Monthly report (class 6)
7. Dec: Revising action research plan (class 7)
8. Dec: Monthly report (class 8)
9. Jan: Revising action research plan (class 9)
10. Jan: Monthly report (class 10)
11. Feb: Revising action research plan (class 11)
12. Feb: Monthly report (class 12)
13. Mar: Final presentation (class 13, 14)
14. Mar: Final presentation (class 15, 16)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

1. Participation in Moodle discussion (20%)
2. Action research plan and monthly reports (40%)
3. Final presentation (40%)

教科書(参考書)

Anne Burns (2010). Doing action research in English language teaching. Routledge.

MA 英語教育法研究 VII 1期 Curriculum Design 1

Duane Kindt

授業概要並びに到達目標

Following Action Research (AR) 1 & 2, you will continue your AR in Curriculum Design (CD) 1. Action research is a way of steadily improving your own teaching practices through an on-going process of reflection and experimentation. You are expected to apply your newly acquired knowledge of the “theory and practice of teaching English” to your daily classroom teaching. Moreover, you are expected to employ mixed methods research collecting both qualitative and quantitative data to increase the reliability of your research. Finally, you will make a mid-year presentation in August.

授業計画

- (1) May: Introduction (classes 1, 2, 3)
- (2) May: Making curriculum design plan (classes 4, 5, 6)
- (3) June: Revising curriculum design plan (class 7)
- (4) June: Monthly report (class 8)
- (5) July: Revising curriculum design plan (class 9)
- (6) July: Monthly report (class 10)
- (7) August: Mid-term presentation (classes 11, 12)
- (8) August: Mid-term presentation (classes 13, 14, 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

- (1) Participation in Moodle discussions (20%)
- (2) Action research plans (sample lesson plans) and monthly reports (40%)
- (3) Mid-year presentation & report based on mixed methods research (40%)

Please note that all assignments must be completed without the aid of AI text generators.

教科書(参考書)

Burns, A. (2010). Doing action research in English language teaching. Routledge.

MA 英語教育法研究 VIII 2期 Curriculum Design 2

佐藤 一嘉

授業概要並びに到達目標

Following CD 1, you will continue your action research in Curricu-

lum Design 1. Action research is a way of steadily improving your own teaching practices through an on-going process of reflection and experimentation. You are expected to apply your newly acquired knowledge of the “theory and practice of teaching English” to your daily classroom teaching. Moreover, you are expected to employ mixed methods research collecting and analyzing both qualitative and quantitative data to increase the reliability of your research. Finally, you will give a final presentation in March.

授業計画

1. Sep: Revising action research plan (class 1)
2. Sep: Monthly report (class 2)
3. Oct: Revising action research plan (class 3)
4. Oct: Monthly report (class 4)
5. Nov: Revising action research plan (class 5)
6. Nov: Monthly report (class 6)
7. Dec: Revising action research plan (class 7)
8. Dec: Monthly report (class 8)
9. Jan: Revising action research plan (class 9)
10. Jan: Monthly report (class 10)
11. Feb: Revising action research plan (class 11)
12. Feb: Monthly report (class 12)
13. Mar: Final presentation (class 13, 14)
14. Mar: Final presentation (class 15, 16)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

- (1) Participation in Moodle discussions (20%)
- (2) Action research plans (sample lesson plans) and monthly reports (40%)
- (3) Mid-year presentation & report based on mixed methods research (40%)

教科書(参考書)

Burns, A. (2010). Doing action research in English language teaching. New York : Routledge.

MA 英語教育法研究 IX 1期(集中) Learner Autonomy

Dominique Vola

授業概要並びに到達目標

This course aims to introduce participants to the importance of learner autonomy in language learning. It will provide theoretical underpinnings on learner autonomy, and explore practical approaches to fostering autonomy within and beyond the classroom. After completing this course, participants should be able to:

1. understand the concept of learner autonomy and its importance in language learning

2. understand the key dimensions associated with learner autonomy
3. discuss the roles of teachers in promoting learner autonomy
4. devise practical ways to promote learner autonomy
5. know the basics of advising, and how it fosters learner autonomy

授業計画

Though this course is a summer intensive course, you are required to do some readings, write your reflections related to the readings, and respond to another student's reflection in Moodle during the semester (4 times in the semester), which makes 25% of your grades.

