



The University of Tokyo
Global Leadership Program

Trilingual Program 2020



TLP Greetings



Cultivating International Awareness to Foster Collaboration with Diversity as its Driving Force

Makoto GONOKAMI

President
The University of Tokyo

Contemporary society faces a multitude of issues on the global scale: from the depletion of resources and environmental destruction to global financial uncertainty and the widening disparities between regions. There has never been a more crucial time for people of various backgrounds and experiences to work together — across regions, borders, cultures, and languages — to solve the problems that pose a potential threat to humanity. Collaboration with diversity as a driving force is the way forward.

At the University of Tokyo, we aim to provide an education that will cultivate international awareness, fostering skills for living and working together with people from various backgrounds and values. The objective of the Trilingual Program (TLP) at the University of Tokyo is to develop students into active participants in solving the problems we are facing as a global society.



Our Mission to enhance Global Competence

Kiichi FUJIWARA

Director, Global Leadership Program

The Trilingual Program (TLP) produces students who can situate themselves in the global context and will make a contribution to the wider world.

This mission is supported by The University of Tokyo: Vision 2020, which states that the university shall encourage students to possess a global outlook and nurture talented individuals who can live and work together with a variety of people throughout the world. At the University of Tokyo, we call this ability "global competence".

The Global Leadership Program (GLP) seeks to cultivate individuals toward a high level of global competence. The TLP intensively hones advanced communication abilities that are essential to reaching this goal.

We invite highly motivated students who wish to make an active contribution within diverse fields around the world to join the TLP.



To a New "Learning" Experience

Kazuyuki HARA

Director, Center for Global Communication Strategies

Learning a language means learning a new perspective. The result is that a new world is revealed, but it exposes one's restricted outlook of the world. Multiple perspectives become necessary to gain a global perspective that captures the complex and rapidly changing landscape. With that in mind, the University of Tokyo has requested its students to acquire multiple foreign languages.

In addition to the native language that you have been mastering since childhood, most of you have experienced studying a foreign language from secondary school. However, TLP does not aim to simply reproduce such foreign language education; instead, TLP students are challenged to intensive language training over a limited time frame. TLP allows students to choose their foreign language of study and to put their newly acquired communication skills into practice for an experience unlike any other they have encountered before.

We sincerely hope that this new learning experience will be fruitful for you.

What is the Trilingual Program (TLP)?



Trilingual Program

The University of Tokyo Trilingual Program (TLP) was launched as a Junior Division program (Year 1 and Year 2) in the College of Arts and Sciences as part of the Global Leadership Program (GLP) in the 2013 academic year.

The Junior Division TLP is a program targeting students recognized as displaying a specific level of ability in English at the time of their admission to the university (students in approximately the top 10%), and who wish to take the program. It was established in order to intensively hone students' ability to utilize a foreign language in addition to Japanese and English. Initially, only Chinese was available as the third language, but the program was expanded with the addition of German, French and Russian in the 2016 academic year, Korean in the 2018 academic year, and Spanish in the 2019 academic year, and it continues to grow today.

While there is a capacity limit for the classes^{*1}, each semester we offer students who did not enter the program at the time of their admission the opportunity to join the TLP. This system is broadly available to students who have attained a specific level. The period of study is one and a half years, until S Semester (first semester) in second year. Students who fulfill the requirements for completion receive a certificate of completion.

The TLP also offers overseas language training and student exchanges in the spring and summer holidays to allow students to increase their practical facility with the languages they study in class and their understanding of the culture and customs behind the language.^{*2}

The number of students participating varies depending on the language and the period, but between 10 and 20 students will be dispatched with scholarships from companies and other organizations.

In today's rapidly globalizing world, it is often the case that those active on the international stage are required to possess the ability to utilize at least one other foreign language in addition to high-level English ability. The TLP will continue to grow and develop in its quest to foster human resources of this caliber.

^{*1} Class sizes for the 2020 academic year were as follows:

Chinese: About 60 students, German: About 40 students, French: About 40 students, Russian: About 20 students, Korean: About 20 students, Spanish: About 20 students.

