

Teaching Portfolio

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日本国際学園

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OVERVIEW: Philosophy of Education

During the past decades in Japan, much time and effort has been spent on 国際化, or internationalization. Though the nation had succeeded tremendously by the end of the 1980s and become a global powerhouse in terms of economics, Japan seemed to want to extend this success to other spheres of society, to make this development more complete. There was a seeming desire on the part of the nation to learn how to relate its knowledge of its country and its region to the larger issues and trends that affect all societies. This internationalization appeared to divide into two thrusts: 外国国際化 and 内国国際化 (external and internal internationalization).

Internal internationalization seems to have progressed greatly. Japan has become a more “foreigner-friendly” country in which non-Japanese can more easily travel, live, and work compared with the late 20th century. External internationalization, on the other hand, has proven perhaps more evasive as a goal. Creating a younger generation that has a keen sense of identity as Japanese and at the same time, is able to understand the process of globalization and its impact on societies, culture, and environment around the world without abandoning pride in their cultural identity is the main aim of the set of courses. The spread of globalization over the past two decades appears to pose potential danger in terms of cleansing ethnicity, a process by which the younger generation is in danger of sacrificing its identity via affixation with high-tech devices and an appeal to uniform material lifestyles on a global scale. Rather, educators should strive to equip students with the critical issues and skills that affect their lives and communities, both local and global.

There needs to be a greater understanding of the world in terms of its cultural and sociological diversity, and at the same time, young Japanese need strong language skills to interact in the world without losing their sense of love for and pride in their country. In higher education, in terms of language learning, it is important to foster in young people an interest in the world while at the same time, helping them to develop the communication skills necessary to interact ably with people in other countries while understanding that foreign language, particularly the globe’s lingua franca, English, will be indispensable in developing a certain degree of 人間化 at home. Moreover, it is important to impress upon students that it will be necessary to use English even if they never intend to step outside of Japan. This should be the aim of a culturally rich Japan that retains its identity while accommodating the rich cultural elements of a diverse global society.

English education is critical in equipping students with the tools to understand

more than just daily conversation and phrases. Students need to be able to interact on a deeper level with both people abroad and people coming into Japan from abroad. It is important to strive to produce students who are able to use English flexibly and effectively for social, academic, and professional purposes. Moreover, more complex communication skills such as providing explanations, giving concise directions, debating alternatives and substantiating one's position on an issue, and finally, expressing oneself spontaneously with fluency and precision are goals that we, as language teachers, need to strive for in working with our students. It is true that devices can provide students with "fish." However, it is important that we instill in students the skills to fish on their own, to give them the confidence to interact with their human counterparts in this world both flexibly and capably.

EDUCATIONAL RESPONSIBILITY

It is necessary to help students gain proficiency in all skills necessary in the mastery of a language: reading, writing, speaking, and listening. While developing competence in the four skills is absolutely necessary, for non-native teachers of English, it is important to focus on not only the development of communicative competence, but a pragmatic competence that will give students more highly developed skills in communicating in the global sphere, whether that encompasses 内国際化 or 外国国際化.

Attention to productive language skills (namely, writing and speaking) is essential at the university level. Though the situation has improved greatly overall in Japanese foreign language education over the past several decades, greater progress is necessary in terms of cultivating self-expression. Greater focus is still given to input at the secondary levels of education. These are naturally important in cultivating a student's ability to process and understand syntax and grammar skills while at the same time helping to develop an extensive vocabulary range. However, this is often done at the expense of productive skills. Therefore, at the university level, it is important to force the birds from the nest, so to speak, to spread their wings and put their language skills to constant use so that students enable themselves to function competently in English. In a sense, the underlying linguistic philosophy of such an approach finds its roots in the work of two imminent language experts, among others: Dr. Henry Widdowson and Dr. Stephen Krashen.

Dr. Widdowson's insistence on developing language skills with an equal emphasis given to fluency and accuracy highlights the necessity of this goal. Dr. Krashen's focus on extensive productive language practice that enriches the four skills (listening, reading, speaking, writing) is helpful in encouraging students to put their limited skills

to use and further them, something that is perceived as difficult to do when juxtaposed with Japanese historically: the native language here has always been spoken almost exclusively by Japanese people with an intense emphasis given to precision and perfection. Therefore, getting students to overcome barriers in terms of confidence and motivation are important while striving to encourage them to develop a cognitive or reasoning approach in pushing themselves to master English.

Regardless of the course, the main emphasis is on practice of the language, and its acquisition/mastery to as great an extent as possible given the level of the student and his or her level of motivation. It often happens in secondary school foreign language education courses that students are left behind. Teachers tend to fall prey to the backwash effect, by which they become tethered to their text and its completion. The pace of the class is geared toward fast learners, leaving slower learners behind. Moreover, it seems that students are not satisfied with the amount of practice they undertake in secondary courses, as receptive skills (listening/reading) are given seeming subtle priority so as to help students pass entrance examinations.

