

TESOL 専門教育科目

MA 1期 英語教育法研究 I Second Language Acquisition

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

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 (online) 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)

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

The course may be cancelled due to a small number of participants.

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.

To prepare for each class, students are required to:

1. Complete assigned readings (3 hours).
2. Make notes in preparation for a class discussion on the main points of the reading – adding examples from their experience as teachers (1 hour).

授業計画

Session 1

1. Introduction & Considerations for Teaching Young Learners (Class 1–2)
2. Reasons for an Early Start. (Class 3)

Session 2

3. Effective Language Teaching Practices(Class 4)
4. Teaching listening and speaking. (Class 5–6)

Session 3

5. Using Picturebooks in the Young Learner Classroom (Class 7)
6. Teaching Reading and Writing. (Class 8–9)

Session 4

7. Let's try an interactive read-aloud. (Class 10)
8. 21st Century Skills. (Class 11)
9. Reflection and post-course task explanation. (Class 12)

IMPORTANT

Participants must order the textbook, finish reading it, AND

consider the contents in relation to their own teaching experience 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)

Teaching Young Learners English, From Theory to Practice. Kang Shin, J & Crandall, J. Boston, MA: National Geographic Learning, (2014). ISBN 978-1111771379.

It is ESSENTIAL that you buy this book early AND finish reading the contents 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)

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.

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 (online) 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.

授業概要並びに到達目標

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

quired 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)

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.

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

To prepare for the intensive course, students are required to do reading assignments (4 in total) which will be posted on Moodle during the semester. Students are required to:

- 1) do the readings (2.5 hours each),
- 2) write their reflections on the reading and respond to another student's reflection (1.5 hour each).

Each written reflection should include at least 250 words and each response to another student's reflection should include at least 75 words.

The intensive course

Class 1 Introductions & Course overview

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

Class 9 Interest and motivation

Class 10 Teacher role: promoting reflection

Class 11 Working on the intervention / the project

Class 12 Presentations of interventions and reflections

Class 13 Introduction to advising

Class 14 Assessing learner autonomy

Class 15 Final activities and reflections

成績評価基準

- Online written reflections on the readings (40%)
- Written reflections after each day of class (10%)
- Class participation (20%)
- Project work (30%)

教科書(参考書)

Required Textbook:

Benson, P. (2011). Teaching and Researching Autonomy in Language Learning, 2nd ed.

ISBN: 1408205017 / ISBN-13: 978-1408205013

Other books (which are not required) but will be used throughout the course:

Promoting Reflection on Language Learning: Lessons from a University Setting. (2023)

Language Learner Autonomy: Theory, Practice and Research (2017).

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 assignments (20%)

Reflection logs (20%)

Cross-cultural training project (30%)

教科書(参考書)

Handouts will be provided in class.

授業概要並びに到達目標

This course aims to foster students' skills and knowledge of conversation 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.

授業概要並びに到達目標

The aim of this course is to provide students with an introduction to sociocultural theory and key concepts that tie the theory to the practice of language learning and teaching. By reading and analyzing relevant literature and reflecting upon students' own life journeys, this course is designed to encourage new perspectives and discoveries about how we both learn and teach.

To prepare for each class, students are required to:

1. Complete assigned readings (3 hours)
2. Post their reaction to the readings online (and post one response to a classmate's post) (1 hour)

授業計画

1. Course Overview, Fundamental SCT principles (Class 1)
2. Discussing our LLHs (Class 2)
3. Socio Cognitive Conflict, SCT in SLA (Class 3)
4. Zone of Proximal Development and scaffolding (Class 4)
5. Semiotic mediation and affordances (Class 5)
6. Linguaging and the place of L1 (Class 6)
7. Agency and learner identity (Class 7)
8. Private talk and social interaction/collaboration (Class 8)
9. Socialization/social constructivism (Class 9)

10. Communities of practice (Class 10)
 11. Pedagogical interactions (Class 11)
 12. Peer teaching and feedback (Class 12)
 13. Presentations/reflections on peer teaching sessions (Class 13)
 14. Evidence based and dialogic reflection (Class 14)
 15. Course reflections and final assignment guidance (Class 15)
- Course schedule subject to change based on class needs
- Online discussion and feedback are incorporated into class hours

成績評価基準

1. Online posting on assigned readings and responses (20%)
2. Language Learning Histories and analysis (5%)
3. Article presentation and discussion leading (20%)
4. Peer teaching and reflective discussion (5%)
5. Final assignment: Reflective essay (50%)

教科書(参考書)

Merrill Swain, Penny Kinnear, & Linda Steinman. Sociocultural Theory in Second Language Education: An Introduction through Narratives (2nd Edition, 2015). Multilingual Matters.

Other materials will be provided in class.

The course might be cancelled due to a small number of participants.