^{*2} Up to date, the Overseas Learning program for German has been held in Bonn and Cologne, for French in Paris, Angers, Brussels and Lyon, for Russian in Saint Petersburg, and for Korean in Seoul. In the case of Chinese, in addition to Overseas Learning in Taiwan and Nanjing, we also offer an advanced training program in Beijing for Senior Division students. In addition, from the 2020 academic year, we will be offering an Overseas Learning program in Spanish.

For more details, please see the TLP website:
<http://www.cgcs.c.u-tokyo.ac.jp/tlp/index.html>

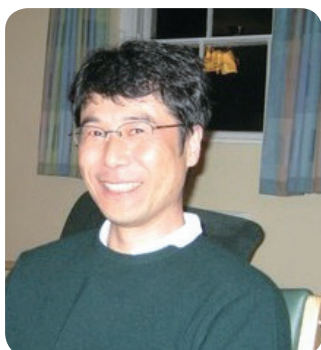


German

Key point of TLP classes

Classes are geared to allow each student to attain a high level of proficiency through exposure to diverse forms of the German language and a systematic curriculum.

Yoshiki MORI Department of Language and Information Sciences, Graduate School of Arts and Sciences



[Profile]

I mainly teach German in the Junior Division, a compulsory course on an introduction to semantics and pragmatics in the Senior Division, and a compulsory course on formal semantics in Graduate School. My research focuses on theoretical linguistics, the German linguistics and contrastive and comparative linguistics. I also serve as an international advisor at the Institute for German Language (Institut für Deutsche Sprache) in Germany.

TLP German was launched in academic year 2016. Students are required to satisfy their prerequisite requirement through the regular Shoshu Foreign Language course (German). Combining TLP Practice and TLP Intensive, they take a total of three Integrated Courses, which provide exposure to diverse forms of the German language and a systematic curriculum, and are geared to allow students to attain a certain level of proficiency in conformance with the Common European Framework of Reference for Languages (CEFR). Toward this end, Einblicke, the textbook that is commonly used in German I and German II in the Junior Division, has been covered in greater detail from even more diversified perspectives, such that students have acquired a deeper learning of German in connection to the prerequisite Shoshu Foreign Language course. At the same time, by using textbooks produced in Germany in conformance to CEFR, students have raised their competency in terms of their entire skills of listening, speaking, reading and writing. Meanwhile, intensive courses taught in real German by native German-language teachers have provided large stimulation to both arts and science students enrolled in TLP.

The most appealing aspect of TLP, however, perhaps lies beyond the achievements that are gained via intensive learning. To advance from

“learning a language” to “learning in the language,” sufficient time has been set aside to study films and literary works and to read and compare the German and English versions of British written works that have become a topic in Germany. Outside the classroom, students have organized their own German version of “Shabe-lunch (German-speaking Lunches)” events where anyone is free to join and enjoy casual conversations in German over lunch, attended seminars hosted by the Center for German and European Studies (DESK) at Komaba Campus, and flocked to German festivals being held here and there. Before the closing of the year, they enjoyed a congenial Christmas party that was both solemn and merry, thrown together by teachers from German-speaking regions who are involved in the German program at Komaba.

With cooperation from various quarters, an overseas study tour has been offered every summer and winter under the Global Praxis framework. The summer program has always been held in Bonn, and the winter program has been held at University of Cologne since the 2018 academic year. It has proven to be golden opportunity for students to open their eyes to German society and history, to its landscapes and cityscapes, and most of all, to students of their same age, as well as other people, in Germany.

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester)

Course Name	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II*	4	2	-
Integrated Course, Seminar (For TLP)	2	2	2
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4
Number of credits to be acquired	10	8	6

* These courses shall be taken with regular I and II students.

Overseas Study Tour

Hideto HIRAMATSU Center for German and European Studies (DESK), Institute for Advanced Global Studies (IAGS) affiliated with the Graduate School of Arts and Sciences