This is not done at university. Rather, the main aim is to raise students' motivational levels and help them work toward improving their English competence through constant practice and study.

COURSES TAUGHT AT THE UNIVERSITY

My teaching load consists of the following courses:

F = Full Year Course S1 = Semester Course S2 = Second Semester Course

<u>COURSE</u>	<u>TYPE OF COURSE</u>	<u>CREDITS</u>
Basic English, Oral Skills (elective)	S2	2
Basic English, Reading	S1	2
Basic English, EAP (compulsory)	F	4
Global Studies (elective)	F	4
Humanities III/C	S1	2
Basic Writing (elective)	S2	2
Intermediate Writing (elective)	S2	2
Enhanced Speaking Skills (elective)	S1	2
Communication Strategies (elective)	S1	2
Overseas Study (elective)	S2	2
Thesis Supervision (elective)	F	4

Course by course, an overview of the courses is taught, and the aims of each course will be provided. Note that all courses are conducted in English so that students become accustomed at listening to English both extensively and intensively.

BASIC ENGLISH, ORAL SKILLS (elective)

Objectives: To strengthen and further students' basic communication abilities and skills acquired during secondary school, to encourage students to communicate positively with both classmates and the instructor using English, to enable students to express themselves more extensively.

Approaches to Achieving Objectives: Focusing on basic units, students work to extend their vocabulary so that they are able to express themselves about their daily lives. Input-focused activities are used to help students exercise their skills at using input to further listening skills (both extensive and intensive) and vocabulary levels while reinforcing grammatical/syntactic knowledge acquired at the secondary level. Output-focused activities will then be employed so that students can practically and functionally apply this knowledge/information when expressing themselves. Pair and group configurations are used so that students have multiple chances, in every lesson, to put their language skills to use.

Outside Assignments: The focus of such assignments is usually on written expression so that students gain confidence in their abilities while constantly improving their accuracy through strict evaluation. All written work is corrected extensively with this improvement in mind.

Assessment: Grades are given with heavy weight devoted to attendance and improvement. Special credit is given to students to contribute actively orally, but no penalty is given to reticent/taciturn students who are reluctant to communicate. Industry and effort are rewarded by waiving examinations.

Materials: Self-produced, sample attached in Appendix (Exhibit A).

BASIC ENGLISH, READING SKILLS (elective)

Objectives: To strengthen and further students' basic reading skills acquired during secondary school, to encourage students to communicate positively with both classmates and the instructor using English, to enable students to express themselves more extensively, to enable students to understand a wide variety of text types, to help students prepare for proficiency examinations.

Approaches to Achieving Objectives: Students read short passages in class and respond to questions on the content. Vocabulary is provided through reading

assignments, and that vocabulary is then exercised through in-class vocabulary activities prepared by the instructor. Pair and group configurations are used so that students have multiple chances, in every lesson, to put their language skills to use. The vocabulary review activities are always organized in pair configuration/dialogue style so that students are able to practice easily.

Outside Assignments: Students are given a weekly vocabulary assignment to complete outside of class and submit two-days prior to the lesson. These vocabulary homework sheets are graded and returned; students then use that sheet to complete the in-sheet review exercise.

Assessment: Grades are given with heavy weight devoted to attendance and improvement. Industry and effort are rewarded by waiving examinations. In-class activities are given particular weight (writing/speaking activities used with in-class vocabulary review sheets).

Materials: Self-produced, sample given in Appendix (Exhibit B).

BASIC ENGLISH, EAP (compulsory, full-year course)

Objectives: To strengthen and further students' basic communication abilities and skills acquired during secondary school, to encourage students to communicate positively with both classmates and the instructor using English, to enable students to express themselves more extensively while furthering their skills in both reading and writing.

Approaches to Achieving Objectives: Focusing on basic units, students work to extend their vocabulary so that they are able to express themselves about their daily lives. Input-focused activities are used to help students exercise their skills at using input to further listening skills (both extensive and intensive) and vocabulary levels while reinforcing grammatical/syntactic knowledge acquired at the secondary level. Output-focused activities will then be employed so that students can practically and functionally apply this knowledge/information when expressing themselves. Pair and group configurations are used so that students have multiple chances, in every lesson, to put their language skills to use. When using the text, students practice dialogues of a functional nature together.

Outside Assignments: The focus of such assignments is usually on written expression so that students gain confidence in their abilities while constantly improving their accuracy through strict evaluation. All written work is corrected extensively with this improvement in mind.

Assessment: Grades are given with heavy weight devoted to attendance and

improvement. Special credit is given to students to contribute actively orally, but no penalty is given to reticent/taciturn students who are reluctant to communicate. Industry and effort are rewarded by waiving examinations.

Materials: Texts for developing oral/aural skills and reading (*Premium Reader*, Juppe/Umaba)

BASIC WRITING (compulsory/elective subject)

Objectives: To help students gain the confidence to express themselves more clearly through written English, to experiment with forms of expression, to review critical patterns needed in writing English proficiently, and to help students understand the concept of Western paragraphs (their structure, with particular emphasis given to clarity, cohesion, and support.)

