Summer 2021

Service Learning in Japan (JPN 350)

May 26 to June 26, 2020

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**Course Description**: This three-credit, four-week long course combines service learning and study abroad. It offers an opportunity to teach English at *Nishi* High School and Kyoto University of Foreign Studies (KUFS) while being fully immersed in the Japanese society. Students 1) assist Japanese teachers of English in regular classes and 2) conduct lessons while in full charge of the class. Additionally, students are encouraged to offer help to students in upper-level courses and to participate in extra-curricular activities at KUFS. A Truman faculty will accompany them throughout the program. In classes prior to departure, students learn about teaching English at Japanese schools and about Japanese culture/society; over the service learning, the students and faculty meet daily to discuss their teaching experiences and amend their teaching.

**Service Learning Sites**: *Nishi* High School, affiliated with Kyoto University of Foreign Studies, (<http://kgn.kufs.ac.jp/>) and Kyoto University of Foreign Studies (<http://www.kufs.ac.jp/en/>).

**Prerequisites**: There is no prerequisite or language requirement. Courses preferred to have been taken include Japanese Language and Linguistics (JAPN 340), Introduction to Linguistics (LING 238), English Linguistics for the Classroom (LING 250), Principles of Second Language Teaching (CML/LING 308), or Practicum: Teaching English as a Second/Foreign Language (LIN 412).

**Credit Hours**: This three-credit service learning course may count for a Japanese Minor elective course, the “Electives Courses” area of the BS Linguistics major, the “Program Requirements” area of the Linguistics Minor, or the “One of the following” area of the Applied Linguistics Minor. It fulfills the Intercultural Interconnecting Perspective of the Liberal Studies Program.

**Course Objectives**: Enhancing global awareness is essential to Truman’s liberal arts education. This course provides opportunities for transformational experiences in this area: students teach English to speakers of Japanese, a language diametrically different from English, in the Japanese society that holds cultural norms markedly different from those in the US. Moreover, by way of coping with the linguistic and cultural differences, students improve problem solving and communication skills. Students can also enhance their leadership ability by conducting classes while fully in charge and by making unique contributions to extra-curricular activities. Finally, the combination of academic and field experiences enables students to critically analyze the academic materials and learn to creatively apply them to the real world.

**Course Outcomes**: By teaching English to Japanese speakers at high school and college in Japan, students will demonstrate:

1. the ability to linguistically analyze English and present that analysis in ways accessible to Japanese high school and college learners;
2. the ability to flexibly apply teaching principles and techniques learned in class to real-world learners;
3. the ability to adapt problem solving and communication skills while assisting Japanese teachers in teaching English to Japanese learners; and
4. the ability to lead volunteer student groups by designing and teaching “mini-classes” fully in charge.

**Course Materials**:

1. The Japanese Mind: Understanding contemporary Japanese culture. Roger Davies and Osamu Ikeno. Tuttle, 2002;
2. Techniques and principles in language teaching (3rd edition). Diane Larsen-Freeman & Marti Anderson. Oxford University Press, 2011;
3. Course packet/handouts, including “The Monitor Model” in Second language acquisition: An introductory course (4th ed.), Susan Gass, “Phonetics” in An introduction to Japanese linguistics (3rd ed.), Natsuko Tsujimura; and
4. Online resources:

a) The Japan Exchange and Teaching (JET) program teaching resources website (<https://www.tofugu.com/japan/jet-program-teaching-resources/>);

b) Tips For Teaching English to Japanese Students (<http://swikee.com/blog/tips-for-teaching-english-to-japanese-students/>);

c) Teaching Resources and Links on the Internet (<http://www.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/04-25Teaching%20Resources%20and%20Links.htm>).

**Course Requirements:**

1) Daily assistant language teacher (ALT) service: Students assist Japanese teachers of English in classroom activities, those involving listening, speaking, and writing both in teacher-fronted teaching and individual consultation. Students work closely with their Japanese teachers at host institutions and their service teaching is regularly evaluated by the Truman faculty.

2) Teaching three “mini-classes”: Students teach three “mini-classes” while fully in charge: a class consists of volunteer high school students recruited for this service teaching experience. Students select a teaching topic, makes a teaching plan, prepares teaching materials, and teaches the class in consultation with both Truman and host institution faculty.

