

ティーチング・ポートフォリオ

大学名：大手前大学 所属：建築&芸術学部 名前：ゴードン・カールソン 作成日：2023年12月27日

1. 教育の責任

本学科の理念の一つに "体験から学ぶ" というものがあります。この前提のもと、インタラクティブなアクティビティやフィールドワークなど、アクションベースで記憶に残る授業を目指しています。

[英語コミュニケーションセミナー] ディスカッション、社会貢献、APAスタイルのライティング、英語専攻必修授業、通年、2単位、19名

[卒業研究] データベースの調査、APAスタイルのライティング、英語専攻必修クラス、通年、2単位、11名

[Philosophy & Society] リーディング、ディスカッション、ケーススタディ、グローバル・ジャパン・スタディーズ (GJS) 選択コンテンツ科目、秋学期、2単位、15名

[English as a Tool for Communication] リーディング、ディスカッション、アメリカの小学校・高校との双方向交流、Global Japan Studies (GJS) 選択コンテンツコース、秋学期、2単位、14名

[Internship] ディスカッション、英語授業補助のためのトレーニング技法、(GJS) 必修科目、春季、2単位、3名

[Community Development PBL] ディスカッション、コミュニティサービス、英語授業補助のためのトレーニングテクニック、(GJS)、必修科目、秋季、2単位、1名

[Music and Culture] 西洋音楽と日本音楽の比較研究、プレゼンテーション、ディスカッション、グローバル・ジャパン・スタディーズ (GJS) 選択コンテンツコース、秋学期、2単位、12名

[Advanced Vocabulary & Note-taking I & II] 読解、語彙力強化、アカデミック・ノートテイキング、英語コミュニケーション選択科目、通年、2単位、22名

[Intermediate Presentation I & II] ディスカッション、プレゼンテーションスキルの向上、英語コミュニケーション選択科目、通年、2単位、22名

[Listening & Speaking I] リスニングとスピーキングの強化、英語コミュニケーション必修科目 (短大生 2単位)、選択科目 (大学生 1単位)、春季、20名

[英語 I & II×2] 聞く・話す・読む・書くの4技能強化、1年生全員の必修科目、1単位、通年、12~21名×2

One of the philosophies of this department is to "learn from experience." Based on this premise, it is my aim to make my classes memorable and action based whether doing interactive activities or field work.

[English Communication Seminar] discussion, community service, writing APA style, English major compulsory class, year-round, 2 credits, 19 people

[卒業研究] researching databases, writing APA style, English major compulsory class, year-round, 2 credits, 11 people

[Philosophy & Society] reading, discussion, case studies, Global Japan Studies (GJS) elective content course, spring, 2 credits, 15 people

[Internship] discussion, training techniques for assisting in English classes, (GJS) required content course, spring, 2 credits, 3 people

[Community Development PBL] discussion, community service, training techniques for assisting in English classes, (GJS), required course, fall, 2 credits, 1 person

[English as a Tool for Communication] reading, discussion, interactive exchanges with American elementary and high schools, Global Japan Studies (GJS) elective content course, fall, 2 credits, 14 people

[Music and Culture] comparative study of western and Japanese music, presentation, discussion, Global Japan Studies (GJS) elective content course, fall, 2 credits, 12 people

[Advanced Vocabulary & Note-taking I & II] reading, enhancing vocabulary, academic note-taking, English Communication elective course, year-round, 2 credits, 22 people

[Intermediate Presentation I & II] discussion, enhancing presentation skills, English Communication

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elective course, 2 credits, year-round, 23 people

[Listening & Speaking I] enhancing listening and speaking skills, English Communication compulsory course for junior college students (2 credits), elective course for college students (1 credit), spring, 20 people

[英語 I & II X 2] enhancing four skills of listening, speaking, reading, writing, compulsory course for all first-year students, 1 credit, year-round, 12-21 people X 2

2. 教育の理念

クラスの大小にかかわらず、どのクラスにもさまざまな種類の生徒がいる独自のコミュニティがあります。さまざまな学習スタイルをカリキュラムに取り入れることで、生徒の可能性を引き出します。また同時に、生徒の生活に関連した内容にすることも重要です。そのため、私の授業の大部分は、興味を活性化させ、生徒同士のコミュニケーションを促すような、実践的な活動、協力的な学習、プロジェクト、テーマ、個人作業などを含んでいます。先生中心の授業ではなく、生徒が主体的に学ぶことができる生徒中心の授業を目指しています。

Every class, large or small, has its own unique community with various kinds of students. Therefore, my job as the instructor is to help students reach their potential by incorporating various learning styles into the curriculum. At the same time, it is essential to make the content relevant to the students' lives. That is why a big part of my teaching involves hands-on activities, cooperative learning, projects, themes, and individual work that activate interest and encourage student-to-student communication. Rather than a teacher-centered class, I aim to make a student-centered class where students take charge of their learning.

3. 教育の方法

英語が第二、第三の言語として使われるクラスでは、生徒ができるだけ多くのことを話し、交流すること目標です。そのため、生徒が70%（以上）、教師が30%（以下）の割合で話す「70-30ルール」に従うようにしています。生徒達が課題を終わらせ、授業に貢献できるように十分な準備をして授業に臨むことが必要です。宿題には、英単語や文法を強化するためのオンライン学習の要素が含まれていることもありますし、簡単なライティングの課題は、クラスのディスカッションで、口頭で伝えられるようになっています。こうすることで、すべての生徒が貢献できることがあり、誰も興味を失なわない、包括的な教室を実現することがあります。また、テストをたくさん行うのではなく、宿題をこなし、授業に参加したかどうかを評価の基準としています。

In a class where English is used as a student's second or third language, it is my goal that students interact and speak as much as possible. Therefore, I do my best to follow a 70-30 rule where students speak 70% (or more) of the time and the teacher speaks 30% (or less). In order to accomplish this, it is imperative that students arrive to class with their assignments completed and fully prepared to contribute to the class. Homework assignments sometimes include online learning components to strengthen English vocabulary and grammar, and small writing assignments are designed to be verbally shared in class discussions. This way, we can have an inclusive classroom where every student has something to contribute, and nobody is disengaged. Rather than a lot of tests, the most significant part of grading and evaluation is based on students completing homework and participating in class.