Approaches to Achieving Objectives: Basic sentence patterns are reviewed through weekly homework assignments (in the form of reading/writing practice) while in-class assignments aim to put the material to use through interaction. In the last part of each lesson, students are given time to apply their reviewed/newly acquired material in the form of a writing assignment.

Outside Assignments: Weekly assignments involve the review of patterns already learned, as well as writing assignments that put newly reviewed skills/emphases to use.

Assessment: The weekly homework assignments and constant attendance are necessary to practice to the fullest extent. In-class assignments are collected and graded strictly as well so that students progress both in terms of expression and accuracy.

Course Materials: Self-produced, sample given in Appendix (Exhibit C).

GLOBAL STUDIES (elective subject)

Objectives: To deepen students' interest in contemporary issues and discuss them thoroughly in English, to build academic vocabulary necessary for analyzing issues, to familiarize students with a wide variety of issues in various fields/spheres (e.g., health, economics, social problems, environmental issues, political situations, sports, etc.), to prepare students for transnational interaction with people of other cultures in the pursuit of a more sustainable and peaceful world.

Approaches to Achieving the Objectives: Students use one newspaper article/issue for a two-week period during which they are to read the article, answer questions regarding the content (including inferential questions), provide their opinions on relevant issues (in writing), and then practice substantiating positions for the purpose of engaging in

academic debate.

Outside Assignments: 6-7 articles are used per term. Students are to complete all activities in their entirety.

Assessment: Attendance and completion of all work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. The prompt submittal of all written assignments (on a weekly basis) is necessary to achieve a satisfactory mark.

Course Materials: Articles self-produced (adapted from newspaper articles), sample provided in the Appendix (Exhibit D).

HUMANITIES III/C (elective subject)

Objectives: To deepen students' interest in both current affairs and contemporary issues, to heighten students' zeal for discussing them in English, to build academic vocabulary necessary for analyzing and discussing issues, to familiarize students with a wide variety of issues in various fields/spheres (e.g., science and technology, economics, social problems, environmental issues, political situations, sports, etc.), to prepare students for transnational interaction with people of other cultures in the pursuit of a more sustainable and peaceful world.

Approaches to Achieving the Objectives: Students read a newspaper article/study an issue through another medium, such as film, answer questions regarding the content (including inferential questions), provide their opinions on relevant issues (in writing), and then practice substantiating positions for the purpose of engaging in academic discussion.

Outside Assignments: Three to four articles are used per term. Two films are used. Students are to complete all activities in their entirety. Selections from books may be used as well.

Assessment: Attendance and completion of all work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. The prompt submittal of all written assignments (on a weekly basis) is necessary to achieve a satisfactory mark.

Course Materials: Articles self-produced (adapted from newspaper articles).

INTERMEDIATE WRITING (compulsory/elective subject)

Objectives: To express one's thoughts and feelings concisely through both paragraphs

and essays, to master the basic elements of paragraph/essay writing in English, to acquire familiarity with a variety of differing types of paragraphs (e.g., paragraphs organized in terms of time sequence, spatial relations, cause & effect; paragraphs organized by reasons, examples, explanation, definition), to write short, concise essays in varying styles.

Approaches to Achieving the Objectives: In-class activities focus on the presentation of certain styles and then lead to practice of those approaches/styles. Errors are identified and addressed through a weekly activity to enhance accuracy and reinforce an understanding of grammatical/syntactic rules. Writing/peer assessment are used to encourage expression (fluency) and accuracy. Time-restricted assignments are carried out periodically to ready students for writing examinations (e.g., TOEFL).

Outside Assignments: Students are given weekly assignments to reinforce material practice during the lesson as well as vocabulary activities to extend their ranges.

Assessment: Constant attendance and the submittal of writing samples is critical assessing students' improvement. Levels vary, so credit is given more readily to reward student' industry and effort.

Course Materials: Self-produced, sample provided in Appendix (Exhibit E). Also, *Effective Writing* (Juppe, 2005).

ENHANCED SPEAKING SKILLS (elective subject)

Objectives: To make effective presentations given various formats, to give one's opinions on a variety of issues, to support one's opinions with reasoning, to analyze and discuss an issue of relevance, to practice debate, to encourage students to familiarize themselves with contemporary news using English newspapers.

Approaches to Achieving the Objectives: A number of speech contests are held in the class in group configurations so that every student can practice giving a presentation in a non-threatening environment. Students discuss issues in pairs and practice giving their opinions/agree-refute those opinions. Two news issues are analyzed and discussed toward the end of the term. Debates take place during the last two lessons so that students can experience analyzing a resolution, brainstorming reasons, selecting reasons, supporting/arguing them, refuting them, and finally, presenting them (all in English). In the second term, students will practice reading English-language newspapers and acquire techniques for doing this quickly and effectively.

