

For entrants in AY 2021

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 3(Program in English Language and Culture Education)]

| | |
|---|---|
| <p>Program name</p> <p>(Japanese)</p> <p>(English)</p> | <p>中等教育科学(英語)プログラム</p> <hr/> <p>Secondary School English Language Education</p> |
| <p>1. Academic Diploma to be Acquired</p> <p>This program will provide students with a bachelor's degree in Education. This requires them to acquire 128 credits from subject groups specified by the program, which consist of 42 credits in liberal arts subjects, 18 credits in basic special subjects, 28 credits in special subjects, 32 credits in special elective and free elective subjects, and 8 credits in the graduation thesis.</p> | |
| <p>2. Overview</p> <p>The Secondary School English Language Education Program mainly trains junior high school and high school English Language teachers.</p> <p>This program aims to develop professionals who have a solid basis in advanced communication abilities in English; have acquired knowledge and skills in the humanities and social sciences, such as English Education, Applied Linguistics, English Linguistics, English Language and Cultures, English Literature, Cross Cultural Communication; have an understanding of the contents of school curricula and the fundamentals of English education; and have a high level of practical educational ability, organizing and developing English lessons according to the development and learning stages of the learners, and implementing new methods and advanced learning. This program mainly focuses on training secondary school teachers, but also gives due consideration to the development of necessary basic and advanced knowledge, abilities, and skills for graduates who aim to go on to the graduate school and become researchers in English education and English language and culture, or those who aim to be high-level professionals in a variety of workplaces such as public organizations, businesses, and the education industry, both at home and abroad.</p> | |
| <p>3. Diploma Policy (Policy for Awarding Degrees and Goal of the Program)</p> <p>The Secondary School English Language Education Program develops professionals who can work actively, as English teachers in junior high and high schools, to create a school education system suitable for the 21st century, and who can work to establish a life-long learning society in the 21st century. This program awards a bachelor's degree (Education) to students who, in addition to the standard number of credits set out in the curriculum, have acquired the following abilities:</p> <ol style="list-style-type: none">(1) Advanced communication skills in English, which enable the promotion of English education suitable for a global society.(2) The ability to analyze and develop educational curricula and materials based on research on English language and culture.(3) The ability to examine English education professionally in terms of principles, methodologies, and contents, and to analyze, design, plan, and implement English lessons.(4) The necessary training to be leaders, who can work for the dissemination of English education suitable for a global society. | |

4. Curriculum Policy (Policy for Organization and Implementation of the Curriculum)

In the Secondary School English Language Education Program, the curriculum is organized and implemented based on the following policies in order to attain the goal set forth in the program:

In the first year, students study liberal arts subjects and foreign languages, which foster not only the foundation of the specialized education that will come after, but also the students' global perspective and capacity to contribute to the establishment of a school education system and a life-long learning society suitable for the 21st century. They also study English Communication I, English Communication II, and Introduction to Literature in English, which constitute the basic special education required to obtain a fundamental knowledge of English.

In the second year, while still studying liberal arts subjects to form the foundation of the specialized education, students also study the basic specialized education subjects, such as Introduction to English Linguistics I, Introduction to English Language Education I, and Introduction to English Language Education II, specialized education subjects, such as ELT Materials Design, English Vocabulary and Usage, and English Pronunciation Practice, in order to obtain a wide range of basic knowledge about English language and education, promoting better understanding between the fields.

In the third year, students mainly study the basic special subjects, Introduction to English Linguistics II, Introduction to Communicative Writing I, Introduction to Communicative Writing II and Cross Cultural Studies for English Language Education, as well as special subjects such as Curriculum in English Language Education, Evaluation Measures in English Language Education, in order to obtain technical knowledge. Moreover, students take Research Methodology in English Language Education and Study on English Language Education I in order to obtain basic knowledge for undertaking English language education research. In addition, they acquire the basic skills of educational practice as English language teachers in Teaching Practice at Junior and Senior High School I (3rd year) or II (4th year).

In the fourth year, students take Study on English Language Education II in order to develop their ideas on English language education issues into their graduation theses. In graduation studies (Graduation Thesis), they work on their own original topic, making use of the technical information, skills, and abilities obtained through this program, in order to acquire the ability to identify problems and find solutions. The results of learning will be evaluated both by the academic assessment of the respective subjects, and by the degree of achievement of the targets established by this education program.