4. 教育の成果

必修の英語科目（英語 I および II）は、ほぼ同じ内容の前後テストに基づいて、学生の進捗状況を年次で評価します。前テストでは、学生を英語レベルに応じたクラスに配属し、後者は2学期の指導の後にスコアを向上させられたかを見る「実績試験」です。残念ながら、学生たちはクラスの内容が前後テストとあまり関係がないと主張し、それが学生にとって大きな進歩を遂げるのをほとんど不可能にし

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ました。実際、2022年のテストでは前後テストのスコアがわずかに低下したことが示されました。そのため、私はコースのテキストの各ユニットの学習成果目標に基づいた30のコミュニケーションスキルの「できるリスト」を作成しました。例えば、前後の調査では、「私は知っている人を説明するために簡単な言葉やフレーズを使えます」といった文を読んで、学生は「いいえ」= 0、「少し」= 1、または「問題ない！」= 2の3段階で回答しました。対応ペア標本t検定の結果、後の調査結果で30のすべての項目で成果が見られ、30項目中29項目で統計的に有意な成果が示されました（p値が0.05以下）。その結果、学生は実績試験のスコアが向上しなかったとしても達成感を得ることができました。

The required English course (Eigo I and II) gauges student progress yearly based on near-identical pre-and post-tests. The pre-test places students into classes according to their English levels, and the second is an "Achievement Test" to see whether they can raise their scores after two semesters of instruction. Unfortunately, students claimed that the class content has little connection to the pre-and post-test, making it nearly impossible for students to make significant gains. In fact, 2022 tests showed a slight drop between pre-and post-test scores. Therefore, I devised a "Can Do List" of 30 communication skills based on learning outcome goals for each unit of the course textbook. For example, in pre-and post surveys, students read statements such as, "I can use simple words and phrases to describe people I know" and responded on a three-point scale of "No" = 0, "A little" = 1, or "No problem!" = 2. Pair-sampled t-tests showed gains on all 30 items in the post-survey results, including statistically significant gains on 29 of the 30 items with p-values under 0.05. As a result, students could feel a sense of accomplishment, even if their Achievement Test scores did not improve.

5. 改善への努力と今後の目標

今年の卒業研究クラスはやや停滞気味でした。出席率が通常より低く、以前の年度と比べて、ほとんどの学生が私の多くのオフィスアワーや Zoom での相談時間を活用していませんでした。その結果、進捗が遅くなり、作業の質も劣ってしまいました。この問題を将来回避するために、出席をより強調し、学生が締め切りに真剣に取り組むよう、目標設定に日付を加えることを考えています。最終的な目標は、学生たちが年末に大きく遅れを取り戻すことによって生じるストレスや不安を軽減することです。来年は、全ての論文を12月までに完成させることを目指しています。このタイムラインは、論文を磨き上げ、1月と2月の防衛に向けて準備する十分な時間を提供します。This year's Graduation Research class faced some challenges. Attendance was notably lower than usual, and most students did not utilize the extensive office hours or Zoom availability that I've offered in previous years. Consequently, their progress was sluggish, and the quality of their work suffered. To tackle this issue in the future, I intend to place greater emphasis on attendance and incorporate specific deadlines into their benchmark goals, encouraging students to take their commitments more seriously. My primary aim is to alleviate the stress and anxiety that tend to mount toward the year-end when students realize they're falling behind. For the upcoming year, my goal is to ensure all these are completed by December. This timeline will provide ample opportunity for refinement and preparation for their defense sessions in January and February.

【添付資料】

- English communication Zemi Syllabus
- Philosophy & Society Syllabus
- English as a Tool for Communicatoin (GJS) syllabus
- Music and Culture (GJS) syllabus

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- Advanced Vocabulary and Note-taking syllabus
- Internship Syllabus
- Can Do List 2023 Spring Semester Data

Zemi Basic Syllabus

I. Course:

English Communication Seminar

II. Instructor:

Name: Gordon Carlson

Email: gordy@otemae.ac.jp

Office: E308

III. Course Description:

This seminar is designed to develop students' cultural competency and build English academic writing and presentation skills. Students will learn how to conduct research to help them intellectually engage in both local and world issues from various perspectives. It is designed to be an enjoyable study for those interested in language-related issues such as multicultural education, international business, and coexistence in a global age. Students interested in language learning, teaching, business, and social work can benefit. Classes consist of presentations, discussions, and exercises for writing competence. Therefore, students can expect to improve their English skills at the same time.

Recommended Level:

Students are expected to have a high level of English proficiency. They must be able to comprehend the articles discussed in class as well as learn the fundamentals of formal writing in English

IV. Course Student Learning Outcomes:

By the end of the course, students should be able to discuss a wide variety of topics related to Japanese culture and multicultural themes. They will also be familiar with how to write in APA style, which is the international standard for academic writing. The aim is to prepare students to write their graduation theses in English next year and to prepare for those who desire to go to graduate school or study abroad.

V. Required Materials:

- 1.) A hard binder for which to construct a student portfolio. The instructor will

provide all other reading materials.

2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

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| 1.) Attendance and Participation | 40% |
| 2.) Homework Assignments | 30% |
| 3.) Presentations / Community Service | 30% |
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1.) Attendance and Participation:

Students will be rewarded points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a positive attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. This is something you must do *before class* so that everyone can participate in class. Each assignment is worth five points:

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| 0 points | The assignment is copied or not received. |
| 1 point | The assignment is on time but not complete or very poorly done. |
| 2-3 points | The assignment is on time but rushed and not complete. The writing does not quite follow the guidelines. |
| 4 points | The assignment is on time, complete, and meets expectations. |
| 5 points | The assignment is on time, complete, and goes beyond the standard. The student shows that he or she did research and might cite references. |

3.) Presentations / Community Service:

At various points in the course, students will present their research. Additionally, the class will engage in community service connected to a local orphanage, where the class will plan an event for underprivileged children.

Spring Semester Schedule

| Week | Class Time | Assignments |
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| 1. Seminar Introduction | We will review the course outline and themes as well as discuss student needs and teacher expectations. We will also reflect on our community service and research interests over the next year. | Students will consider options for how they can contribute to the local community and write a brief description of their interests. A review of material for the next class with answers to questions will also be required. |
| 2. What is Culture? | In this class, we will discuss varied definitions and the evolution of culture. Students will share aspects of their own national and local cultures as well as the trends and changes in Japan. How is Japan's culture disappearing or being enriched? | A thorough review of the reading material and mini-report will be required. Doing work at the last minute will be obvious and noted. |
| 3. Multiculturalism in Japan's Past | Research on Japanese multiculturalism can challenge the popular belief that Japan is traditionally a pure and homogeneous society. We will talk about the history of Japan's internationalization and migrations that shaped the society. | A thorough review of the reading material and mini-report will be required. Students should make their choice of community service by this week. |
| 4. Multiculturalism and the New Japan | In recent decades, multiculturalism has been adopted as an ideal for public policy in Japan. Despite increasing globalization and international migration, Japan maintains one of the world's lowest figures of foreign national residents. Is internationalization desirable, and how is Japan adjusting to it? | A thorough review of the reading material and mini-presentation will be required. Doing work at the last minute will be obvious and noted. |
| 5. Race vs. Ethnicity | The word "race" in the news now more than ever. It is often based on superficial physical attributes and has a long history of being used to divide members of society and exploit differences. Ethnicity often refers to the way in which people identify learned aspects of themselves. I.e., nationality, language, and culture. How can | A proper review of the reading material and mini-report will be required. |