Outside Assignments: Vocabulary building activities are frequently provided. For news issues, students need to read simplified newspaper articles and present reasoning to substantiate their opinions. Frequently students need to prepare presentations

outside of class.

Assessment: Attendance and completion of all work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency.

Course Materials: Self-produced, sample provided in Appendix (Exhibit E).

ENGLISH THROUGH FILM (elective subject)

Objectives: To listen to native-speed English conversations and catch appropriate information (extensive listening practice), to discuss relevant topics from the film, connecting them to their daily lives, to discuss aspects of a film in English, to discuss cultural aspects of the film, to build on practical vocabulary levels (idiomatic English and relevant vocabulary as is presented through the film dialogue), to listen to a section of a film and catch missing elements of a script. (Intensive listening practice.)

Approaches to Achieving the Objectives: Students watch a segment (approximately 15:00-16:00 in length) of a certain film in English only, with no subtitles. Basic questions are provided based on this undertaking. After confirmation of the correct responses, students watch again, with subtitles in Japanese. Following a second viewing, students answer more complex questions and cloze a section of the film to exercise attention to detail. Pair conversation is done nearly on a weekly basis so that students exercise their conversation/discussion skills. Finally, vocabulary worksheets are given frequently to students to ensure their mastery of vocabulary that appeared in the film.

Outside Assignments: Vocabulary worksheets and summaries of pair discussions are often given to students to complete outside of class.

Assessment: Attendance and completion of all in-class/outside work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. A comprehensive vocabulary examination is given at the end of the term.

Course Materials: Self-produced based on the film the class is studying.

TRAVEL ENGLISH (elective subject)

Objectives: To listen to conversations/dialogues useful in tourism/travel, to simulate travel situations (in English) via pair work, to exercise relevant micro-skills (e.g., making requests, accepting/refusing requests, describing people, explaining a photograph, etc., all of which would be useful in explaining aspects of one's daily life to homestay family members or acquaintances made abroad), to respond to questions on a

given text, to develop vocabulary relevant to travel topics and issues (e.g., exchanging money, passing through passport control in an airport, asking directions, etc.)

Approaches to Achieving Objectives: One topic is covered over the course of two lessons. Students listen to a relevant set of short dialogues and try to respond to questions in English. Thereafter, opportunities are provided for conversations in pairs to simulate the situation (e.g., passport officer/passenger, homestay parent/visitor, bank clerk/customer, etc.)

Outside Assignments: Vocabulary worksheets and conversation-writing activities are frequently given to master the particular phrases and material for a given unit.

Assessment: Attendance and completion of all in-class/outside work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. A comprehensive vocabulary examination is given at the end of the term.

Course Materials: Self-produced, sample in Appendix G. Also, listening material is used from *Passport*.

OVERSEAS STUDY (elective subject)

Objectives: To have students actually go abroad and learn English in an overseas setting, to stimulate an awareness of cultural differences, to enhance practical communicative competence in terms of language skills.

Approaches to Achieving Objectives: Students attend pre-departure orientation classes as well as language preparatory classes. The classes are small (1-2 students) so practice is intensive. For the most part, the students practice simulated homestay situations in order to help them acclimate smoothly to the new culture in which they will live for a short period of time.

Outside Assignments: There are none for this course. Students are expected to prepare as they deem necessary. A final report on the student's experience needs to be submitted following completion of the program.

Assessment: The successful completion of the overseas program in accordance with all of the rules and regulations stipulated will result in a successful mark. Moreover, the student's report will be evaluated in terms of content and presentation.

Course Materials: Self-produced.

THESIS SUPERVISION (elective subject)

Objectives: To write a graduation thesis in English, to prepare an effective presentation on one's thesis in accordance with the guidelines given by the university.

Approaches to Achieving Objectives: Students arrange class meetings and presentations to suit their academic/personal schedules. In the first term, presentations on thesis writing and topics relevant to the thesis themes are given. In the second term, guidance is given based on student-output.

Outside Assignments: Writing of the theses.

Assessment: Evaluation is based on the quality of the thesis and the final presentation (thesis defense), as well as comments provided on the thesis by the staff evaluator.

Course Materials: Presentations based on *Theses and Dissertations* (Thomas & Brubaker).

Appendix, Exhibit A (Basic English)

(Review worksheet, Week 2, vocabulary review. Note that the conversations are presented in A/B form so that students can practice in a pair formation.)

DIRECTIONS: *Finish these sentences.*

1. A: Where do you come from?
B: I am from Ibaraki (P).
2. A: You look thin.
B: No. I (p) (o) 4 kilograms last month. I had better go on a diet. I want to (l) (w) before Christmas.
3. A: What is your (m)?
B: International relations. What about you?
A: I am (m) in (b) and (i).
4. A: Where do your (r) live?
B: My uncle, aunt, cousins, and grandparents all live in France. They are (F). My (a) were French, too.
5. A: Are you Vietnamese?
B: Uh, huh. How about you? What is your (n)?
6. A: Do you live in Tsukuba now?
B: Uh, uh. I (m) to Toride two weeks ago.
7. A: Do you have (a) pets?
B: Just one, a turtle. Do you have () pet?
8. A: Are you going to eat at Shakey's today?
B: Uh, uh. I'm going to have lunch in the cafeteria. Shakey's is too (e) for me. I have just ¥500 on me.
9. A: How do you (s) 暗記する in English?
B: 暗記する means "learn by heart" in English.