Cross-cultural exchange workshop with German students



A German class



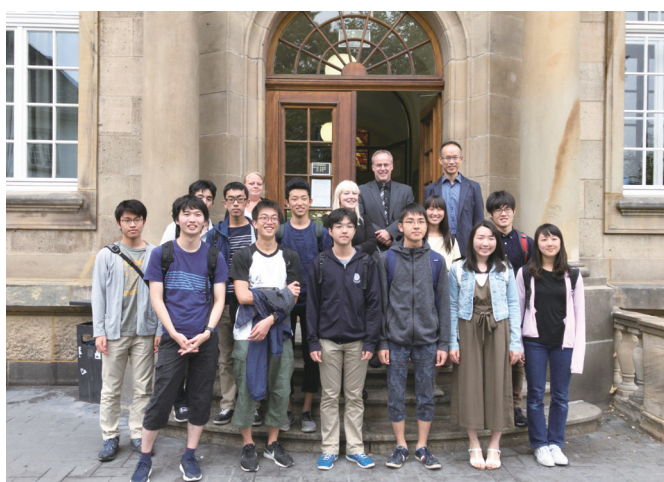
Guided tour in German: "The Path of German Democracy" (listening to a guide's explanations in front of the former Bundesrat building in Bonn)

Unexpectedly in 2016, there arose talk about offering an overseas learning program in Bonn to students of TLP German. It was extremely fortunate that the Bonn program was able to be implemented twice in a single year by chance, and that practically all students were given the opportunity to participate. To all participants, it was their first visit to Germany, and to some, it was their first-ever overseas visit. Blessed with good weather both during the summer and winter programs, the bright and carefree aspect of Germany seemed to create a strong impression on the students. All through the two-week program, which consisted of a whirlwind of activities, with intensive German language classes on weekday mornings, seminars, workshops and tours to museums and other such places of interest on weekday afternoons, and trips to outlying cities such as Cologne and Aachen on the weekends, I was most struck by the sight of the students studying well, playing well, eating well and laughing freely in a display of toughness and individuality. Though they seemed

somewhat insecure in the beginning, it was rewarding to no end, as a chaperon of the program, to witness the students absorb many things with a youthful open-minded spirit and grow in such a short span of time as they embraced a diversity of lifestyles and values that differ from Japan.



At the German Academic Exchange Service (DAAD)



In front of the University of Bonn's Institute of History



A Student's View

I became familiar with German way more quickly than learning English.

Hidemasa ISHII Natural Sciences 1, second year (March 2019)

When I traveled abroad before, I noticed that people seemed more cheerful when speaking in the local language than when speaking in English. At that moment, the desire to use a language other than English grew inside me and led me to enroll in TLP German.

Members of the German program usually attend a variety of different classes but come together to attend the same class three hours a week. As a natural science student having many prerequisites, attending an increased number of classes was a challenge. However, owing to the large exposure to the German language

through four to five periods per week of classes, including the classes each of us takes separately, I became familiar with German way more quickly than learning English. The close relationship we establish with both our Japanese and German teachers was also an appealing aspect of the TLP Program.

In February of my first year, I participated in the overseas learning program in Bonn. Over a period of roughly two weeks, I spent weekdays attending small-group German language classes in the morning and going to seminars given mainly in English and to museums in the afternoon, and spent weekends making small trips to places that were one to two hours away by train. The program placed more weight

on becoming familiar with communicating in German than on strengthening grammar and vocabulary skills. As it was necessary to read, listen and speak in German even to simply order a meal or do some shopping, my hesitation to use German diminished considerably over the course of the program.

TLP members spend large amounts of time together in relatively small groups, so it is easy to make friends. Having acquired a community through TLP has benefitted me not only with respect to learning German, but also to my college life as a whole. I will continue studying German to achieve my goal of being able to enjoy conversation with German people.

French

Key point of TLP classes

Trilingualism? International Competitiveness?
Don't Worry too much – There's a Course that's got You Covered.

Kohei KUWADA Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences



[Profile]

I study French literature and art. I spent about five and a half years studying in France, but I didn't become particularly fluent in French. When I reached my current age, I realized that it would be interesting to continue getting to know about other countries and their languages (not necessarily restricted to France and its language).