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| | race and ethnicity be used to unify rather than divide and classify people? | |
| 6. History of Minorities in Japan | Japan is a society with many ethnic and social minority groups and a majority population of heterogeneous origins. Some came through migration, and others by force. Now, new groups of minorities are becoming increasingly visible, particularly those based on sexual orientation and religion. How have minority groups, both past, and present, shaped Japanese society? | A thorough review of reading material and mini-presentation will be required. Again, doing work at the last minute will be obvious and noted. |
| 7. New Japan and Co-existence in a Global Age | The demographics in Japan are slowly changing with a flow of new entrepreneurs, laborers, entertainers, English teachers, students, and "nisei." Some newcomers stay in Japan for extended periods of time or permanently. What does this mean for Japan, and how will it positively and negatively affect the culture? How does this affect the education system? | A thorough review of the reading material and mini-report will be required. |
| 8. Nationalism vs. Patriotism | While nationalism and patriotism are both the feelings of love people feel for their country, the values upon which those feelings are based are very different. Historically, the effects of nationalism have been both positive and negative. While it has driven movements for liberty and independence, it has also been a key factor in the rise of fascism and major conflict. What is a healthy view of one's country, and how can a rise of bias and animosity in society be avoided? | A proper review of the reading material and mini-presentation will be required. |
| 9. International Marriage in Japan and Abroad | This class will discuss changing attitudes towards international marriage and the potential impact on the future of society. Although in decline since 2006, about one | A thorough review of the reading material and mini-report will be required. |

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| | <p>in 30 marriages in Japan are international, and interest in TV and the Internet remains high. New immigration policies and a greater need for spouses in rural areas are forecast to cause an increase in mixed marriages in the coming years. What are international marriage's challenges, benefits, and drawbacks, and how is marriage being redefined in this era?</p> | |
| <p>10. English Education in Japan</p> | <p>Despite a higher emphasis and increased spending on English education, Japan presently ranks #53 out of 100 countries and near the bottom in East Asia on the English Proficiency Index. This class will discuss the problems with English education and why English is not as much of a commodity in Japan as in other nearby regions. Why are students so disengaged from English? Is it really that important? If so, what are some ways to improve English education?</p> | <p>A thorough review of the reading material and mini-presentation will be required.</p> |
| <p>11. Tourism in Japan</p> | <p>Tourism is on the rise in Japan, and it is a complex issue that includes social disruption, economic issues, and environmental impact. However, it is a growing business and vital for the economy's future. Looking at this "inbound boom," what are the challenges that the country faces, and is it sustainable? What is the future of tourism?</p> | <p>A proper review of the reading material and mini-report will be required.</p> |
| <p>12. Non-profit Organizations</p> | <p>These days, NPO is a popular term in the media and in educational circles. However, the Japan NPO Center says that the impact of the values NPOs advocate is much smaller than people believe. In this class, we will think about the role of NPOs and</p> | <p>A thorough review of the reading material and mini-presentation will be required.</p> |

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| | <p>how they establish new partnerships with businesses and governments as collaborators who bear joint responsibility for developing civic society. What are the benefits of taking parts in NPOs and how can they impact people both locally and globally?</p> | |
| 13. Local Action and Serving Our Community | <p>A key component of wellness is embracing and celebrating being part of a larger community. A common phrase heard at Otemae University is "Think globally, act locally," but what does this really mean, and what can be done at the local level to positively impact the lives of others? This class will examine various ways that we have contributed to the local community throughout the semester.</p> | <p>A thorough review of the reading material and mini-report will be required.</p> |
| 14. Acting as Global Citizens | <p>Global issues such as climate change, disease, biotechnology, ecological collapse, human rights, and much more affect us no matter where we live. Therefore, we must critically reflect on our behavior and lifestyles to find ways to take responsible action. How can we enrich the world with the joys and responsibilities of being a good member of the wider community from where we are? Can we have an impact on Hyogo Prefecture, Japan?</p> | <p>Final presentations should be sent to the instructor for review before final drafts are made and presented.</p> |
| 15. Final Presentations | <p>This class will be a time of reflection and feedback on what was covered over the semester. Students will present the projects they chose for community service and what they learned from their experiences.</p> | |

Fall Semester Schedule

| Week | Class Time | Assignments |
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| Seminar Introduction | We will review the course outline and fall themes as well as discuss student needs and teacher expectations. Support groups will also be formed for peer-to-peer feedback and to help all participants stay on task throughout the semester. | Review material for the next class and prepare a completed writing assignment. |
| Logical Brainstorming | Students will develop ideas for a thesis by creating a mapping technique that enables them to think and record their ideas logically. | Review material for the next class and prepare a completed writing assignment. |
| Preparing to Write | This class will focus on pre-writing steps to efficiently accomplish the desired task. This will include narrowing down a research topic and doing the research before taking a position. | Review material for the next class and prepare a completed writing assignment. |
| Finding Resources | In this class, we will learn and practice various ways to find resources for research online and through the university library system. | Review material for the next class and prepare a completed writing assignment. |
| Using Technology-based Learning Tools | This class will introduce students to various user-friendly technologies that assist students with better source selection and learning how to structure a research paper properly. | Review material for the next class and prepare a completed writing assignment. |
| Focusing on APA style | This class will help students distinguish between good and bad sources and incorporate the best ones successfully into a paper. This will also include the complexity of sorting out the APA citation style. | Review material for the next class with and prepare a fully completed writing assignment. |
| Writing a Thesis Statement and Creating a Topic Overview | This class will focus on creating a successful thesis statement and generating a concise overview of the topics chosen. | Review material for the next class and prepare a completed writing assignment. |
| Focusing on Form and | This class will center on tips on the | Review material for the next class and |

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| Academic Tone | structure of a paper and improving cohesion. Students will learn how to position information strategically and edit their papers using a multi-step process. | prepare for an oral report on research themes and progress. |
| Sharing Research Topics and Feedback I | In this class, students will use PowerPoint to formally present their research themes. The discussion will focus on how the research is conducted and any problems that arise during the process. | Review material for the next class and prepare a completed writing assignment. |
| Sharing Research Topics and Feedback II | In this class, students will use PowerPoint to formally present their research themes. The discussion will focus on how the research is conducted and any problems that arise during the process. | A thorough review of the reading material and mini-presentation will be required. |
| Conclusions and Summation | This class will discuss how to end a paper and wrap it into a cohesive theme. Students will learn how to review the key points of their research and explain why the information is relevant and applicable. | A proper review of the reading material and mini-report will be required. |
| Making an Oral Progress Report | Over the next three weeks, students will present progress reports on their research. Class time will be spent showing students rubrics for their assignments and how to report their work to the class in the coming weeks. | A thorough review of the reading material and mini-presentation will be required. |
| Student Presentations I | Students will make formal presentations of their progress to the class, followed by discussion and constructive feedback from their instructor and peers. | Review material for the next class and prepare for an oral report on research themes and progress. |
| Student Presentations II | Students will make formal presentations of their progress to the class, followed by discussion and constructive feedback from their instructor and peers. | Final presentations should be sent to the instructor for review before final drafts are made and presented. |
| Course Reflections | The class will reflect on the topics covered in the course and discuss how to move forward in the coming year as they | |