10. A: I'm really tired.

B: The (s) (h). Why don't we get some coffee before the lesson?

11. A: Nice to meet you. I am Professor John Davis.

B: I'm glad to meet you, too. What should I (c) you? John? Mr. Davis?
Professor Davis?

12. A: Is this a photograph of your daughter?

B: Uh, uh. She is my (n), my brother's daughter.

A: Who is this boy standing next to her?

B: That is her brother, my (n).

13. A: I would like to meet your parents.

B: They are standing over there. I will (i) you to them.

14. A: Hi, Bob. How is () going?

B: Not bad. How are you doing?

15. A: Did you (m) the vocabulary for the test tomorrow?

B: Uh, huh. I studied for several hours last night.

16. A: I love the cafeteria at Tsukuba Gakuin University.

B: Me, too. I am (c) (a) the food there.

17. A: Do you have a class in third (p) today?

B: Uh, uh. My lessons finished at 12:10.

Appendix, Exhibit B (Basic Reading)

(The following worksheet was based on a reading done for homework.)

PART I. COMPLETE THE SENTENCE

1. I live in neither a city nor in the countryside. I live in a s_____. (郊外)
2. Salaries for men and women are still not e_____ in Japan. For doing the same work, a man will be paid more.
3. It is snowing heavily. I wonder if the president will a_____ that classes are cancelled. (発表する)
4. John didn't a_____ class last week. Was he sick? (出席する)
5. The seats in a TX train are hard, but the seats in a bullet train are soft. They are c_____. (心地よい)
6. My son is always in detention at school. He never o_____ his teacher in class.
7. What did you have for s_____ last night? I had sushi. On Monday night, I had eel. (NOTE: Another word in English for "dinner.")
8. Did you take the AO e_____ to enter this university, or did you take the ordinary entrance e_____?
9. When Bob got home, he d_____ that he had left his bankbook and cash card in the ATM. (気がつく)
10. My shirt isn't clean because I s_____ coffee on it at Starbucks this morning.
11. I passed my final examination in English, but I f_____ the test in geography.
12. You have a lot of candy! Please share some with me. Don't be g_____. (欲深い)

PART II. COMPLETE THE SENTENCE (again!)

Using a word from the box, fill in the sentences below. You will use just 5 of the words.

1. What's your favorite _____? Mine is P.E.
2. There seem to be so many problems in the 21st _____.
3. If you want to go to Tokyo Tower, take TX to Akihabara, then change to a _____ such as the Hibiya Line
4. My _____ in Mr. Juppe's class was not good. I was absent three times and I didn't always hand in the homework.
5. We did not _____ yet. Let's call the waitress over to our table.

order	valley	grade	subject	geography
century	subway	government	island	glove

Name: _____

PART I. WEEKEND PUZZLE

Look at the words in the box. Use 17 of the 20 words to finish the puzzle.

You may use a word ONLY once. You will NOT use THREE of the words.

WORD BOX

come	buy	wear	drive	teach
sell	find	get	make	be
ride	have	take	write	sleep
catch	leave	help	go	choose

On May 10, Mr. Juppe _____ an overnight bus from Akihabara to Osaka. It _____ Akihabara Station at 23:25 and reached Osaka Station at 7:45 in the morning. Though the bus stopped three times during the night, he _____ well, about five or six hours. He did not feel tired or sleepy when he arrived in Osaka.

From Osaka Station, Mr. Juppe _____ a train to Okaba Station, which is in Kita Kobe. He walked to his home from there. His home is about 10 minutes from the station on foot.

After he got to his house, he and his daughter _____ shopping. They _____ lots of food at a supermarket to make a Mother's Day dinner for his wife and his mother-in-law. His two daughters _____ him prepare the dinner. Mr. Juppe _____ a Hungarian dish, *au gratin* potatoes, a homemade salad dressing, and a cheesecake for dessert.

On Sunday, he put a puzzle together with his younger daughter. After that, he _____ her how to ride a bicycle. They played in a park as well. He _____ a very good time, but he _____ tired all morning because he had not slept enough. Late in the afternoon, he and his older daughter went shopping again at a department store. They _____ back with presents for Mother's Day. His daughter saw many good things to buy at the store, but she _____ a plant and a bottle of wine for her mother. For her grandmother, she selected a plant as well.

At 8:00 in the evening, his wife _____ him to Sanda Station in her car. His daughters came, too. He _____ in a train to Osaka Station, where he got on another overnight bus. It departed Osaka Station at 21:20 and arrived in Akihabara at 5:30. After taking a shower, Mr. Juppe changed his clothes. He _____ a jacket and tie to Tsukuba Gakuin University, but the weather was very warm, so he took them off after he arrived at school.