MA 1期	英語教育法研究 XII Introduction to Action Research Methods
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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. In this class, students will apply newly acquired knowledge of the "theory and practice of teaching English" to daily classroom teaching. For example, students will:

- choose an action research topic based on issues faced in class;
- students will modify lesson plans based on their adviser's help;
- report results from modifications in the monthly meeting;
- students will make a mid-year presentation in August.

For class preparation. Students must:

Complete assigned readings (3 hours)

Post their reaction to the readings online (and post one response to a classmate's post) (1 hour)

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)

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

MA 1期(集中)	英語教育法研究 XIV Teaching and Learning 2nd Language Vocabulary
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Charles Browne

授業概要並びに到達目標

This class will look at the development of Lexical Competence from several points of view. After developing a basic understanding of how vocabulary should be tested, taught and learned, we will then move on to consider several corpus-derived word lists for second language learners that I have developed. We will then review classroom vocabulary teaching and testing techniques based on current research. Finally, we will look at and get hands on practice in using a variety of online tools for testing, teaching and conducting research on second language vocabulary acquisition.

To prepare for each class, students are required:

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

授業計画

This will vary both according to the topic and the needs and interests of the students once we get started. Topics to be covered are as follows:

- Day 1: Vocabulary Lists and the New General Service list Project (Class 1 to 4)
- Day 2: Corpus Linguistics and Online Corpus Tools (Class 5 to 8)
- Day 3: Incidental Vocabulary Learning through Extensive Reading (Class 9 to 12)
- Day 4: Tasks for Vocabulary Learning & Online Vocabulary Resources (Class 13 to 15)
- Moodle discussion and feedback are incorporated into class hours

成績評価基準

1. Participation & Self-evaluation (20%)
2. Reflection log (30%)

3. Reading assignments (20%)
4. Final project (30%)

教科書(参考書)

Required Textbook: Nation, I. S. P. (2022). Learning vocabulary in another language (3rd edition). Cambridge University Press. Other materials will be provided in class.

The course might be cancelled due to a small number of participants.

MA
1期

英語教育法研究 XVIII
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).

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 (Crocker & 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 FREE 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.

MA 1期(集中)	英語教育法研究 XVIII Introduction to Language Learning Motivation
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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 18th

Course introduction and materials explanation

Exploring motivation: Changing perspectives

Theories of motivation in psychology

Day 2: August 19th

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 20th

Motivational dynamics and currents

Unconscious motivation

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

Review of new initiatives and reflection exchange

Day 4: August 21st

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 responses to readings (40%)
2. Book chapter readings (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.

MA 1期	英語教育法研究 XIX Introduction to Quantitative Research Methods
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柴田 直哉

授業概要並びに到達目標

Course Outline

This course introduces quantitative research design and data collection methods in second language learning and teaching.

It covers:

- descriptive statistics
- inferential analyses of relationships and differences
- reporting quantitative findings

To prepare for each class, students are required:

- to complete a reading assignment (2 hours)
- to engage in online discussions (2 hours)
- to make a portfolio of their record of reading (2 hours)

Course Goals

By the end of the course, students are expected to be able to:

- evaluate the strengths and weaknesses of quantitative research studies
- conduct basic statistical tests commonly used in quantitative research
- write action research reports using quantitative data

授業計画

Day 1: Introduction and Descriptive Statistics

- (1) Introduction to quantitative research (Class 1)
- (2) Introduction to statistical thinking (Class 2)
- (3) Parametric: Mean and standard deviation (Class 3)
- (4) Non-parametric: Median, quartiles, mode, extrema (Class 4)

Day 2: Correlational (associational) research / Analyses of relationships

- (1) What correlation is not (Class 5)
- (2) Correlation coefficients: Pearson product-moment, Spearman's rho (Class 6)

- (3) Reporting correlations (Class 7)

Day 3: (Quasi-)Experimental research / Analyses of differences between two groups

- (1) (Quasi-)Experimental designs (Class 8)
- (2) Student Independent Samples t-test (Class 9)
- (3) Welch and Mann-Whitney U tests (Class 10)
- (4) Student Paired Samples t-test (Class 10)
- (5) Wilcoxon signed-rank test (Class 11)

Day 4: Analysis of differences between more than two groups

- (1) One-way ANOVA (Class 12)
- (2) Friedman test (Class 13)
- (3) Repeated Measures ANOVA (Class 14)
- (4) Kruskal-Wallis test (Class 15)

Moodle discussion and feedback are incorporated into class hours.

成績評価基準

- (1) Online Discussions (20%)
- (2) In-Class Discussions (20%)
- (3) Reading Assignments (20%)
- (4) Final Project (40%)

教科書(参考書)

Loerts, H., Lowie, W., & Seton, B. (2020). Essential statistics for applied linguistics: Using R or JASP (2nd ed.). Macmillan International. (Required)

Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford University Press. (Recommended)

Other materials will be provided or introduced by the instructor.