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| | <p>complete their theses and start job hunting.</p> <p>Any leftover presentations can also be made.</p> | |
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2024
Syllabus

I. Course:

GJS: Philosophy and Society

II. Instructor:

Name: Gordon Carlson

Email: gordy@otemae.ac.jp

Office: M308

III. Course Description:

This course is more than an introduction to philosophy. It is designed for students to come up with their own questions, gather information on their questions, construct new ideas, present, and then reflect on their conclusions. The main goal is for learners to exercise the ability to come up with criteria to help them make real-life decisions. Students will be expected to participate in class discussions, read assigned materials, critique films, keep a portfolio, and make two presentations based on their own thoughts and research.

Recommended Level: Understanding this course will help if students have at least an “A” or “B” average in a LEO 400 course and a TOEIC score of around 550. Of course, the instructor will do everything possible to help you!

IV. Course Student Learning Outcomes:

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

- 1.) Develop well-informed arguments about major issues affecting modern society.
- 2.) Acquire a higher understanding of the types of philosophy and how it affects everyday decisions.
- 3.) Develop a worldview of philosophical thought
- 4.) Analyze local, Japanese, and worldwide resources for research.

V. Required Materials:

- 1.) A hard folder or binder for which to construct a student portfolio. The instructor will provide all other reading materials.
- 2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

- 1.) Attendance and Participation 30%
 - 2.) Homework (10 weeks x 5 points each) 50%
 - 3.) Mid-term Debate 10%
 - 4.) Final Reflection Paper 10%
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1.) Attendance and Participation:

Students will be rewarded points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a positive attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. This is something you **MUST** do *before class* so that everyone can participate. Each assignment is worth five points:

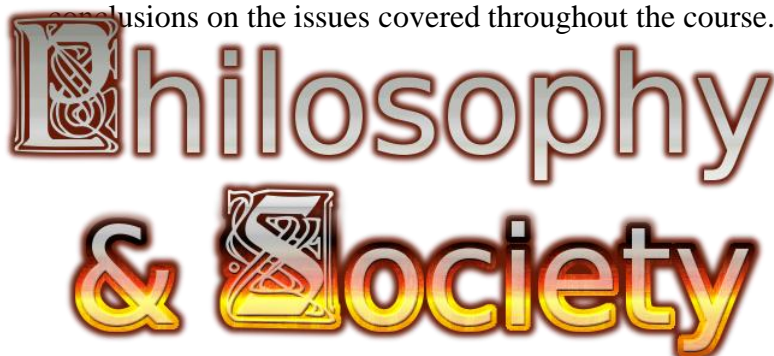
| | |
|------------|---|
| 0 points | The assignment was copied or not received. |
| 1 point | The assignment was on time but not completed or was very poorly done. |
| 2-3 points | The assignment was on time but rushed and not complete. The writing does not quite follow the guidelines. |
| 4 points | The assignment was on time, completed, and met expectations. |
| 5 points | The assignment was on time, complete, and goes beyond the standard. The student showed that he or she did research and might cite references. |

3.) Mid-term Debate:

In the middle of the term, students will be expected to take part in a class debate on a social issue. Further details will be discussed in class.

4.) Final Paper:

At the end of the term, students will have a reflective paper to share any final conclusions on the issues covered throughout the course.



| Week | Date | Unit Lesson/Plan | Remember to... |
|-------------|------------------------|--|--|
| 1 | April 12 th | “What is Philosophy?” and Course Outline | Read “Happiness” |
| 2 | April 19 th | Philosophy of Human Nature Part I (“Happiness”) | Read “Quest for Happiness in Japan.” |
| 3 | April 26 th | Philosophy of Human Nature Part II (“Lying”) | Watch Sam Bern’s video and write report. |
| 4 | May 10 th | Aesthetics Part I (“What is Beauty?”) | Read “Absolute Ethics vs. Graded Ethics” |
| 5 | May 17 th | Aesthetics Part II (“What is good/bad entertainment?”) | Read “For or Against Beauty Contests” |
| 6 | May 24 th | Epistemology Part I (“A Case Study”) | Read “You Decide – a Crime Scene” |
| 7 | May 31 st | Epistemology Part II (“A Debate” / Mid-term) | No Assignment |
| 8 | June 7 th | Philosophy of Religion Part I (“Why do bad things happen?”) | Read “Why Bad Things Happen” |
| 9 | June 14 th | Philosophy of Religion Part II | Read “Philosophy of Education” |
| 10 | June 21 st | Philosophy of Education Part I (“Raising Children”) | Read “State vs Sam” and “Japanese Orphans” |
| 11 | June 28 th | Philosophy of Education Part II | Read “War! What is it good for?” |
| 12 | July 5 th | Philosophy of Society / Ethics Part I (“Kantian vs. Utilitarian”) | Read “Capital Punishment” |
| 13 | July 12 th | Philosophy of Society / Ethics Part II (“Prison or Death Penalty?”) | Read “Euthanasia” |
| 14 | July 19 th | Philosophy of Society / Ethics (“Euthanasia”) | Prepare for final paper! |
| 15 | July 26 th | <u>Final Presentations</u> and Closing Activities | Have an amazing summer!! |

Beyond Borders: Using English as a Tool For Communication Syllabus

I. Course:

Beyond Borders: Using English as a Tool for Communication

II. Instructor:

Name: Gordon Carlson

Email: gordy@otemae.ac.jp

Office: M308

III. Course Description:

As global citizens, it is of great importance for us to expand our worldview to promote peace and contribute to the international community. As countries of the world become more connected with each passing day, what happens on one side of the world affects what happens on the other. With this in mind, students will consider what they can contribute to a better world that uses English as a common language. They will get in touch with their own cultural identities while at the same time learning to value world diversity. Ultimately, students can become sharpened, contributing world citizens that can pass on a better world to future generations.

Recommended Prerequisite (but not required): A TOEIC score of 500 or above.

IV. Course Student Learning Outcomes:

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

- 1.) Reaffirm their own cultural identities, deepening their understanding of the impact of language and culture on identity formation.
- 2.) Gain confidence in their ability to use English with people from other origins, realizing it is a language with ownership for all people, not just Inner Circle countries.
- 3.) Acquire knowledge of the importance of English in the modern world and how it can be used to contribute to a better society.
- 4.) Think, discuss, present and form opinions and judgments on a variety of subjects.

5.) Develop deeper cultural awareness, exposing stereotypes, biases, and cultural misconceptions.