He left his home at 7:40 and _____ to university at about 9:00. ished
at 8:00 p.m.

Appendix, Exhibit D (Global Studies)

HAPPY? MAYBE NOT, BUT AT LEAST CONTENT

PART I. Pre-Reading

1. What is one thing that makes you happy?
2. Which country in the world seems to have the happiest people?
3. If you could live anywhere in the world, where would you live? Why?

PART II. Reading

On March 20, 2023, the United Nations Sustainable Development Solutions Committee released its annual World Happiness Report, a report that many look forward to seeing. It rates well-being in the world. Which country ranked happiest?

For the sixth year in a row, it was Finland. The world was not surprised, but it seems to have astounded many Finns. “I am a little suspicious of the word,” said Nina Hansen, a high school English teacher, age 58. “I live in Kokkola, a rather small city on the west coast of the country. I would say... I am content. Our country has a very good social safety net. The government takes good care of our people in general. We have a lot of nature, which I think makes humans happy. But we have a lot of anxiety and loneliness, too.”

Arto Salonen, a professor at the University of Eastern Finland, adds, “We lead sustainable lives. Most people have their basic needs taken care of. There are not many rich people with lots of possessions. We are a little bit like the Soviet Union with money. I mean, people get enough, and then they stop. I think Americans, for example, they get richer, they build a bigger house, buy another car. When Finns get richer, they give the money to the government, and then the government takes care of somebody who needs it.” He adds: “So many of us have villas, or second homes, little ones, in the countryside. With saunas. Saunas help us to relax. These country homes keep us happy, too. It is not good to be in a city all the time.”

Jani Toivola is 45 years old and is a unique person in many ways. For one, he is black. Two, he is the only black person in the Finnish Parliament. Third, he is gay. “I love to write, dance, and act. This is a good country for me. I have a husband, a daughter, and nobody bothers me. Finland is like that. The openness concerning sexuality and gender here is amazing. I think it is education. We talk a lot about such topics in school.”

Marjuuka Puutio grew up in the countryside, on a farm. Her father was a dairy farmer. “I can live in the countryside and be a member of the National Philharmonic. I travel back and forth to Helsinki all the time. This is possible because even my small,

rural school had a good music program. I think so many Finns play musical instruments because of this. To tell the truth, we need it. In the winter, the sun hardly ever comes up! We need hobbies to keep our minds occupied.”

Susie Lucander is part of a large minority group in Finland: Swedes. “My mother tongue is Swedish, but we use Finnish all the time. I heard that in Japan, people call others with a foreign passport or parent a “half” person. Here, we think of ourselves as “doubles.” We have two languages, two passports, two cultures.” Would she prefer to live in Sweden? “I was born here and grew up here. And I have to add that I loved our ex-prime minister. She used to go out dancing in clubs often. How many prime ministers in the world do that? She was so... common. Like one of us. We Finnish people like that so much.”

Eeva Valtonen, 88, credits sports and music with the overall level of happiness in Finland. “I do not think Finns are happy people, but we live in a difficult environment. The winters are long and hard. Russia is right next door. People help each other. We also have a spirit that we call “sisu.” It means... perseverance. We do not complain a lot. We put up with hardships.” She adds this: “I have relatives living in the United States. They tell me that everyone drives cars everywhere. Here, our exercise is built into our daily lives. Even in winter, it is not odd to ski to the supermarket or put on snowshoes to walk into town to go to the bank. My American family says, ‘Why don’t you bank on the Internet?’ I answer, ‘I have to go to the bank. If I do not meet my teller at the bank, I may not see another human all day. In winter, this human contact is important.”

It is a bit like *gaman* in Japanese. However, Japan is not #1 in the Happiness Report. Finland was number one with a score of 7.8. The U.S. was Number 19 with a score of 6.9. Japan? Number 55, with a score of 5.9.

Aren’t you happy about this?

PART III. QUESTIONS

1. How many times has Finland been the happiest country, according to the article?
2. For Nina Hansen, what is a negative point concerning Finnish people?
3. According to Mr. Salonen, what is a basic difference between Finns and Americans?
4. Why does Jani Toivola think that Finland is a good place for him?
5. What is one public institution that Finnish people seem to be happy with?
6. What helps keep Finnish people content, according to Eeva Valtonen?
7. What was Japan’s score? Do you think that this score reflects the situation there?
8. In what way was Finland’s last prime minister unique?
9. What is the winter in Finland like, according to the article?

10. According to Mr. Salonen, what helps Finns relax?

PART IV. VOCABULARY

Find a vocabulary item from the story to complete each set of parentheses.

The first letter has been given to you to help you in your search.