3) Journal: Students keep a journal to record on their teaching and cultural experiences as an ALT. Reflections and observations should make reference to the readings on teaching, culture and society during the pre-service classes. Write about two or three teaching episodes and two cultural observations per week.

4) Summative paper on teaching in the Japanese society: Students write a 2-3 page-long paper discussing the one or two most successful and the one or two least successful teaching experiences over the service learning. Consider the reason(s) for the learners’ expected and unexpected responses to your teaching by making reference to the readings and discussions on teaching, culture and society prior to and during the service learning. Include summative reflections on experiences working as an ALT in the Japanese society.

3) and 4) will be due in no later than July 31st via e-mail.

**Course Grade**: The course grade is determined as follows:

1. Teaching-assisting services 60%
2. 3 “mini-class” teachings 15%
3. Weekly Journal 20%
4. Summative paper on teaching and Japanese society 15%

**Grading Scale**

**• A ≥ 90%, • B ≥ 80%, • C ≥ 70%, • D ≥ 60%, • F < 60%**

**Service Learning Teaching Schedule**:

May 31 to June 25, 2021

1) Assist Japanese teachers of English in four 50-minute classes per week by working with two teachers at *Nishi* High School (two classes per teacher);

2) Assist Japanese professors of English in five 100-minute classes per week by working with five professors at KUFS (one class per professor); and

3) Conduct three “mini-classes” (50 minutes long each) in the 2nd, 3rd, and 4th weeks at *Nishi* High School.

**Service Learning Academic Schedule**:

Pre-service classes (late March to mid-April):

Service learning students meet with the instructor for 1 to1 1⁄2 hours twice per week to:

1) learn principles and techniques of teaching English to Japanese-speaking learners;

2) gain understanding of culturally important notions that underlie Japanese peoples’ verbal and non-verbal behaviors and social customs in the Japanese society; and

3) Start preparing for their teaching at host institutions.

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|  | Dates | Content | Reading Assignments |
| 1 | Mar. 23, Tue. | The Monitor Model;  Silence in Japanese Communication | Handout;  pp. 51-59 |
| 2 | Mar. 25, Thu. | The Grammar-Translation Method;  An Implicit way of Commutating in Japan | Ch. 2;  pp. 103-108 |
| 3 | Mar. 30,  Tue. | The Direct Method;  The Japanese Virtue of Modesty | Ch. 3;  pp. 143151 |
| 4 | Apr. 01,  Thu. | The Audio-Lingual Method;  *Giri* (義理) Japanese Social Obligations | Ch. 4;  pp. 95-101 |
| 5 | Apr. 06,  Tue. | Total Physical Response;  *Gambari* (がんばり) Japanese Patience and Determination | Ch. 8;  pp. 83-93 |
| 6 | Apr. 08,  Thu. | Communicative Language Teaching;  *Uchi* and *Soto* (内と外) Dual Meanings in Japanese Human Relations | Ch. 9;  pp. 195-199 |
| 7 | Apr. 13,  Tue. | Task-based Language Teaching;  Ambiguity and the Japanese | Ch. 11  pp. 9-16 |
| 8 | Apr. 15,  Thu. | Desuggestopedia;  *Honne* vs. *Tatemae* (本音とたて前) Private vs. Public Stance in Japan | Ch. 6;  pp. 115-118 |
| 9 | Apr. 20,  Tue. | The Japanese and English sound systems & Recasts;  The Japanese Custom of Gift Giving | Handout;  pp. 233-243 |
| 10 | Apr 22,  Thu. | Pre-departure orientation |  |

Classes during the service learning (May 31 to June 25, 2020):

Students meet with the instructor for 1 hour daily to:

1) critique students’ teachings, which are observed by the Truman faculty or the peer service learning student on a regular basis;

2) prepare teaching plans and learning activities; and

3) reflect on their experiences at the workplace in terms of Japanese cultural values and social norms.

**Notes: Costs excluded from the payments to the university ($2,750) include:**

1. **Airfare ($1,200)**
2. **Food ($ 450 ($15/day = $3 + $5 + $7))**
3. **Transportation from and to Kansai International Airport ($70 = $35 x 2)**
4. **Personal expenses such as souvenir… (estimated with $1 = ¥102).**