V. Required Materials:

- 1.) A binder for which to construct a student portfolio. The instructor will provide all other materials.
- 2.) Access to a computer to access the university internet system. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on ElCampus.

VI. Grading Criteria:

| | |
|-------------------------------------|-----|
| 1.) Attendance and Participation | 30% |
| 2.) Homework | 30% |
| 3.) Mid-term Cross-cultural Project | 20% |
| 4.) Final Position Paper | 20% |

1.) Attendance and Participation:

Students will be rewarded up to five points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a great attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. Homework is expected to be completed before class so that all students arrive prepared to participate.

3.) Mid-term Project:

In the middle of the term, students will participate in an international exchange with two schools in the United States. The first exchange will be to share Japanese culture with American students, and the second will be to increase students' economic and financial literacy through making fun video presentations. Doing so will help learners from both sides become aware of their intrinsic cultural values by interacting with people in English beyond the local or national level.

4.) Final Position Paper:

At the end of the term, there will be a position paper on a world issue to be discussed at a United Nations simulation.

Schedule:

| Week | Agenda | Assignments |
|---|--|--|
| Week 1: Orientation and Opening Activities | This class will give students an overview and spell out expectations for the course. An introduction to the history of the English language will be given through some interactive activities. | Read and follow the assignment for making a video about your hometown. |
| Week 2: Self-introductions and Introduction to Immigration in Japan | Some impromptu self-introductions will be made in English, followed by more interactive activities and an introduction to next week's topic. We will also form groups for an exchange project with a high school in the United States. | Based on the template, do a mini research project on Japanese figures who have made an impact abroad. Details will be given in class. |
| Week 3: Japanese Who Cross the Border | Various Japanese personalities have crossed borders into foreign lands to impact our world. This part of the course will explore such people and their drive to make a mark on our world. In turn, how can we expand our own boundaries and become contributing global citizens? | Report on Japanese figures abroad to use for discussion. Read " <i>Chiune Sugihara – Serving Others in the Midst of Difficulties.</i> " *Start Flip cultural exchange video for elementary children in Georgia, USA. |
| Week 4: Japanese Who Cross the Border (continued) | A continuation of last week's topic will occur based on student research. We will also commence with video projects representing our culture to high school students in the United States. | Based on the template, report on English trends in Japan. Read " <i>Japan's 'no immigration policy' as solid as ever</i> " and " <i>How Asians View Each Other.</i> " *Continue work on the video Flip videos. |
| Week 5: Language and Culture | What are the advantages and disadvantages of being "half" in | Based on the template, report on short films and prep for a |

| | | |
|------------------------------|--|--|
| | <p>Japan? Although about 2.3 % of the population is foreign-born, children of mixed descent are rising in stature. This segment of the course will examine the lives of such people and their contribution to society. A special forum with a movie and panel discussion in English will also be an extracurricular activity at this time.</p> | <p>mini forum related to this course.</p> <p>Flip videos are due.</p> |
| Week 6: Language and Culture | <p>In the first segment of the class, the discussion will be continued from last week based on student research.</p> <p><u>In the second segment, students will form groups to start a financial and economic literacy project with high school students in Florida, USA.</u></p> | <p>Based on the template, write a comparative report on various media resources and biases based on your own research.</p> |
| Week 7: Media and Culture | <p>What we know and believe is directly linked to what we learn through our own cultures and the media. By comparing various sources, this course segment will cause us to consider how we collect and absorb various data. What prejudices and biases will we find?</p> | <p>Finish the report on media resources and biases.</p> <p>Groups should also be communicating and planning for their financial literacy videos.</p> |
| Week 8: Media and Culture | <p>The discussion will continue from last week based on student research. Groupwork on financial literacy videos will also be conducted.</p> | <p>Report on a current conflict and various troubles in the world. Students will also be expected to know the 30 Human Rights declared by the U.N. Details will be given in class.</p> |

| | | |
|--|--|--|
| | | Groupwork on videos should be almost completed. |
| Week 9: Using English to Contribute to the Developing World | How is English used to help developing countries? As global citizens, it is in our best interest to contribute to developing countries' needs and conduct business. The third-world economic ties to us are rapidly increasing as well. This section of our studies will focus on what opportunities we have to assist those in need. In addition, our video projects should be completed for review before sending them to our high school counterparts in the United States. | Using the template, report on economic and social ties to developing countries and how English is used. Read " <i>Japan in the World Community</i> ." Group financial literacy and economic videos should be completed and sent to the instructor for review. |
| Week 10: Using English to Contribute to the Developing World (continued) | We will continue any unfinished parts of the discussion from last week. Students will also participate in sensory activities in conjunction with their counterparts in the United States. | Students will take part in a Google Classroom video webinar outside of class with our counterparts in the United States. Details will be given in class. |
| Week 11: Using English to Contribute to the Developing World (continued) | We will continue with last week's topic and wrap up this segment of the course. Around this time, we will have a special webinar with William T. Dwyer High School outside of the classroom hour. | Using the template, write a report on the role of the United Nations. Read the " <i>Declaration of Human Rights</i> " in both English and Japanese <u>and be familiar with it.</u> |
| Week 12: English for Discussion (Model U.N. Debate) | The United Nations makes substantial contributions in maintaining international peace and security, promoting cooperation among states and international development. As the most representative | Students will do personal studies for what roles they will play at our U.N. debate. Use the template provided to start a position paper that will be part of your final presentation in a final debate. |

| | | |
|--|--|--|
| | <p>inter-governmental organization of the world today, the United Nations' role in world affairs is of utmost importance. This segment of the course will examine the roles that the United Nations plays and how English is used to bridge humanity together to face the challenges of global issues.</p> | |
| <p>Week 13: English for Discussion (continued)</p> | <p>We will continue last week's topic based on student research.</p> | <p>Preparation for a U.N. debate and work on your position paper. Read "<i>Having a successful U.N. Simulation.</i>"</p> |
| <p>Week 14: English for Discussion (continued)</p> | <p>We will conduct a formal U.N. debate in class over real-life issues. As the apex of the course, students are expected to come 100% prepared.</p> | <p>Prepare for the final presentation. Details will be given in class.</p> |
| <p>Week 15: Final Presentations</p> | <p>Final presentations will be conducted based on the student's own research. This will be a time of reflection on what was discussed throughout the course and how students can contribute to the world community through using English.</p> | <p>Have a wonderful break! See some of you in class next year!</p> |

Otemae University
Institute of International Education
Syllabus

I. Course:

GJS 45382: Music and Culture

II. Instructor:

Name: Gordon Carlson

Email: gordy@otemae.ac.jp

Office Hours: Just ask! I will make myself available.

III. Course Description:

This course illuminates the commonalities between music culture in Japan and America through comparative study and underscores their differences. We reassess both the United States and Japan's place in the world music scene and their strong interconnections. Through the process, students will learn how culture influences music and how music influences culture.