5. Starting Timing and Conditions

Students who have selected this program start studying it in the first year.

6. Obtainable Qualifications

Students can acquire the licenses of Class 1 Junior High School Teacher (English Language) and Class 1 High School Teacher (English Language) on the condition that they obtain the credits in subjects related to the teaching profession, in accordance with the Education Personnel Certification Act. Furthermore, licenses of Curator and School Librarian can be obtained by additionally taking the relevant program and acquiring the specified credits.

7. Subjects and Lesson Contents

*For subjects, please refer to the subject lists given in attachments 1-1 and 1-2.

*For the lesson contents, please refer to the syllabus published every school year.

8. Academic Results

At the end of each semester, the evaluation standard will be explicitly stated for each evaluation item to show the achievement level.

The academic result evaluation of each item will be converted into S=4, A=3, B=2, and C=1. These results are accumulated and classified as one of three levels: Excellent, Very Good, and Good, from the first semester of the first year to the present semester of the current year.

| Result Evaluation | Conversion |
|-----------------------|------------|
| S (90 points or more) | 4 |
| A (80 ~ 89 points) | 3 |
| B (70 ~ 79 points) | 2 |
| C (60 ~ 69 points) | 1 |

| Academic Results | Standard |
|------------------|-------------|
| Excellent | 3.00 ~ 4.00 |
| Very Good | 2.00 ~ 2.99 |
| Good | 1.00 ~ 1.99 |

*Attachment 2: Relationship between evaluation items and evaluation standard.

*Attachment 3: Relationship between evaluation items and subjects.

*Attachment 4: Curriculum Map.

9. Study in Graduation Thesis (Purpose, Assignment Method, Timing, etc.)

○ Purpose

The Graduation Thesis not only represents the goal of training secondary school teachers aimed at by this program, but also constitutes a bridge for leading to the graduate school and to practical studies in the fields of education. It encourages students to make use of their basic and technical knowledge, skills, and attitudes for English language teachers, which they acquired during the course. These knowledge, skills, and attitudes were also expected to be used in actual fields of educational research and for studying academic literature and materials, as a result of which students identify their own degree of achievement and advance it to a higher level.

○ Overview

Students select one research field from five areas, English Language Education, English Linguistics, English Literature, English Communication, and Cross Cultural Studies, and engage in researching their own topic under the guidance of their graduation thesis supervisor. They decide their research topic at the end of October in the fourth year, make a mid-term presentation on the designated date in November, and submit the graduation thesis at the end of the following January.

○ Assignment Timing and Method

Students study Research Methodology in English Language Education as an introduction to the graduation studies, and decide which seminar to belong to for the preparation of their thesis. If they fail to study Research Methodology in English Language Education because of overseas study, (overseas study is recommended in order to promote globalized education), students can study the subject and work on their graduation thesis simultaneously, as a special case. (In this case, assignment will be decided after coming back from overseas study.) Using this system, students can graduate in four years, while still participating in the Hiroshima University Study Abroad (HUSA) program, if they have obtained the designated credits.

10. System of Responsibility

System of PDCA (Plan, Do, Check and Act)

This program is mainly implemented by staff members of the English Language and Education Program, School of Education. The head of the program (chief of the English Language Education Program) is responsible for its implementation. The group of teachers in charge of the program will make a plan, implement that plan, evaluate and

discuss it, and take appropriate actions. The third-party PDCA is undertaken by the group of teachers in charge in the School of Education. They evaluate the degree of attainment of the program and make recommendations.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 3: Program in English Language and Culture Education

