Ikebukuro, the top of Tokyo
Ikebukuro Campus
Rikkyo University

• 10 Colleges & 14 Graduate Programs
  – Intercultural Communication
  – Arts
  – Economics
  – Business
  – Science
  – Sociology
  – Law and Politics
  – Tourism
  – Community and Human Services
  – Contemporary Psychology
College of Intercultural Communication

• Global Studies
  – Int’l Field Studies

• Communication Studies

• Translation and Interpreting Studies
  – Certificate Program that meets ISO standards

• Language Studies
  – Japanese Language Teaching Training Program
  – TESOL-J Program
  (MA in Intercultural Communication)
CIC: Curriculum Overview

• English & one additional language
• For-credit Study Abroad Program
• 3rd Year – Seminar courses
• 4th Year – Senior Thesis
  – The Motivation of Studying at University: A Comparison of Faculties
  – How to Support Students’ Confidence in Elementary School
  – The Usefulness of English Education in Japan
Japanese university system

- April – July (Spring - Semester 1)
- Sept. – Jan. (Fall - Semester 2)
- Two 14-week semesters (+ finals week)
- One 100-minute class / week
MA in Intercultural Communication

TESOL-J Program

• Conducted in English
• 30 credits (15 courses) / 2-year program
• Thesis
Intercultural Communication in TESOL

Thesis

• Required for graduation
• Meet weekly with Advisor (like a regular class)
• Research-based (i.e., data collection); OR
• Product-based (e.g., curriculum, syllabus, and materials)
If one embraces the notion that teacher learning is social, situated in physical and social contexts, and distributed across persons, tools, and activities, then an additional challenge for L2 teacher education is to **redraw the boundaries** that have typically defined professional development (Johnson, 2006, p. 243).
This recognition calls into question the assumption that there can or should be uniformity in what L2 teachers should know and be able to do. Both the content and the activities of L2 teacher education must take into account the social, political, economic, and cultural histories that are located in the contexts where L2 teachers learn and teach (Johnson, 2006, p. 245).
Intercultural Communication in Language Education

• Kramsch (1995): culture & intercultural are distinct
• Lessard-Clouston (2016): Review 1996-2015 culture, cultural issues, cross-cultural tropics and intercultural were “essentially the same topics” (p. 62)
• Lange (1998): regardless of the literature, it is the language teacher who decides how “culture” is presented.
Intercultural Communication in Language Education

• Atkinson (1999): 3 ways to view “culture”
• Received – static, observable facts, “high culture”
• Received-but-critical – don’t group peoples, but there are some shared values among groups
• Critical view – avoid “culture”; focus on the individual, identity
Intercultural Communication in Language Education

• Paige et al. (2000) review
  (a) few papers on in-class applications of culture learning; none at secondary
  (b) teachers lacked ability to implement culture learning
  (c) textbooks – culture as fact
  (d) context – common issue – setting of learning (e.g., study abroad)
  (e) context – influences learner mot., att., positive exp toward target culture
Intercultural Communication in Language Education

- Paige et al. (2000) review
- Move from “language learner” to “culture learner” – active participant
  - Seek to accept / transmit understandings
  - Be respectful, patient and positive interlocutor
- Allen & Lange (1996)
  - Have learners compare C1 to a target culture C2 to enhance knowledge of self and other
The TESOL-J Program

Program Introduction

• It blends the study of TESOL with a concentration on the Japanese English language education context. It provides TESOL courses, teaching experience, and study of the Japanese language and culture.
The TESOL-J Program

Program Purpose

• Introduce the cultural factors that influence (Japanese) English language learners to shed light on how best to support their language learning efforts.
• Address the cultural differences between (Japanese) students and non-Japanese teachers to foster an intercultural understanding that will lead to a symbiotic classroom environment.
The TESOL-J Program

Course participants to date

• China, France, Japan, Russia, Denmark, Germany, Australia, England

• (future – training for current Japanese English language teachers)
Intercultural Communication in TESOL

Japan as context

• Students use gained knowledge to reflect on personal experiences and home educational system
• Students learn theory to apply to authentic situations
• Practical production receives feedback in relation to a real learning context
The TESOL-J Program

### Spring Semester

- Teaching English **Vocabulary** to Japanese Students: Learning, Teaching and Use*
- Teaching English **Reading/Writing** to Japanese Students*
- Teaching EFL to **Japanese School Children**
- **Psychology** of the Language Learner
- Content and Language Integrated Learning (CLIL)

### Fall Semester

- Teaching English **Speaking/Listening** to Japanese Students*
- Pedagogical English **Grammar** to Japanese Students*
- Japanese **Culture**: From Observation to Assimilation
- Japanese **Education System & English Language Education in Japan**
- **Curriculum and Syllabus Design**
- Teaching **Practicum**
Japanese context at a glance

- Govt *policy* focuses on the need for English oral communication and teaching English in English
- *System* relies on entrance exams to high school and university with a required English test
- From 2020, university entrance will accept 4-skills based exams (e.g., TOEFL, IELTS)
Intercultural Communication in TESOL

Japanese context at a glance
• Compulsory education until 9\textsuperscript{th} year of education (age 15)
• 99\% go on to high school (requires an entrance exam for each school—incl Eng)
• English education – graded as a subject from elementary 5\textsuperscript{th} grade (but no consensus on evaluation)
• Most schools offer English class from elementary 1\textsuperscript{st} grade
Intercultural Communication in TESOL

Japanese context at a glance
• Elementary: Oral language practice; no grammar; no testing; taught in L2 but supported with the L1
• Junior high: Tests focus on grammar and vocabulary; some but limited speaking tests; mostly taught in the L1 or trans to it
• High school: 4 skills, but separate classes (grammar, reading, oral communication); mostly taught in the L1 except O.C.
Intercultural Communication in TESOL

Japanese context at a glance: University
• English -- a required test on the entrance exam
• Some universities require English as a compulsory course regardless of major, e.g., Presentation, Discussion, Debate, Academic Writing
• Universities starting to change to CLIL for all majors
# The TESOL-J Program

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Intercultural Communication in TESOL

Observing – university classes
• Reading & Writing
• Speaking & Listening
• Japanese Education System & English Language Education in Japan
Intercultural Communication in TESOL

Observing – local elementary school
• Practicum, Japanese Culture
Intercultural Communication in TESOL

Lesson Planning
• Vocabulary
• Reading & Writing
• Speaking & Listening
• Grammar

• Japanese School Children
• CLIL
• Practicum
Intercultural Communication in TESOL

Micro-teaching
• Reading & Writing
• Speaking & Listening
• Grammar

• Japanese School Children
• CLIL
• Practicum
Intercultural Communication in TESOL

Tutoring

• Vocabulary
• (Grammar?)
• (Reading & Writing?)
• (Speaking & Listening?)
Intercultural Communication in TESOL

Japanese Culture: From Observation to Assimilation

• Text: Anatomy of Dependence (*amae*)
• DVD: Pre-School in Three Cultures
• Articles: Culture in TESOL
• Textbook & Lesson Plan Critique ← culture
• Lesson Plan revision ← intercultural
Intercultural Communication in TESOL

Practicum (public elementary school)
- School visit / observation
- Teaching Rubric
- Lesson plan: Culture introduction and speaking activity
- Teach: 5th & 6th grades (two classes of each, four classes in total)
- Self-reflection and revise lesson plan after each teaching experience
The TESOL-J Program

Admissions

• Graduate school applications are accepted twice a year.
• Submit the necessary documents.
• Participate in an interview (in person or via Skype).

**Exchange students are welcomed to take these courses**
Q & A

Thank you

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