Recommended Prerequisite: To comprehend this class, it will help to have an "A" average or above in a LEO 400 course or TOEIC level of 550 or above.

IV. Course Student Learning Outcomes:

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

- 1.) Read and discuss academic readings about artists in English and write responses that critically engage with the readings.
- 2.) Identify various musical styles according to the era from which they came. Furthermore, they will connect them to the history and culture of those periods.

V. Required Materials:

- 1.) A binder or folder for which to construct a student portfolio. The instructor will provide all other materials.
- 2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

1. Class participation: 30%
 2. Weekly homework: 40%
 3. Presentation: 10%
 4. Final project: 20%
-

1.) Attendance and Participation:

Students will be rewarded up to five points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a great attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. You **MUST** do this before class so class time can go smoothly.

3.) Presentation:

Students will be expected to give a more detailed paper on a social issue or band at one point in the term. Further details will be discussed in class.

4.) Final Project:

At the end of the term, a collective and reflective paper will be done for students to share any final conclusions on the issues covered throughout the course.

| Week | Agenda | Assignments: |
|--|--|---|
| Week 1: Orientation and Opening Activities | Course expectations, outline, and introduction. Student and teacher introductions | Read the course outline and explanation. |
| Week 2: 1940s-1950s | From Occupation to Freedom: The Musical Scene in Postwar Japan | Assigned reading and worksheet from the instructor |
| Week 3: 1950s | Rock 'N' Roll Era: the blending of Afro-American music into the mainstream | Assigned reading and worksheet from the instructor |
| Week 4: 1950s | Rockabilly and the effects of Western music in Japan | Assigned reading and worksheet from the instructor |
| Week 5: 1960s | Anti-establishment and Cultural Revolution: War, Peace, and the Baby Boomer Generation | Assigned reading and worksheet from the instructor |
| Week 6: 1960s | Social change: Revolution and music in Japan | Assigned reading and worksheet from the instructor |
| Week 7: 1970s | Music, Nationality, Ethnicity, and the Disco era | Assigned reading and worksheet from the instructor |
| Week 8: 1970s | Freedom and Self-Actualization: Homosexuality, Hispanics, Afro-Americans in the mainstream | Assigned reading and worksheet from the instructor |
| Week 9: 1980s | Bubblegum pop and economic bubbles in Japan | Assigned reading and worksheet from the instructor |
| Week 10: 1980s | Pop Culture Goes Global! | Assigned reading and worksheet from the instructor |
| Week 11: 1990s | J-Pop around the World and beyond | Assigned reading and worksheet from the instructor |
| Week 12: 1990s | Multiculturalism and Alternative Grunge Music | Assigned reading and worksheet from the instructor |
| Week 13: 2000s to present | The place of local and protest music in the Japan music scene today | Assigned reading and worksheet from the instructor |
| Week 14: 2000s to present | Current Trends and Fads | Prepare for final presentation. Details will be given in class. |
| Week 15: Final Presentations | Presentation of final projects, course summary and wrap-up | Have a wonderful break! |

Advanced Vocabulary and Note-taking I 400

担当教員: Gordy Carlson Email: gordy@otemae.ac.jp Office: E308

到達目的 : Acquisition of higher vocabulary and good study habits

教科書: Materials will be provided by the instructor, but a portfolio notebook is required by all students.

授業概要: There are four aims for this course:

1. To enhance comprehension skills and find essential information in reading
2. To significantly increase vocabulary for upper-intermediate and advanced speakers
3. To gain skills in discussion and group interaction
4. To gain motivation for further study and language acquisition

This course includes interactive games and group activities in order to make the learning process more stimulating and fun. In addition, a project will be done to inspire creativity and turn our skills into practical use.

成績評点:

| | | |
|----------------------------------|-----|-----|
| 1.) Attendance and Participation | 30% | 40% |
| 2.) Self-learning Portfolio | 40% | 40% |
| 3.) Mid-term Assessment | 15% | |
| 4.) Final Presentation | 15% | 20% |

1.) Attendance and Participation:

Students will be rewarded up to points each class for the following criteria: coming on time, bringing learning portfolios, speaking voluntarily, and having a great attitude toward learning.

2.) Self-learning Portfolio:

Everyone will keep a cool, learning portfolio notebook to take notes on things that they can learn at their own level. **Each assignment is worth 5 points.**

4- 5 points = finished and complete on time

3- 4 points = on time but not complete **1-2 points** = late and/or poorly done

3.) Mid-term Assessment:

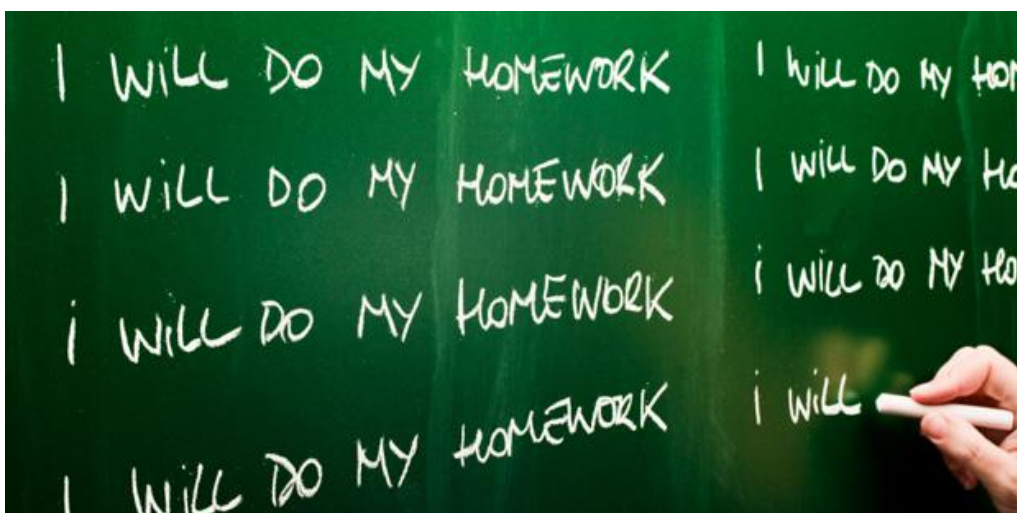
In the middle of the term there will be a fun discussion to stimulate conversation. Be prepared!

4.) Final:

At the end of the term there will be a test to determine how well your note-taking and thinking skills have improved.