1. I cannot wait for film director Wes Anderson to (r) his next movie. Do you know when it is coming out?
2. Mr. Juppe has held a Christmas party at this university three years in a (r). In other words, it was held three consecutive years in the ILA.
3. I am so nervous about the final examination in Mr. Juppe's class. Then again, I always have a lot of (a) during the term-end examination week.
4. I am looking (f) to Golden Week. I am going to go on a camping trip.
5. I cannot eat (d) products such as milk and butter. I am allergic to them.
6. Most students want to live in an urban place like Tokyo. I like the countryside, however. I want to live in a (r) area after I graduate from university.
7. A: Why don't Japanese get angry when a train is delayed or late?
B: Oh, they get angry, but they do not show their anger. They are good at (p). This gives them a lot of patience.
8. My brother always (c) about my mother's cooking. For example, he says that her recipes are too simple.
9. My grandfather grew up during the Depression. He had a lot of (h) when he was child. For example, there was often no food in the house.
10. A: I got an "S" in Mr. Juppe's class.
B: I was (a) when I got my grade. He gave me a "C"!
11. My doctor told me to walk or do some stretching. I should not do any (s) exercise, however, such as running or lifting weights.
12. A: Your house has so much furniture and paintings, Bill.
B: Taro, your apartment has only a *kotatsu*. You don't have many (p), do you?

Appendix, Exhibit E (Intermediate Writing Skills)

INTERMEDIATE WRITING: November XX, 20XX

Name: _____

PART I. USING A VARIETY OF VOCABULARY WORDS

Just as in Japanese, you do not want to repeat the same word too many times in a single piece of writing. Let's try to re-write most of these underlined words to make a "good" paragraph.

Roger is a good guy. At home, he is always a good (a) boy. His parents say that he is always a good (b) brother. In fact, everybody has a good (c) time with him. At school, he is good (d) at making friends. His reputation with his teachers is good, (e) too. His English teacher reports that Roger always chooses good (f) books to read. His other teachers say that he has good (g) manners. Although he has a good (h) reason to take a bus to school, Roger still walks a good (i) mile to and from school every day, but never complains. Roger is always good. (j)

SYNONYMS:

- | | | |
|-----------------|-----------------------|----|
| a. well-behaved | b. considerate/loving | c. |
| d. | e. | f. |
| g. | h. | i. |
| j. | | |

PART II. TIME ORDER PARAGRAPH

Many paragraphs are written in time order. These are easy to write because we follow a main idea from the beginning to the end, often using words such as "first", "next", "after that", "then", "finally", etc. In this paragraph, write the topic sentence AND the concluding sentence.

_____. It was a normal weekend day until just after noon. He and Aunt Mimi had been shopping at a nearby mall while I mowed the lawn and cleaned up the yard. After they had returned, we had lunch outside on the deck at 12:30. Uncle Bob was commenting on how nicely I had cut the grass when the phone rang. It was the lottery commission. Someone had called to inform Uncle Bob that he held the winning ticket. After hanging up the phone, we began jumping up and down, shouting for joy. Our celebration, however, did not last long. Not ten minutes later, the phone began ringing constantly. First, a man from the local newspaper called. Almost immediately after that, a TV reporter phoned. Soon, an army of media people arrived. Uncle Bob talked to them in the living room for more than an hour. He looked tired. Uncle Bob then stood up suddenly and said that

he just needed to take a short walk to get some fresh air. Upon opening the door, however, he got a big shock: Hundreds of people stood in front of his house, hoping to get a glimpse of the country's newest multi-millionaire. _____

_____.

Appendix, Exhibit F (Enhanced Speaking Skills)

REVIEW: June 16, 2023

1. O: I believe this university should have more cafeterias.
P: That's not what I think. I hate school meals because they are expensive.
Y: This cafeteria has a limited menu and the dishes are not very tasty.
Q: Can you add one or two sentences to make Y's argument more convincing?
2. O: The best hobby is playing video games because even statistically, it helps.
P: I agree. It helps make time pass quickly.
Y: I agree. It helps to overcome life's difficulties.
Q: Can you explain more for Y?
3. O: In my opinion, living in Japan is hard. There are too many mental prisons.
P: I agree. There are so many rules, so we worry that we cannot do well.
Y: I disagree. Because good food heals me.
Q: Can you explain more for Y?
4. O: In my opinion, this university is too small.
Y: I am not sure that I agree with you. The library is very spacious.
5. O: In my opinion, this university is very enjoyable.
P: I disagree. College is boring, with a lot of talking and listening.
Q: Does his support statement seem to match P's opinion/position?
6. O: Summer is the best season in Japan.
P: I am afraid that I cannot agree. I think that there are more events in winter than in summer.
Q: How can P make his statement stronger?
7. O: The cost of living is getting higher in Japan.
P: That's what I think, too. Recently, prices have been going up.
YOU: It is Prime Minister Kishida's fault.
Q: Can you think of a way to improve P and YOU's position?
8. O: In my opinion, the best sport is volleyball.
P: I disagree. Boxing involves more stamina and movement.
YOU: In basketball, we move our bodies more.
Q: Can you improve YOU's position?
9. O: Tsukuba is a good city to live in.
P: I think so, too. There are lots of young people here.
Q: Can you refute this argument?
10. O: In my opinion, this university is too small.
S: I agree with you. There are not enough large classrooms.