| Type | Subject type | Required Credits | Class subjects, etc. | Credits | Type of course registration | Semester for the subject to be taken (Note 1) | | | | | | | | | | | | | | | | | |
|-------------------------------|---------------------------------------|--|--------------------------------------|--|--|---|-------------------|-------------------|-------------------|----------|-------------------|----------|---|--|--|--|--|--|--|--|--|--|--|
| | | | | | | 1st year | | 2nd year | | 3rd year | | 4th year | | | | | | | | | | | |
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | |
| Subjects of Liberal Education | Peace Science Courses | 2 | | 2 | Elective/required | ○ | | | | | | | | | | | | | | | | | |
| | Basic Courses in University Education | Introduction to University Education | 2 | Introduction to University Education | 2 | Required | ○ | | | | | | | | | | | | | | | | |
| | | Introductory Seminar for First-Year Students | 2 | Introductory Seminar for First-Year Students | 2 | Required | ○ | | | | | | | | | | | | | | | | |
| | Area Courses | Courses in Arts and Humanities/Social Sciences | 8 | (Note 4) | 1 or 2 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | | | | | |
| | | Courses in Natural Sciences | 4 | | 1 or 2 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | | | | | |
| | Common Subjects | Foreign Languages | English (Note 2) | Basic English Usage | 2 | Basic English Usage I Basic English Usage II | 1 1 | Required | ○ | | | | | | | | | | | | | | |
| | | | | Communication I (Note 3) | 4 | Communication I A Communication I B | 1 1 | | Elective/required | ○ | ○ | | | | | | | | | | | | |
| | | Communication II (Note 3) | 4 | | | Communication II A Communication II B | 1 1 | Elective/required | | | ○ | | | | | | | | | | | | |
| | | | | At least 2 subjects from the four subjects above | | | | | | | | | | | | | | | | | | | |
| | | Non-English Foreign Languages (Note 5) | 4 | | Foreign Languages: Basic Studies I Foreign Languages: Basic Studies II Foreign Languages: Basic Studies III Foreign Languages: Basic Studies IV | 1 1 1 1 | Elective/required | ○ ○ ○ ○ | | | | | | | | | | | | | | | |
| | | | | | (0) | Intensive Foreign Language I | | 1 | Free Elective | ○ | | | | | | | | | | | | | |
| | | | | | (0) | Intensive Foreign Language II | | 1 | Free Elective | | ○ | | | | | | | | | | | | |
| | | | | | (0) | Overseas Language Seminar | | 1 | Free Elective | | | | | | | | | | | | | | |
| | | | Information and Data Science Courses | 4 | | Introduction to Information and Data Sciences Data science for education | 2 2 | Required | ○ ○ | ○ | | | | | | | | | | | | | |
| | | | | | | Health and Sports Courses | 2 | | | 1or2 | Elective/required | ○ | ○ | | | | | | | | | | |
| | Social Cooperation Courses | (0) | | | 1or2 | | | | | | | | | | | | | | | | | | |
| | Foundation Courses | 0 | | | 1~3 | | | | | | | | | | | | | | | | | | |
| | Free elective subjects | 8 | (Note 6) | | 1~3 | | | ○ | ○ | ○ | ○ | | | | | | | | | | | | |
| | Total | 42 | | | | | | | | | | | | | | | | | | | | | |

Note 1: A symbol "○" shows the standard semester for the subjects to be studied. Students can repeat them in the following semesters if they cannot obtain the credits in the standard semester. The semester information indicated above may change year by year. Please check the timetable for Liberal Arts subjects issued every year.

Note 2: Credits in Field Research in an English-speaking, or Advanced English for Communication can be substituted for those in Communication/II/III. In addition, the credits in these subjects can be covered with foreign language proficiency test scores and language training experiences, too. Please refer to the sections on English and Liberal Arts Education and the "Handling of Credit Recognition for Foreign Language Proficiency Tests, etc." in the Student Handbook.

Note 3 Due to the timetable, Communication IA and IB are designated for the 1st semester, and Communication IIA and IIB for the 2nd semester.

Note 4 · In order to acquire a teacher's license, students need to take Japanese Constitutional Law (two credits).
 · Students are highly recommended to take Introduction to British and American Culture I, II, III and IV.
 · Credits in Non-English Foreign Languages: Intensive Studies or Overseas Language Seminar can be included in the Area Courses (Courses in Arts and Humanities/Social Sciences).

Note 5 Select one language from German, French, Spanish, Russian, Chinese, South Korean, and Arabic.

Note 6 This includes Area Courses, Foreign Languages, Information and Data Science Courses, Health and Sports Courses, and Social Cooperation Courses.

