

TESOL 専門教育科目

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

佐藤 雄大

授業概要並びに到達目標

Second Language Acquisition (SLA) represents a particular way of conceptualizing language and language learning. This course aims to critically examine this perspective from multiple angles in order to deepen our understanding of language learning and teaching, and to develop a richer, more comprehensive view of language.

In particular, the course places special emphasis on reconceptualizing SLA from the perspectives of sociocultural theory and the plurilingual and pluricultural approach as articulated in the Common European Framework of Reference for Languages (CEFR).

The use of AI will be explained in the class.

授業計画

1. Introduction: Course Objectives and Key Questions about Language
2. The Development of Second Language Acquisition Research: Historical Background and Theoretical Perspectives
3. Key Concepts in Second Language Acquisition (1): Input, Output, and Interaction
4. Key Concepts in Second Language Acquisition (2): Noticing, Interlanguage, and a Sociocultural Perspective (Overview)
5. The Underlying Assumptions of SLA Research: What is Individual Competence?
6. Reconsidering Individual Competence: Is Language an Individual Ability?
7. Vygotskian Theory (1): The Zone of Proximal Development and the Social Nature of Learning
8. Vygotskian Theory (2): Inner Speech, Everyday vs. Scientific Concepts, and Pseudoconcepts
9. Reconceptualizing Second Language Acquisition from a Vygotskian Perspective
10. The CEFR's View of Language: From Four Skills to Reception, Production, Interaction, and Mediation
11. What is Plurilingualism and Pluriculturalism? A New Framework for Language Education
12. Reconceptualizing Second Language Acquisition from a Plurilingual/Pluricultural Perspective
13. The Concept of Mediation and Its Pedagogical Implications
14. Rethinking Language Education: Questioning Ableism in Language Learning
15. Conclusion: Redefining Language and Learning

成績評価基準

Three written assignments (reports): 60%

Group discussions and presentations: 30%

Class participation: 10%

教科書(参考書)

Materials will be distributed as needed.

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

佐藤 雄大

授業概要並びに到達目標

In this course, we will explore what it means to teach languages other than one's mother tongue. Through examining questions such as "What is a non-native language?" and "What does it mean to teach a language?", we will critically reflect on language education. Drawing on the Common European Framework of Reference for Languages (CEFR), we will deepen our understanding of key concepts such as plurilingualism and pluriculturalism, the action-oriented approach, and mediation, and consider their implications for language teaching.

授業計画

1. Introduction
2. What is "language" ?
3. Reflecting on your school language learning experiences
4. CEFR (Common European Framework of Reference for Languages)
5. Action-Oriented Approach
6. Practicing the Action-Oriented Approach
7. Group Presentations
8. Micro-Teaching Plan (1)
9. Micro-Teaching Plan (2)
10. Presentation of Teaching Plans
11. Revision of Teaching Plans
12. Micro-Teaching (1)
13. Micro-Teaching (2)
14. Micro-Teaching (3)
15. Reflection

成績評価基準

Micro-Teaching Plan and Micro-Teaching: 40%

Group discussions and presentations: 30%

Reflective report: 20%

Class participation: 10%

教科書(参考書)

Materials will be distributed as needed.

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%)

In this class, the use of AI for the purposes of language translation or generation is not permitted.

教科書(参考書)

Print materials – including preliminary readings – will be provided by the instructor and available via Google Classroom.

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

Lesley Ito

授業概要並びに到達目標

This course aims 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 different approaches to generate their own principles and consider how to apply them in 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).

Generative AI use is not allowed. However, AI or other proofreading tools may be used to proofread or spellcheck your original written work.

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. (This textbook is also available as an e-book. ISBN 9781305959668.)

It is ESSENTIAL that you buy this book early AND finish reading the contents BEFORE the start of the course.

Other materials will be provided by the instructor.

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

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.

The use of AI will be explained in the class.

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.

Generative AI use is permitted under specific conditions. Using AI for warm-up activities, brainstorming, might be permissible but having AI write assignments for you would not be permissible.

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.

Generative AI use is permitted under specific conditions. Using AI

for warm-up activities, brainstorming, might be permissible but having AI write assignments for you would not be permissible.

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
1期

英語教育法研究 VII
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 (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%)

In this class, the use of AI for the purposes of language translation or generation is not permitted.

教科書(参考書)

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

teaching. Routledge.

MA
2期

英語教育法研究 VIII
Curriculum Design 2

佐藤 雄大

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 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. The use of AI will be explained in the class.

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

In this class, the use of AI for the purposes of language translation or generation is not permitted.

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 + responding to another student's post (40%)
- Written reflections after each day of class (20%)
- Class participation (10%)
- Project work (30%)

Any student use of AI-generated content constitutes academic misconduct.

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).

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 styles (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)

Generative AI use is permitted under specific conditions. Using AI for warm-up activities, brainstorming, might be permissible but having AI write assignments for you would not be permissible.

成績評価基準

Class participation (30%)

Class assignments (20%)

Reflection logs on Moodle (20%)

Cross-cultural training project (30%)

教科書(参考書)

Handouts will be provided in class.

MA 2期	英語教育法研究 XII Sociocultural Theory
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Daniel Hooper

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.

In this class, the use of AI for the purposes of language translation or generation is not permitted.

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 XIII 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. Generative AI use is permitted under specific conditions. Using AI for warm-up activities, brainstorming, might be permissible but having AI write assignments for you would not be permissible.

成績評価基準

Class Participation: 20%

Contributions to Moodle: 30%

Homework: 20%

Action Research (Your AR plan and its revisions and presentation of what you learned): 30%

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Ⅳ 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

Important note regarding use of generative AI: use of generative AI tools is not only allowed, it is encouraged. In fact, many of the tools I have made for teaching and studying and analyzing vocabulary make use of AI. The only thing that is not allowed is for you to completely generate your assignments, using AI and representing it as your own ideas. Other than that use it in any way you feel best.

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Ⅴ Qualitative Research Methods
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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 (Griffie, 2018) (Chapter 1)
- (3) Looking at RMs: Long (2017), Douglas (2015), and Kozawa (2017).
- (4) (Re)intro to AR design (Griffie, 2018) (Chapter 5)
- (5) (Re)intro to (1) MA TESOL Ref Docs, (2) 7 steps, (3) Ques-

tionnaires, 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 × 15) 60%

In-class participation (in person) - (4 × 5) 20%

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

In this class, the use of AI for the purposes of language translation or generation is not permitted.

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 to introduce concepts related to language learning motivation and to encourage language instructors or instructors in training to apply motivational research findings to their language teaching and learning contexts. The goals 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 motivation theories to particular 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)

In this class, the use of AI for language translation or generation is not permitted.

授業計画

Day 1: August 25th

Course introduction and materials explanation

Exploring motivation: Changing perspectives

Theories of motivation in psychology

Day 2: August 26th

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 27th

Motivational dynamics and currents

Unconscious motivation

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

Review of new initiatives and reflection exchange

Day 4: August 28th

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%)

Any student use of AI-generated content constitutes academic misconduct.

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 Portfolio (20%)
- (4) Final Project (40%)

*To use AI for warm-up activities, brainstorming, might be permissible but having AI to write a paper for you or generate all your presentation slides for you would not be permissible.

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.