Appendix, Exhibit G (Travel English)

FINAL SURPRISE CHECK UP: July 27, 2018

PART I. WRITE THE SENTENCES IN ENGLISH

1. P: ワインをもらってもよろしでしょうか?

M_____ I h_____ s_____ w_____, please?

2. P: 毛布をもらいたいのですが。

I w_____ l_____ a b_____, p_____.

FA: はいどうぞ。

Ce_____, sir.

3. 旅行の目的は何ですか?

(W_____) is the (p_____) of your (v_____), ma'am?

4. 職業は何ですか?

(W_____) is your (o_____), sir?

5. P: すみません繰り返して言ってくれませんか?

I'm s_____, c_____ you r_____ t_____, p_____?

6. 今シャワー浴びてもいいですか?

Do you m_____ if I t_____ s_____?

7. 今洗濯しても大丈夫ですか?

Would it be a___ r_____ if I d_____ l_____?

8. 電子レンジの使い方を教えてくださいませんか?

Could you s_____ me h_____ to u_____ this m_____ o_____?

9. お勘定ください。

May I h_____ the c_____, please?

10. (W_____) (i_____) (b_____) (p_____) to (c_____) some yen (_____) dollars?

円をドルに替えることができますでしょうか?

PART II. VOCABULARY

1. 時差ボケ: I have j_____ l_____.

2. いとこ: c_____

3. 国内線: d_____ f_____

4. 目的地: What is your final d_____, sir?

5. 国籍: n_____

6. 入国管理局: i_____ o_____

7. 咳が出る: I _____ a c_____.

8. 喉が痛い： I _____ a s _____.
9. くしやみする： to s _____.
10. 枕： I would like a p _____, please.

PART III. WRITE AN ANSWER

1. What is a reuben sandwich?
2. What is fettucine alfredo?
3. What is lasagna?

PART IV. Do you know where the bank is?

1. It's () () the bank.
2. It's just () the bank.
4. It's () () the bank.
5. It's () () ().

PART V. WRITE

1. What does your father do?
2. Please explain to me how to get to Tsukuba Station from this classroom.

DAY ONE: Graduate Thesis

GOAL(S): To write a thesis of 20 pages (or more) by January 19, 2024, 4:00 p.m.
To deliver a five-minute presentation on your thesis in February 2024.

IMPORTANT DATES

1. April 27, 4:00 p.m. (not a.m.) Dump Mr. J if you are not content.
May 11, 4:00 p.m. Submit your title paper. Mr. J must stamp it, on pain of death.
September: Progress report (interviews)
December 7: Submit the final title page by 16:00.
January 18: Submit the completed thesis by 16:00 or come back for a 5th year.
January 25: Submit the one-page abstract by 16:00 or return for another year.

OVERVIEW

Finding a suitable research theme involves building on your previous learning and studies. Choose something that you are INTERESTED in and want to find more about.

1. You need to be interested in your field.
2. You should be familiar with your field.
3. You must be able to get material or be able to gather material on the subject.

EX. Domestic Violence in Southeast Asian Societies

A New Cold War? A Comparative Study: China and the U.S.

A Comparative Study: Managerial Techniques and Practices at TGU, 2019
vs. 2023

Online University Lessons vs. Face-to-Face

Case Study: Cultural Conflict and Management in a Multinational
Corporation

Sharing Home Duties in Raising Children

The Shrinking Birthrate Problem

Women in the Workplace in Japan

The Gay Community in Japan vs. the Gay Community Abroad

QUESTIONS

1. Is your theme important in your field?
2. Is it significant? Is there enough research to do?
3. Are your ideas relevant and interesting?
4. Is your direction clear?
5. Are you enthusiastic about your subject?

CONSIDERATIONS

1. Create a good outline to prepare for your writing.
2. Keep your conclusion short.
3. Make sure you use footnotes and a thorough bibliography.
4. Be sure to mark the time that you access an Internet website.
5. The introduction should “grab” the reader. Also, explain the background of your thesis, and the reasons WHY you chose this theme.
6. If you use a ChatBOT to write your paper, please do not tell me about it.
7. If you pay a professional thesis writer to write your thesis, do not tell me about it.

COLLECTING DATA

1. The best way is original data. Make a survey and collect responses.
2. Interview people.
3. Analyze existing data (for example, on coronavirus cases).
4. Read (cite your sources, take lots of notes).
5. Use the Internet. Be sure to write down the time when you cite information.

NON-EMPIRICAL THESIS: What is it?

Unlike an empirical thesis, this will not involve first-hand research. Instead, it will involve a lot of reading. Think of it as a long book report.

EX. Qing Dynasty History Migration Patterns

English Education at the Elementary School Level in Asia