ADVANCED VOCABULARY AND NOTE-TAKING

| Class | Date | Topics | Remember to... |
|-------|------------------------|---|-----------------------------|
| 1 | April 14 th | Course Outline & Orientation | |
| 2 | April 21 st | "What Makes Beauty?" | Do Self-learning Portfolio! |
| 3 | April 28 th | "Cosmetic Surgery" | Do Self-learning Portfolio! |
| 4 | May 12 th | "Hoaxes" | Do Self-learning Portfolio! |
| 5 | May 19 th | "Internet Hoaxes" | Do Self-learning Portfolio! |
| 6 | May 26 th | "The Art of Lying" | Do Self-learning Portfolio! |
| 7 | June 2 nd | "Travel Mistakes and Miscommunications" | Do Self-learning Portfolio! |
| 8 | June 9 th | "Dealing with a Bad Travel Companion" | Do Self-learning Portfolio! |
| 9 | June 16 th | "Juku" | Do Self-learning Portfolio! |
| 10 | June 23 rd | "Role Models" | Do Self-learning Portfolio! |
| 11 | June 30 th | "Lost at Sea I" | Do Self-learning Portfolio! |
| 12 | July 7 th | "TikTok" | Do Self-learning Portfolio! |
| 13 | July 24 th | Wired Youth | Do Self-learning Portfolio! |
| 14 | July 21 st | "Beatlemania" | Prepare for Final |
| 15 | July 28 th | Final and Closing Activities | Enjoy an amazing summer! |



科目名: Internship Syllabus

担当教員名【代表】 カールソン・ゴードン (Gordon Carlson)

授業の目的: This course provides theory and practice for teaching English as a second language. It is primarily designed for students from English-speaking countries to learn language teaching methods and strategies while simultaneously getting practical, hands-on experience.

能力開発メソッド: With the instructor's guidance, students will organize conversation tables for one-on-one and small group teaching for the general student population. Students will also be expected to assist in various English-related events related to the International Exchange Center.

課題レポート等: Students are expected to submit weekly reports on time and to write a final reflection paper with a presentation at the end of the semester.

授業概要: This course provides a broad conceptual framework and practical strategies for future teachers to understand the potential and hurdles of English learners. It will also provide students with first-hand language exchange experiences through interactive activities designed to sharpen communication skills and enhance cultural understanding. Through interaction with various types of English learners, students can also expand their understanding of their ties to the global community and how their actions can impact the local community. Ultimately, students can become sharpened, contributing world citizens who can use language teaching as a bridge to a career and the world.

| Week | Subject | Overview | Learning outside of class hours |
|------|----------------------------------|---|---|
| 1 | Course Introduction and Overview | Students will be given an orientation of the course and construct a plan for assisting in LEO classes as well as English conversation tables in conjunction with the International Exchange Center. | Read the article provided for Week 1 in the course shared folder and write a summary using the template provided by the instructor. |

| | | | |
|---|---|--|--|
| 2 | Who are the learners? (Part I) | This class will give students an overview of English education in Japan and the various types of English learners. | Find an academic article related to English Education in Japan. Summarize it using the template provided and prepare to present it in class next week. |
| 3 | Who are the learners? (Part II) | This session will be a continuation of Part I, including short presentations by students on the articles they selected. | (1) Read the article provided for Week 3 in the course shared folder and write a summary using the template provided by the instructor. (2) Write a short weekly report on the conversation tables. The template can be found in the course shared folder. |
| 4 | Second Language Acquisition Part I – The Nature of Human Language and Cultural Competency | This class will cover the nature of Human Language, which includes: <ul style="list-style-type: none"> • Linguistic knowledge • Linguistic knowledge and performance • Language universals • Language and culture | (1) Read the article provided for Week 4 in the course shared folder and write a summary using the template provided by the instructor. (2) Write your weekly report on the conversation tables. |
| 5 | Second Language Acquisition Part II – Mechanisms for Language Learning | This segment will be a continuation of Week 4, discussing the following: <ul style="list-style-type: none"> • Mechanisms of Language Acquisition • First vs. second language acquisition • Second language teaching methods | (1) Read the article provided for Week 5 in the course shared folder and write a summary using the template provided by the instructor. (2) Write your weekly report on the conversation tables. |
| 6 | Second Language Acquisition Part III – Non-traditional Methods to Learning | This class will address non-traditional ways of learning language and culture through technology and non-conventional ways. (i.e., music, manga, social media, and more) | (1) Watch the video provided for Week 6 in the course shared folder and write a summary using the template provided by the instructor. (2) Write your weekly report on the conversation tables. |

| | | | |
|----|--|---|--|
| 7 | Second Language Acquisition Part IV - Technology | This session will address how technology can be used for language learning and a deeper understanding of culture. | (1) Using the various language teaching mechanisms discussed in class, you will make a mid-term demo lesson to present in class. See the shared folder for further instructions. (2) Write the weekly report on the conversation tables. |
| 8 | From theory to practice with ELL students | Students will present their demo lessons. Both classmates and the instructor will give constructive feedback. | Write the weekly report on conversation tables. |
| 9 | What does the learner think? Part I | Under close teacher supervision, students will design an interview for English Language Learners who agree to participate in the project to analyze their likes, dislikes, successes, and failures in learning English. | (1) For this assignment, you will conduct and analyze an interview of an ELL student at the high beginner or intermediate English language proficiency level. You will report your findings in the next class. (2) Write the weekly report on conversation tables. |
| 10 | What does the learner think? Part II | Students will present interview findings and provide feedback to their peers. A short overview of the next segment, Community Outreach, will also be presented. | (1) Read the article provided for Week 10 in the course shared folder and write a summary using the template provided by the instructor. (2) Write your weekly report on the conversation tables. |
| 11 | Community Outreach Part I | This class will consist of planning an event for a local orphanage that the students will visit. The plan will include interactive English-related games and crafts for Japanese children who live at a local facility. | (1) In collaboration with your classmates and teacher, gather materials that will be used for the orphanage event. (2) Write your weekly report on conversation tables. |

| | | | |
|----|---------------------------------|---|---|
| 12 | Community Outreach Part II | The class time will be used for compiling materials, making props and visuals, and more for the orphanage visit. | (1) We will visit the orphanage out of class. Practice your role before the event. (2) Write your weekly report on conversation tables. |
| 13 | Community Outreach Part III | This session will be used for extensive reflection on the visit to the orphanage and what can be improved for future endeavors. | (1) Read the article for Week 13 in the course shared folder and write a summary using the template provided by the instructor. (2) Write the weekly report on conversation tables. |
| 14 | Careers Beyond Teaching English | Not everyone wants to be a language teacher. What other opportunities are there in Japan and elsewhere, and what role does cultural competency play in finding a successful career? | (1) Start working on the final reflection paper. Follow the instructions in the shared class file. (2) Write the weekly report on conversation tables. |
| 15 | Course Recap and Presentations | This capstone class will culminate with students presenting their final reports and giving feedback on the class. | |

知識レベル: Students will know and apply their understanding of skills related to the effect of culture in language teaching.

能力レベル: Upon the completion of the course, students will be able to (1) identify the nature and role of culture as it affects educational outcomes and (2) demonstrate knowledge of current methods, practices, and strategies in the field of language teaching.