- Class 1 Introductions - Course overview - Getting to know one another
- Class 2 Characteristics of autonomous learners
- Class 3 Learner autonomy: why and how
- Class 4 Reflections and discussions on learner autonomy and your own contexts
- Class 5 Approaches to promote learner autonomy
- Class 6 More about approaches and ways to increase learners' control - Integrating the approaches to your own context
- Class 7 Promoting learner autonomy beyond the classroom - Learning strategies and resources
- Class 8 Designing an intervention / a project to promote learner autonomy in your school - Reflections
- Class 9 Interest and motivation
- Class 10 Teacher role: promoting reflection
- Class 11 Assessing learner autonomy
- Class 12 Working on the intervention / the project
- Class 13 Introduction to advising
- Class 14 Presentations of projects
- Class 15 Final activities and reflections

Note that this schedule might be slightly changed.

成績評価基準

- Online written reflections on the readings (25%)
- Written reflections after each day of class (minimum 150 words) (10%)
- Final written reflection (minimum 1500 words) (25%)
- Class participation (10%)
- Project work (30%)

教科書(参考書)

Required textbook:
Teaching and Researching Autonomy in Language Learning, 2nd ed. Authors: Benson, P.
Publisher: Pearson
Published: 2011
ISBN: 1408205017 / ISBN-13: 978-1408205013

MA 英語教育法研究 X 1期(集中) Cross-Cultural Communication

Kevin Ottoson

授業概要並びに到達目標

This course covers major theories and concepts in cross-cultural communication.

The specific objectives are:

1. To help you to understand how different cultural values can influence everyday communication;
2. To increase your awareness concerning cultural differences;
3. To compare and contrast different culture-based verbal and nonverbal communication styles;
4. To help you to apply cross-cultural communication in your English class.

To prepare for each class, students are required:

1. to complete a reading assignment (two hours)
2. to write a reflection log (one hour)
3. to prepare a training project (three hours)

授業計画

1. Why teach intercultural communication? (Class 1)
2. What is intercultural communication competence? (Class 2)
3. What is culture? (Class 3)
4. Language and Culture (Class 4)
5. Sapir-Whorf Hypotheses (Class 5)
6. Communication style (Class 6)
7. Stereotypes (Class 7)
8. Gestures (Class 8)
9. Body Language (Class 9)
10. Value Orientation (Class 10)
11. Hofstede's Cultural Dimensions (Class 11)
12. Perceptions (Class 12)
13. Cross-cultural training project (Class 13~15)

成績評価基準

- Class participation (30%)
- Reading assignment (20%)
- Reflection log (20%)
- Cross-cultural training project (30%)

教科書(参考書)

Handouts will be provided in class.

MA 英語教育法研究 XI 1期(集中) Discourse Analysis

Hanh thi Nguyen

授業概要並びに到達目標

This course aims to foster students' skills and knowledge of con-

versation analysis and understanding of interactional competence in second language learning. From hands-on examination of naturally occurring conversations, students identify patterns of social interaction and describe their students' interactional competence. The main goals are to develop students' ability to:

1. analyze how language is used in social interaction
2. critically evaluate the presentation of conversations in teaching materials
3. describe learners' interactional competence in conversations

To prepare for each class, students are required:

- (1) to complete a reading assignment (one hour)
- (2) to analyze data in applications (two hours).

授業計画

Day 1

Class 1: Introduction and course overview

Class 2: Interactional competence, Wong & Waring Chapter 1

Class 3: Conversation Analysis principles

Class 4: Conversation Analysis practice

Final project launch: Analyzing Learners' Interactional Competence

Application 1: Transcribe your data

Day 2

Class 5: Turn-taking practices: Turn construction, Wong & Waring Chapter 2

Class 6: Turn-taking practices: Turn allocation, Wong & Waring Chapter 3

Class 7: Sequencing practices: Adjacency pairs, Wong & Waring Chapter 4

Class 8: Sequencing practices: Type-specific sequences, Wong & Waring Chapter 5

Application 2: Analyze your data, first segment

Day 3

Class 9: Sequencing practices: Topic management, Wong & Waring Chapter 6

Class 10: Overall structuring practices: Openings, Wong & Waring Chapters 8, 9

Class 11: Repair practices: Self-initiated repair, Wong & Waring Chapter 11

Class 12: Repair practices: Other-initiated repair, Wong & Waring Chapter 12

Application 3: Analyze your data, second segment

Day 4

Class 13: Pedagogical application: The exploratory approach

Class 14: Pedagogical application: Materials evaluation

Class 15: Summary

Final Project sharing: Analyzing Learners' Interactional Competence

Online discussion and feedback are incorporated into class hours.

*Students are encouraged to collect video/audio recordings of their students' interaction (with students' and school's permission) for analysis.

成績評価基準

1. Attendance & participation (30%)
2. Applications (30%)
3. Final project (40%)

教科書(参考書)

Wong, J. & Waring H. Z. (2020). Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers. Routledge

Other materials will be provided in class.