Up to the present, I have taught French TLP classes for two years (from fiscal 2017-2018). From the teachers' perspective (or perhaps it was just me?!), I can say that the time that we spent with our students was very enjoyable and stimulating. The week-long TLP Intensive that is held in addition to the regular French classes, consisting of three parts (two taught by native French speakers and one by Japanese teachers), is certainly hard, but the teachers try above all to make it fun. In this case, "fun" means that we create an environment in which the students are able to freely and proactively speak in French without worrying about slips or mistakes. The form of this class is ideal for allowing the students to freely discuss specific subjects among themselves rather than unilaterally learning grammar, vocabulary and phrases from the teachers. Of course, the teachers intervene here and there to correct mistakes and teach important grammar points and phrases that can be used in the context, but they respect the spontaneity of the students to the greatest possible extent. I think that this role as facilitators encouraging the students to engage in vigorous conversation is a really important one. Speaking from my own experience up to the present, it has basically been the case that the first-year students hold active discussions in their respective groups

in A Semester. In addition to the honing of their conversational ability, the students' ability to write in French – something that it is difficult to train in a university foreign language class – is definitely expanded by the issuing of timely homework assignments and their correction by the teachers. The textbooks used in the course do not focus solely on increasing language ability, but also go into topics that are essential for students' understanding of the society, culture and history of the Francophone sphere, enabling them to gain international awareness even as they develop their linguistic abilities.

In addition to these comprehensive classes, the French and Italian Languages Subcommittee organizes "Shabe-lunch (French-speaking Lunches)" for students. These lunches enable students to discuss things that they might have missed in class, aspects of the culture and society of the Francophone sphere, and also everyday topics in a less formal environment, while having lunch with teachers who are native speakers of French. Naturally, participation is not mandatory. But whether you want to compete on the international stage or simply become trilingual, don't hesitate to take a step outside of the comfort zone of your native language and give these classes a try. You'll find a world of fascination waiting for you.

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester)

Course Name	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II*	4	2	-
Integrated Course, Seminar (For TLP)	2	2	2
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4
Number of credits to be acquired	10	8	6

* These courses shall be taken with regular I and II students.

Overseas Study Tour

Torahiko TERADA Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences



Summer program in Angers



Visiting the Louvre



Interacting with students at the Université Libre de Bruxelles (Free University of Brussels)



Giving a presentation at the Université Libre de Bruxelles



At the Catholic University of the West in Angers

In the overseas study tour of the TLP French course, we work to devise ways to encourage students to use not only French, but also English and Japanese, in conscious and multifaceted ways. Rather than simply focusing on language acquisition, it provides opportunities to use the three languages in a wide variety of situations, encompassing social life, research and administration, by means of exchanges with French university students and lectures and presentations at advanced research

institutes, ministries, and government agencies.

For example, in the case of social exchanges with French students of a similar age, we not only hold get-togethers with French students studying Japanese, but also organize exchanges of opinion in both languages through presentations and debates on set themes. In addition, by participating in Japanese language classes, students gain a sense of "Japan as seen from the outside," and develop a more multifaceted perspective on their native language. At the same time, dialogues with researchers and government officials in high-level positions at research institutes and in government ministries and agencies demonstrate the importance of using language with the greatest attention to quality.

Through the use of language at a high level, this overseas study tour is designed to meet the expectations of TLP graduates who will excel in a range of fields in the future.

A Student's View



The Experience of learning a New Language and changing My World was more Wonderful than I could have Expected.

Aiko WATARAI Natural Sciences III, second year (March 2019)

I liked English as a subject even before high school, but I had almost no interaction with people using the language. I was very envious of people who were able to utilize foreign languages in the real world. Then I learned about the existence of the TLP, and I wanted to participate in the program if I could get into the University of Tokyo. I remember how happy I was when I was allowed to take the course.

Classes are taught in French. I was surprised when the teacher started speaking in French from the beginning of the first class. And you're expected to offer your opinion on a variety of subjects, perhaps French culture-related, or at least to speak up. I was not used to communicating in a foreign language, and I was not the type who is particularly outspoken

anyway, so just going to class was a bit nerve wracking for me at first. But the classes allowed me to take in the new language like a newborn baby. They were always fun and never became stale, and I was blessed with wonderful, enthusiastic teachers and classmates, and my motivation to learn just grew and grew. Even outside class, I immersed myself in French and speak aloud, for example by talking with my classmates or texting them on Line in French, and by listening to French radio. As a result, the French language came to occupy a place in my brain, and I found that French would appear in my dreams and the language would flow naturally when I was having a conversation. And when I was using the language, I would find that in my mind I was becoming strangely French. My attitude to my self-expression started to change.