成績評価の基準と方法:

- 1.) Participation Points 40%
- 2.) Weekly Reports / Journal 20%
- 3.) Mid-term Demo Lesson / 20%
- 3.) Final Report and Presentation 20%

A grade (90-100) = Students have good attendance and participate to the best of their abilities. They complete all assignments on time and maintain excellent work.

B grade (80-89) = Students have good attendance and participate to the best of their abilities. Assignments are satisfactory.

C grade (70-79) = Students' attendance, participation, and work are average. They complete tasks but at a minimum.

D grade (60-69) = Students have poor attendance, lack motivation, and do substandard work.

F grade = (59-below) = Students do not participate in class. They have poor attendance and rarely do assignments.



Can Do Lists (Spring 2023) Results

Design

Similar to the Common European Framework of Reference for Languages (CEFR), pre- and post-surveys comprised of five learning objectives from each of the first six units in the Breakthrough Plus 3 textbook. (5 X 6 = 30 questions)

Students were asked to rate their ability according to a simple 3-point scale:

No Problem! = 3

A little. = 2

No. = 1

1. I can talk about a memory I have.自分の思い出を英語で語る事が出来ます。 *

- No problem!
- A little.
- No.

2. I can understand the difference between "use to" and "used to" and use them appropriately. *

「Use to」と「used to」の違いを理解し、適切に使い分ける事が出来ます。

- No problem!
- A little.
- No.

3. I can agree with someone using "So do I. / Neither do I." *

"So do I/ Neither do I."を使っている人に正しく同意出来ます。

- No problem!

Method


- H₀ (Null Hypothesis): There is no significant difference between the pre- and post-survey scores.
- H_a (Alternative Hypothesis): There is a significant difference (gain) between the pre- and post-survey scores.

Results

The pre-survey had 141 pre-survey responses and 134 for the post-test. Two classes did not participate.

Only pre- and post-surveys with matching student numbers with no irregularities were kept. The rest were thrown out. In the end, there were 82 usable responses.

Questions Responses **141** Settings



Spring Semester Can Do Checklist (Pre)

Please read the question and check the best answer. There are no correct answers, so please answer as honestly as you can. When you finish, please press "Submit." Thank you!

Whose class are you in? Please select your teacher. *

1. Shigeo Uematsu
2. Bradley Quinn
3. Rowena Hikasa

4

Windows taskbar: 検索, [Taskbar icons: File Explorer, Edge, Chrome, OneDrive, Word, Excel, PowerPoint, Outlook]

Analysis

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|----|----------------|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 57 | Gordon Carlson | Q23 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| 58 | Gordon Carlson | B23 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 3 |
| 59 | Gordon Carlson | Q23 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| 60 | Gordon Carlson | B23 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| 61 | Gordon Carlson | W2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| 62 | Bradley Quinn | W2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| 63 | Bradley Quinn | B23 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| 64 | Bradley Quinn | Q23 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| 65 | Bradley Quinn | K23 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 66 | Bradley Quinn | K23 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| 67 | Bradley Quinn | W2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| 68 | Bradley Quinn | Q23 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| 69 | Bradley Quinn | W2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| 70 | Bradley Quinn | K23 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
| 71 | Bradley Quinn | W2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| 72 | Bradley Quinn | W2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| 73 | Shigeo Uematsu | Q23 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| 74 | Shigeo Uematsu | B23 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 75 | Shigeo Uematsu | B23 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 2 |
| 76 | Shigeo Uematsu | W2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| 77 | Shigeo Uematsu | Q23 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 78 | Shigeo Uematsu | K23 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |

After coding the student responses, paired sample t-tests were conducted on each of the 30 checklist items, using the mean scores, standard deviation, and a common significance level of 0.05 based on the sample size ($n = 82$) for both pre-and post-survey scores.

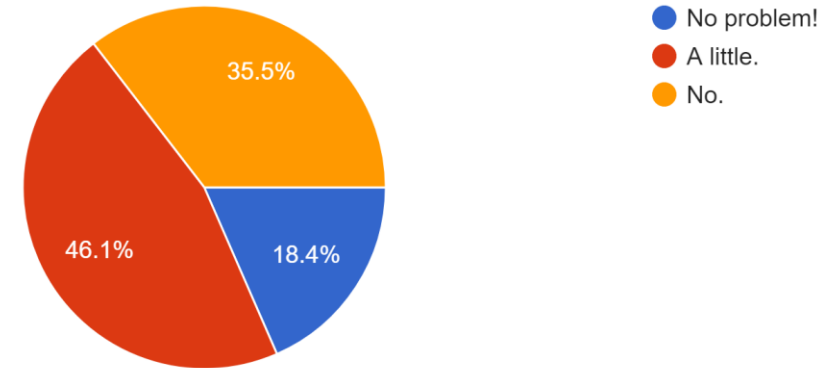
Results

The results revealed statistically significant gains in 29 out of the 30 items. (Only "When reading, I can identify keywords in a text to find important information." was not statistically significant, but still showed gains.)

2. I can understand the difference between "use to" and "used to" and use them appropriately. 「Use to」と「used to」の違いを理解し、適切に使い分けることができます。

141 responses

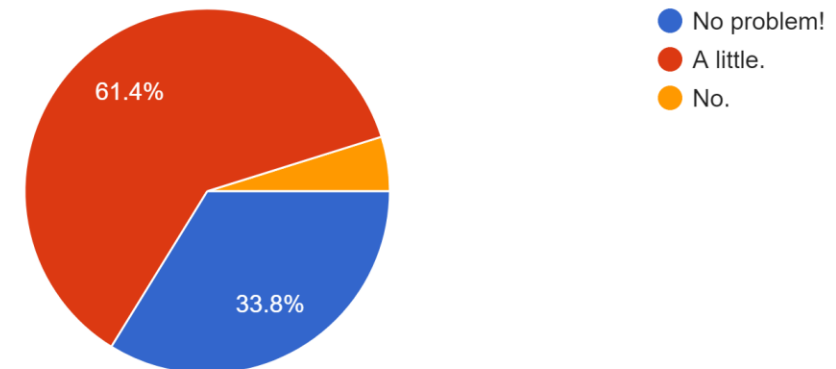
Pre



2. I can understand the difference between "use to" and "used to" and use them appropriately. 「Use to」と「used to」の違いを理解し、適切に使い分けることができます。

145 responses

Post



Results

Item 1: "I can talk about a memory I have. 自分の思い出を英語で語ることが出来ます。"

| | Pre | Post | Gain |
|---------|------------|-------------|-------------|
| Mean | 1.70 | 2.23 | 0.53 |
| SD | 0.51 | 0.45 | |
| p-value | 0.00127 | | |

Results

The results are particularly important because our placement and exit tests do not typically reflect what is taught in our classes, showing minimal gains for most students, except for those who take LEO classes alongside Eigo I. However, this new data shows that according to student perceptions, we are effectively meeting our lesson objectives. This outcome is a testament to your teaching skills and dedication.