Registration standards for Schools

Cluster 3: Language and Culture Education

○ **Program in English Language and Culture Education (Secondary School English Language Education)**

| Subject type, etc. | | | No. of credits required for graduation | | |
|------------------------|---------------------------------------|--|--|----|---|
| Liberal Arts Education | Peace Science Courses | | 2 | 42 | |
| | Basic Courses in University Education | Introduction to University Education | | | 2 |
| | | Introductory Seminar for First-Year Students | | | 2 |
| | Common Subjects | Area Courses | Courses in Arts and Humanities/Social Sciences | | 8 |
| | | | Courses in Natural Sciences | | 4 |
| | | Foreign Languages | English | | 6 |
| | | | Non-English Foreign Languages | | 4 |
| | | Information and Data Science Courses | | | 4 |
| | | Health and Sports Courses | | | 2 |
| | | Social Cooperation Courses | | | 0 |
| | Foundation Courses | | 0 | | |
| | Free Elective Subjects | | 8 | | |
| Specialized Education | Basic Specialized Subjects | | 18 | 86 | |
| | Specialized Subjects | | 28 | | |
| | Specialized Elective Subjects | | 32 | | |
| | Free Elective Subjects | | | | |
| | Graduation Research | | 8 | | |
| Total | | | 128 | | |

Registration standards for Specialized Education Subjects

Cluster 3 Program in English Language and Culture Education (Secondary School English Language Education)

| Class Subject | | No. of credits required for graduation | | School(s) |
|-------------------------------|---|--|----|---|
| Basic Specialized Subjects | Introduction to English Language Education I | 2 | 18 | Program in English Language and Culture Education |
| | Introduction to English Language Education II | 2 | | |
| | Introduction to English Linguistics I | 2 | | |
| | Introduction to English Linguistics (Pragmatics) | 2 | | |
| | Introduction to Literature in English | 2 | | |
| | English Communication I | 2 | | |
| | English Communication II | 2 | | |
| | Communicative Writing I | 2 | | |
| | Cross Cultural Studies for English Language Education | 2 | | |
| Specialized Subjects | | 28 | | School of Education etc. |
| Specialized Elective Subjects | | 32 | | School of Education |
| Free Elective Subjects | | | | School of Education etc. |
| Graduation Research | | 8 | | Program in English Language and Culture Education |

<Notes>

1. Credit requirements for Graduation Research (8 credits): Research Methodology in English Language Education I (2 credits), Research Methodology in English Language Education II (2 credits), and Graduation Thesis (four credits).
2. Free Elective Subjects can be covered up to 32 credits with the subjects in minor and specific programs.
3. In order to register Practical Seminar for the Teaching Profession (Junior and High Schools) (8th Semester), in principle, students must obtain the credits in either Practical Study at the High School I or II at the end of the 7th semester. In case they cannot obtain the credits in Practical Study by this time, they are allowed to register Practical Study and Practical Seminar for the Teaching Profession simultaneously in the same semester.
4. As an introduction to Graduation Research, students take Research Methodology in English Language Education and belong to one seminar in order to prepare their graduation theses. Those who cannot register the subject because of overseas study, etc. are allowed to take the course and write their graduation theses in the same semester (their seminars are assigned after coming back from overseas study). Therefore, as far as students have obtained the designated credits, they can graduate in four years even if they participate in the HUSA (Hiroshima University Study Abroad) Program.

Cluster 3 Program in English Language and Culture Education (Secondary School English Language Education)

Subjects with a circle in the “No. of credits to obtain” column are required subjects.
The semester marked with ○ is the standard semester for taking the related subject