I have participated in the Overseas Learning program

twice, and these were very valuable experiences for me. Being able to visit France after learning a little of the language took my understanding of the country to a new level. It was also somehow a shock for me how happy I was that the French I'd studied in Japan was understandable in France, and that it allowed me to communicate directly with people. And exposure to French for that period of time dramatically improved my ability in the language.

The year and a half that I spent in the TLP was so important for me that I can't really express it in words. As someone who aspires to study medicine, French may not be directly related to my future. But I think that the experience of changing my lens on myself and the world, which came about through the study of French in the TLP, was very valuable and useful to myself.

Chinese

Key point of TLP classes

These are classes in which students' accumulated intelligence, cultivation, and expressive abilities are demonstrated in Chinese.

Chunhua BAI Center for Global Communication Strategies (CGCS), College of Arts and Sciences, Graduate School of Arts and Sciences



[Profile]

How do people process sentences? In particular, how do bilingual speakers acquire a third language and process sentences? I study these questions from an experimental psychological approach.

This is my fifth year of teaching Chinese in the TLP Program. During these five years, I have held classes mainly for first and second-year students, but have also been involved in the curriculum of the Senior Division. In class, I attach primary importance to "speaking in Chinese" than on "speaking Chinese." In other words, I focus on developing Chinese proficiency.

Many first-year students exhibit a strong tendency to want to communicate their own thoughts in Chinese from the time they learn pronunciation. I perceive this in their insightful questions during class and in their conversations and compositions. In the A semester of their first year, students apply themselves to problem-solving exercises in pairs, or engage in conducting interviews in groups. I take great stock in these activities, as they urge students to use Chinese as a tool to express themselves at a high level, based on the intelligence, education and power of expression, be it in Japanese or English, that they have thus far accumulated and already possess.

For students in the Senior Division, I teach a course in Advanced Chinese and "Trilingual East Asian Studies Program." In Advanced Chinese, I have my students read a newspaper article or other

news source that is written in Chinese and write an essay, give a presentation or hold a debate on it in Chinese. As I specialize in psycholinguistics, my lectures in Chinese begin with questions concerning the mechanism of language processing and how bilingual and trilingual speakers process sentences. Then, I have my students give a presentation in Chinese on the results of the latest studies on these issues, so they can not only acquire advanced specialized knowledge in Chinese but may also develop the capacity to engage in discussion from their own standpoint. I also introduce experimental approaches that are mainstream today in psycholinguistics and organize a tour of my laboratory, to provide a concrete image of how data is collected. Lastly, I have my students examine their own experience in light of the knowledge they have acquired and submit an experiment plan. I was particularly surprised when they analyzed the reason why the Chinese they speak is more influenced by English than Japanese and compiled a report from the perspective of the characteristic syntactic similarities of the three languages. I will continue to hold great expectations of the potentials of such promising students.

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester)

Course Name	First year				Second year	
	Humanities and Social science students		Natural science students		Humanities and Social science students	Natural science students
	S semester	A semester	S semester	A semester	S semester	S semester
Foundation Course, I, II	4	2	4	2	—	—
Integrated Course, Seminar (For TLP)	2	2	—	—	—	—
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4	4	—	—
Integrated Course, Introductory Expression Practice Seminar (For TLP) (*1)	—	—	(2)	(2)	—	—
Integrated Course, Intermediate Intensive Class (For TLP)	—	—	—	—	4	4
Integrated Course, Intermediate Seminar (For TLP) (*2)	—	—	—	—	2	(2)
Global Praxis - Summer School (*3)	—	—	—	—	(2)	(2)
Number of credits to be acquired (*3)	10	8	8	6	6	4

(*1) Introductory Expression Practice Seminar is optional to first-year natural science students. Thus, the total number of credits required of natural science students is 4 less than humanities and social science students.

(*2) Intermediate Seminar is optional to second-year natural science students. Thus, the total number of credits required of natural science students is 2 less than humanities and social science students.

(*3) Global Praxis and Summer School are optional.