MA
1期

英語教育法研究 Ⅻ
Introduction to Action Research Methods

Kevin Ottoson

授業概要並びに到達目標

Action research is a way of steadily improving your own teaching practices through an on-going process of reflection and experimentation. You are expected to apply your newly acquired knowledge of the "theory and practice of teaching English" to your daily classroom teaching. For example, you will choose your own action research topic based on the problems you face in your classes. Then, you will modify your lesson plan with the help of the adviser. After trying out new ideas, you will report the results in the monthly meeting. Finally, you will make a mid-year presentation in August.

授業計画

1. May: Introduction (class 1,2, 3)
2. May: Making action research plan (class 4, 5, 6)
3. June: Revising action research plan (class 7)
4. June: Monthly report (class 8)
5. July: Revising action research plan (class 9)
6. July: Monthly report (class 10)
7. August: Mid-term presentation (Class 11, 12)
8. August: Mid-term presentation (Class 13, 14, 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

1. Participation in Moodle discussion (20%)
2. Action research plan and monthly reports (40%)
3. Final presentation (40%)

Attendance rate will not be a part of the grade

教科書(参考書)

Anne Burns (2010). Doing action research in English language teaching. Routledge.

MA
1期

英語教育法研究 XVII
Qualitative Research Methods

Duane Kindt

授業概要並びに到達目標

Continuing from the 1st-year Intro to Action Research (AR) course, QRMs provides participants with more advanced skills for conducting AR focusing on qualitative research methods within mixed methods designs. Depending on student interest and need, instruments and procedures for gathering qual data will include, among others, (1) questionnaires, (2) interviews/learner talk, and (3) observation/journaling. The course also provides skills in data analysis and presentation in AR designs. Please note that this syllabus is tentative. To prepare for each class, participants are required to: (1) complete weekly reading assignments (two hours each) and (2) write a reflection log (one hour).

To participate fully, please complete all readings and assignments as best you can before each session. Sessions are currently scheduled to be held in person on Meieki Campus but may switch to Zoom, if necessary. Full attendance is expected. No hybrid sessions will be allowed. Although absences are at times unavoidable, missing a session can seriously limit a participant's success in the course. Please note that this syllabus is tentative and is likely to change as the course progresses. I would very much appreciate being informed of any errors or discrepancies.

授業計画

Session 1: Intros

- (1) Intro to the QRMs course
- (2) Intro to research designs (Griffiee, 2018) (Chapter 1)
- (3) Looking at RMs: Long (2017), Douglas (2015), and Kozawa (2017).
- (4) (Re)intro to AR design (Griffiee, 2018) (Chapter 5)
- (5) (Re)intro to (1) MA TESOL Ref Docs, (2) 7 steps, (3) Questionnaires, and (4) the Lit Rev, proposals, and design maps
- (6) Assignments

Session 2: Questionnaires

- (1) Sharing proposals, research design maps
- (2) Intro to Data Collection Instruments (DCI) (Griffiee, 2018) (Chapter 6)
- (3) 7 steps to writing effective questionnaires (Croker & Kindt, 2018)
- (4) Data from questionnaires (Griffiee, 2018) (Chapter 7)
- (5) Sharing questionnaires/interview guides, sample data, and/or

preliminary analyses

- (6) Sharing Lit Rev expansions, ref. AR Project Template
- (7) Intro to (1) coding data, (2) frequency, (3) thematic, & (4) CA-informed analyses, and (5) recording interactional data
- (8) Assignments

Session 3: Interviews/learner talk

- (1) Looking at RD plans/maps revisions
- (2) Data from interviews (Griffiee, 2018) (Chapter 8)
- (3) Review of coding data, frequency, and thematic analyses (E&B, 2005)
- (4) Sharing interviews/learner talk, question banks, preliminary codebooks (code lists? coding manual?) + attempts at analyses?
- (5) Brief intro CA-informed qual analysis (E&B, 2005), transcription practice: "favorite"
- (6) Looking at the Making recordings file Questions?
- (7) Sharing expansions of the LR including refs
- (8) Intro to (1) observation, (2) journaling, and (3) thematic analysis
- (9) Assignments

Session 4: Observation and journaling

- (1) Looking at research design plans/maps revisions
- (2) Data from observation (Griffiee, 2018) (Chap 9)
- (3) Data from diaries/journals (Griffiee, 2018) (Chap 10)
- (4) Deeper analyses and written presentation of qual data (including an APA-style table, figure)
- (5) Sharing data (learner talk, interviews, or text-based) + attempts at analysis
- (6) Sharing deepening of the Lit Rev + APA notes
- (7) RMs discussion
- (8) Final assignments

成績評価基準

Session assignments (Moodle) - (4 x 15) 60%

In-class participation (in person or Zoom) - (4 x 5) 20%

Reflections and reactions (Moodle) - (4 x 5) 20%

Please note that all assignments must be completed without the aid of AI text generators.