| Type | Class Subject | Credits | Semester in which the subject is taken | | | | | | | | Remarks | |
|-----------------------------------|---|---------|--|---|---|---|---|---|---|---|-------------------|-------------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Basic Specialized Subjects | Introduction to English Language Education I | ② | | | | ○ | | | | | | |
| | Introduction to English Language Education II | ② | | | | ○ | | | | | | |
| | Introduction to English Linguistics I | ② | | | | ○ | | | | | | |
| | Introduction to English Linguistics (Pragmatics) | ② | | | | | ○ | | | | | |
| | Introduction to Literature in English | ② | ○ | | | | | | | | | |
| | English Communication I | ② | ○ | | | | | | | | | |
| | English Communication II | ② | | ○ | | | | | | | | |
| | Communicative Writing I | ② | | | | | ○ | | | | | |
| | Cross Cultural Studies for English Language Education | ② | | | | | | ○ | | | | |
| Specialized Subjects | Research Methodology in English Language Education | ② | | | | | ○ | | | | | |
| | Methodology in English Language Education | 2 | | | | | ○ | | | | | |
| | Curriculum in English Language Education | 2 | | | | | ○ | | | | | |
| | ELT Materials Design | 2 | | | | ○ | | | | | | |
| | Evaluation Measures in English Language Education | 2 | | | | | | ○ | | | | |
| | English Vocabulary Practice | 2 | | | ○ | | | | | | | |
| | English Pronunciation Practice | 2 | | | ○ | | | | | | | |
| | Communicative Writing II | 2 | | | | | | ○ | | | | |
| | Pedagogical English Phonetics | 2 | | ○ | | | | | | | | |
| | A History of the English Language | 2 | | | | | | | ○ | | | School of Letters |
| | English Usage Practice | 2 | | | | ○ | | | | | | |
| | Pedagogical English Grammar | 2 | | | | | | | ○ | | | |
| | A History of English Literature A | 2 | | | ○ | | | | | | | School of Letters |
| A History of English Literature B | 2 | | | | ○ | | | | | | School of Letters | |

| | | | | | | | | | | | | | |
|------------------------------|--|---|---|--|--|---|---|---|---|---|--|--|-------------------|
| | Lecture on History of American Literature | 2 | | | | ○ | | | | | | | School of Letters |
| | English Language Education and Literature | 2 | | | | | | ○ | | | | | |
| | Study of IS Textbook (English) | 2 | | | | ○ | | | | | | | |
| | Analysis of English Language Texts | 2 | | | | | | ○ | | | | | |
| | Culture and Society in the English-speaking World | 2 | | | | | | | | ○ | | | |
| | Introduction to Pedagogical English Grammar | 2 | | | | | | ○ | | | | | |
| | Area Study of the English-speaking World I | 2 | | | | ○ | | | | | | | |
| | Area Study of the English-speaking World II | 2 | | | | ○ | | | | | | | |
| | Communicative English Grammar | 2 | | | | ○ | | | | | | | |
| | Communicative Workshop | 2 | | | | ○ | | | | | | | |
| Specialized Elective Subject | Guidance on the Teaching Profession | 2 | | | | ○ | | | | | | | |
| | Principles of Education | 2 | | | | ○ | | | | | | | |
| | Developmental Psychology of Children and Adolescents | 2 | | | | | | ○ | | | | | |
| | Education and Society and Systems | 2 | | | | | ○ | | | | | | |
| | General Curriculum Theory | 2 | | | | | | ○ | | | | | |
| | Methodology on Moral Education | 2 | | | | | | ○ | | | | | |
| | Teaching Special Activities | 2 | | | | | ○ | | | | | | |
| | Educational Method and Teaching Skill | 2 | | | | | ○ | | | | | | |
| | Psychology of Educational and Vocational Guidance | 2 | | | | | ○ | | | | | | |
| | Educational Counseling | 2 | | | | | | | ○ | | | | |
| | Methodology on Period for Integrated Studies | 1 | | | | | | | ○ | | | | |
| | Special Needs Education | 1 | | | | | | | ○ | | | | |
| | Introduction of Teaching Practice for Lower and Upper Secondary Schools | 2 | ○ | | | | | | | | | | |
| | Teaching Practice Focusing on Classroom Observation at Lower and Upper Secondary Schools | | | | | | ○ | | | | | | |

| Type | Class Subject | Credits | Semester in which the subject is taken | | | | | | | | Remarks | | |
|----------------------|--|---------|--|---|---|---|---|---|---|---|---------|--|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| Specialized Elective | Practice in Teaching B | 1 | | | | | ○ | | | | | | |
| | Teaching Practice at Junior and Senior High School I | 4 | | | | | | ○ | | | | | |