Overseas Study Tour

Yanming LI TLP Chinese, Center for Global Communication Strategies (CGCS)



A visit to the Presidential Office

Nanjing Summer School is held with the participation of twenty students. Divided into two groups, they spend weekday mornings from 8 to 12 a.m. attending an intensive class on Chinese and afternoons engaging in a variety of activities, ranging from lessons in calligraphy and Tai Chi to seminars on Chinese philosophy and society, in addition to study tours to corporations and other institutions. The program's objective is to "experience a foreign language and cultural environment." Thus, students who participated last summer, the majority of whom were natural science students, also showed strong interest in places of importance in the history of Chinese culture and politics, including the Imperial Examination Museum (Jiangnan Examination Hall), Qinhuai River, Presidential Office and Sun Yat-sen Mausoleum. As a whole, the program had the added benefit of exposing students to an awareness of issues in differing subjects, such as the relationship between history and daily life. It also served to broaden their perspectives by providing occasions to think in different languages, as lectures on Chinese philosophy and society were given in English and exchanges were

held with students and student volunteers at Nanjing University in a mixture of Chinese and English.

Though it may have been fulfilling, going through the curriculum over a period of three weeks in August in a city known as the "furnace" of China could not have been easy. Yet, I was impressed with the students' strong determination to step out from their comfort zone on their own.



Crossing the threshold in an analogy to the "carp jumping over the dragon's gate" @Imperial Examination Museum



A lesson in Tai Chi



Completion ceremony (photo courtesy of Professor Qian Wang)



A Student's View

Friends I encountered through learning Chinese and the path that has unfolded in front of me

Reishi MITANI Systems Innovation, Faculty of Engineering

My reason for enrolling in TLP Chinese was extremely simple. That is, my parents gave me a push by urging me to enroll. The knowledge I possessed of China at the time I graduated from high school was practically limited to what I learned from textbooks on Chinese history and Chinese classics. Therefore, the Chinese language classes at Komaba and interactions with Chinese friends I made at Komaba were extremely stimulating.

Learning Chinese is often said to be easier than learning other languages, but I think I struggled through it more than other students. Beginning with the pronunciation, the structure of words and the forming of sentences, there were so many slight differences with English and Japanese that I experienced some difficulty keeping up with my class. As TLP mostly

attracts outstanding students who absorb knowledge like a sponge, I fretted on many occasions that perhaps I am not cut out to learn a foreign language. Nevertheless, I was able to continue the TLP program without giving up, owing to the friends and teachers I encountered through the program.

My struggles paid off. I was able to go on an exchange program to Peking University last semester and spend an exciting time in China. Studying abroad was a dream of mine since I entered university, so although I was still far from being proficient, I felt the Chinese I learned in TLP come alive on many occasions.

When choosing a Senior Division department to which I should proceed, I contemplated whether I should specialize in a field of natural science as I initially planned, or to switch to a humanities department to study more Chinese. In the end, however, I chose

to proceed to the Faculty of Engineering, because I thought a specialized field is necessary to put a foreign language to practical use, and also because I was struck by the remarkable development of IT businesses I witnessed during my exchange program in China.

I have completed the TLP program in the College of Arts and Sciences Junior Division, but to me, my study of Chinese has just begun. I am therefore continuing to study the language by maintaining my precious ties with the people I encountered in TLP.

Lastly, I wish to end my message by thanking all teachers for their daily efforts in teaching Chinese, preparing enriching interactive programs for deeper education, and making for an even better TLP program. Xiè xiè!

Russian

Key point of TLP classes

In learning Russian, there is a great deal of information to be taken in, and so the very first stages are particularly important. We propel your learning, but we also provide a lot of support.

Hibi WATANABE Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences



[Profile]

I study cultural anthropology, Siberian ethnography, and the history of Russian thought. In the 1990s I conducted ethnographic fieldwork for long periods in rural areas of Russia, in particular in Siberia. Reading texts in Russian is as natural as breathing for me.