教科書(参考書)

Required:

Griffiee, D. T. (2018). An introduction to second language research methods: Design and data (2nd ed.). PDF available at <http://www.tesl-ej.org/wordpress/books/>

Recommended:

Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford UP.
Ellis, R., & Barkhuizen, G. P. (2005). Analysing learner language. Oxford UP.

Matthew T. Apple

授業概要並びに到達目標

The purpose of this course is twofold: to introduce concepts related to second or foreign language learning motivation and to encourage language instructors or instructors in training to apply motivational research findings to their own language teaching and learning contexts.

Three main goals of the course are:

- (1) to develop an understanding of language learning motivation theories,
- (2) to develop the ability to critically analyze and evaluate motivational research findings, and
- (3) to connect theories of motivation to particular second or foreign language teaching contexts.

To prepare for each class session, students are required to:

- (1) to complete a reading assignment (two hours), and
- (2) to write a reflection log (one hour)

授業計画

Day 1: August 8th

Course introduction and materials explanation

Exploring motivation: Changing perspectives

Theories of motivation in psychology

Day 2: August 9th

Motivation to learn a foreign language: Social Psychology

Motivation to learn a foreign language: Cognitive theories and classroom reality

Motivation to learn a foreign language: Focus on time, context, and vision

Review of theories and reflection exchange

Day 3: August 17th

Discussion of midterm reports

Motivational dynamics and currents

Unconscious motivation

Motivation, multilingualism, and languages other than English (LOTEs)

Day 4: August 18th

Motivation in context: Demotivating influences

Fixed/growth mindsets and the broader sociocultural context

Teacher motivation and student motivation interplay

Presentation of preliminary individual language learning motivation project ideas

Moodle discussion and feedback are incorporated into class hours

成績評価基準

1. Action log — online summaries of reading assignments and responses (40%)
2. Midterm report — literature review of a particular motivational theory or model (30%)
3. Final project — design of a motivational intervention lesson plan or a motivational research study plan (30%)

教科書(参考書)

Zoltán Dörnyei and Ema Ushioda. (2021). Teaching and researching motivation (3rd Ed.). Routledge. ISBN 978-1-138-54346-1

Other materials will be provided via Moodle.

The course may be canceled in the event of a small number of participants.

高橋 直子

授業概要並びに到達目標

The aim of this course is to provide students with a general understanding of linguistics; students will obtain basic knowledge of how languages are studied.

This course will cover some major fields in linguistics, such as phonetics, phonology, and language change while mainly focusing on linguistic issues in English. Students are expected to master major concepts and tools in these fields and be able to use them in analyzing and understanding English and other languages.

Class contents will be introduced and explored through textbook readings. Student output will be through pair/group discussions and a variety of other class activities.

In order to succeed in this course, assigned readings (from two hours to four hours) must be completed before corresponding lectures, and homework assignments (one hour to two hours) and a project in linguistics must be turned in on time. In addition, students are expected to ask questions regarding the content of lectures or readings. In addition to the textbook, students will be given reading materials. Materials and assignments will be provided through Moodle.

All classes will be conducted face to face. There may be some changes to the projected daily plan.

授業計画

Day 1

1. Introduction (1) Introducing the study of language / Languages

in the world

2. Introduction (2) Subfields in linguistics
3. Phonetics (1) Studying pronunciation in spoken language
4. Phonetics (2) English consonants / Exercises

Day 2

1. Phonetics (3) English vowels
2. Phonetics (4) Sagittal section exercises
3. Phonetics (5) English translation exercises
4. Phonetics (6) Suprasegmental features

Day3

1. Phonology (1) The value of Sounds: Phonemes
2. Phonology (2) Phonological rules
3. Phonology (3) How to solve phonology exercises
4. Phonology (4) Phonological analyses exercises

Day 4

1. Language Change (1) The family tree and wave models
2. Language Change (2) Comparative method
3. Language Change (3) Reconstruction exercises
4. Review of this course

成績評価基準

Homework assignments 20%, Participation 30%, Final project 50%

教科書(参考書)

Language Files: Materials for an Introduction to Languages and Linguistics. 8th edition. 2001. Department of Linguistics. Columbus: The Ohio State University Press.

(*All reading materials will be provided by the instructor.)