In the TLP Russian course, students take a series of classes according to their own schedule (In first year: In S Semester liberal arts students take five classes a week, and sciences students take four classes; in Semester A, liberal arts students take four classes a week, and sciences students take three). All classes employ the same materials and all classes teach the basic building blocks of the language beginning with the alphabet, but the greater number of classes that TLP students take with native speakers accelerates the development not only of their reading and writing ability, but also of their ability to communicate orally in the language. Students build up strong foundations in the language through repeated practice in such subjects as the case inflection of nouns and adjectives and the movement of aspect and accent, which are likely to cause Russian learners to stumble. In S Semester in the second year, both liberal arts and sciences students take three classes a week, which shore up their basic grammar knowledge while boosting their comprehensive

skill in the language. These classes also foster in advance the broad perspective essential for the specialized education which commences in A Semester. In the second half of their second year, students will have reached a level at which they are capable of reading academic papers in Russian with the aid of a dictionary.

After the fall of the Soviet Union in 1991, the environment surrounding Russia changed dramatically. In this century, Russia has been strongly influenced by the English-speaking countries, and the ability of Russians to communicate in English has increased. Nevertheless, the cultural tendencies and ways of thinking unique to the Russian-speaking countries remain strongly entrenched. The aim of the TLP Russian program is to assist students to flourish in three languages (their native language, Russian, and English), to understand the world in multiple dimensions, and to produce innovation that goes beyond existing frameworks.

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester.)

Course Name	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II	4	2	—
Integrated Course, Seminar (For TLP) *	2	2	—
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4
Integrated Course, Advanced Russian Class	—	—	2
Number of credits to be acquired	10	8	6

* Seminar is optional to natural science students. Thus, the total number of credits required is 4 less than humanities and social science students.

Overseas Study Tour

Hibi WATANABE Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences



Summer program at Saint Petersburg State University

The thing that perplexed us in establishing the first overseas study tour in the TLP Russian program was the destination. The Russian Federation covers the largest area of land on earth, and students' impressions of the region would no doubt change greatly depending on where they were sent. Moscow, Saint Petersburg, Novosibirsk and Vladivostok were nominated as potential candidates given their excellent universities. As a result of our deliberations, we decided to request Saint Petersburg State University to accept students, and to allow students to deepen their knowledge of Moscow as they transferred onwards towards the city. As an old city that has been a center of Russian culture and a gateway to Western Europe, in addition to the scene of

fierce fighting in the Second World War, there is much for students to learn in Saint Petersburg.

An enormous range of things can be learned from Russia, from culture and music to aerospace engineering. Despite the short Overseas Learning period, we try to involve students in as many areas as possible, for example by encouraging appreciation of the fine arts and organizing exchanges with local senior high school and university students. The challenge is to create a seamless flow from various culture shocks to the next learning experience.



After listening to a concert



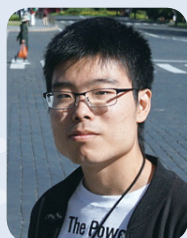
Walking through Moscow



Orientation at the Vaganova Academy of Russian Ballet



On stage at the Hermitage Theatre



A Student's View

The TLP gives you more than just Language Learning

Yuki TAKAHASHI Humanities and Social Sciences III, second year (March 2019)

If you want to study a language at The University of Tokyo, the TLP offers a superb environment in which to do so. First of all, taking Russian classes daily in S Semester and four times a week in A Semester in first year offered a major advantage in terms of initial language learning. And a particular feature of the Russian classes is the small class size of only about 13 people, which not only makes it easier to ask questions, but also means that you speak more in class. To be honest, I felt that there was a great difference in the level of resistance to speaking Russian between the TLP students and the non-TLP students

who were taking classes in groups of about 30 people.

The teachers are native Russian speakers, and they use a variety of methods to make the lessons fun, but they also drill the students by means of assignments and tests. In S Semester in second year, you are thrown into advanced classes that are suitable for third-year students or higher. But even as you suffer through this difficulty, it is a very emotional moment when you find yourself reading an academic paper in Russian and you think "In only one year I can read this with the aid of a dictionary."

During the summer overseas study tour in second year, a cultural experience that went beyond simple language learning awaited. I immersed myself in Russia's

rich musical culture, learned that Russian students are interested in Japan's pop culture and the emperor system, saw the history of space development, and gained an inkling of the passing on of war memories in Russia. This learning experience transcended academic specialties, and greatly changed my impression of Russia. The Russian people are kinder than you could imagine, and speaking with them will really boost your motivation to learn the language.

It's a fairly difficult experience, but if you want to learn Russian, take the class – you won't regret it. I recommend that you approach the classes as proactively as you can.

Korean

Key point of TLP classes

“The goal is certainly to be able to speak the language fluently, but also to develop the ability to communicate and work together with diverse people in the language.”

Takashi MITSUI Department of Language and Information Sciences, Graduate School of Arts and Sciences



[Profile]

I specialize in Korean modern history and focus particularly on the Korean language and culture from the latter half of the 19th century to modern times in relation to the country's political and social history. For example, by investigating how the culture of the Korean Peninsula was shaped and accepted before the “Korean Wave,” the significance of today's interaction and conflict becomes apparent.

Today, Japan's relationship with the Republic of Korea (South Korea) and the Democratic People's Republic of Korea (North Korea) is wavering between interaction and conflict, and the situation in the Korean Peninsula is a worldwide concern. Meanwhile, it has become common for people to come and go between Japan and South Korea, and Korean songs and films have become a familiar part of Japanese society. Yet, there are extremely few people in Japan who can speak Korean.

When we turn our eyes to the recent situation in East Asia, we see that any discussion of sustainable development of the region calls for a global perspective and a deep understanding of the local characteristics of the Korean Peninsula. TLP Korean, designed for students possessing a certain level of English proficiency, provides intensive Korean language classes during their first and second years so they may acquire an advanced level of Korean proficiency and, at the same time, develop

the capacity to become globally-oriented human resources with a firm foothold in the East Asian region that includes Japan and the Korean Peninsula.

TLP Korean requires students to take a total of three comprehensive courses to acquire a high level of proficiency, including Shoshu (Ab initio) Korean I and Korean II that are regularly offered as Foundation Courses (prerequisites), in addition to the TLP Practice and Elementary Intensive courses. In the second year S semester, students again take two TLP courses -TLP Practice and Intermediate Intensive- and also participate in a three-week overseas language program held at Seoul University during summer break. The overseas program comprises not only language classes, but also local experience such as in conducting fieldwork with Seoul University students. Thus, it presents a valuable opportunity for students to learn about Korean society and culture while practicing their Korean.

A Student's

View

I enjoyed learning Korean in a homey atmosphere



I chose to study Korean, as being from Kyushu, I have always felt surrounded by the Korean language and thought being able to speak Korean even just a little would make my life more interesting. I enrolled in TLP simply because I was qualified to, without knowing that my study load would increase.

TLP was challenging, as I had three courses more than students who were not enrolled in TLP. However, having completed the program, I look back at my one-and-a-half years at Komaba and feel that the TLP Korean classes were the most fulfilling of all

the courses I took then. I enjoyed those classes more than any other class I had during any given week and gained the most from them of all arts and science classes I took at Komaba, although I always felt a twinge that I ought to be putting myself more into studying mathematics and science.

I think the major reason why I became so immersed in TLP Korean was because of the small number of students. The number sometimes changed, but there were generally only about five of us, so our professors held classes in a relaxed manner and took the time to explain things repeatedly until we understood. We students also became good friends, and I still remember fondly that we often went to Shinjuku to

feast on *samgyeopsal*. Completing assignments and preparing for tests took much effort, but my classes were easy to understand, and it was motivating to feel myself gradually acquiring more and more of the Korean language.

One-and-a-half years of studying Korean has not necessarily made me thoroughly fluent in the language, but I am now able to understand some of what is being said in Korean broadcasts and to read Korean signs to a certain degree. I would not have studied so much on my own. Thus, I am grateful to the TLP program for giving me the opportunity to study Korean, and to my kind professors who have taught me Korean in a way that was easy to understand and enjoyable.

Shingo OKAMOTO Natural Sciences III, second year (March 2020)

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester)

Course Name	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II (*1)	4	2	—
Integrated Course, Seminar (For TLP) (*2)	2	2	2
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4
Number of credits to be acquired	10	8	6

(*1) These courses shall be taken with regular I and II students.

(*2) Seminar is optional to natural science students. Thus, the total number of credits required is 6 less than humanities and social science students.



A cultural experience

Spanish

Key point of TLP classes

If you are one of those people who think the Spanish-speaking world has an allure that is not found in Japan, I invite you to find out if this is really so.

Hiroyuki UKEDA Department of Advanced Social and International Studies, Graduate School of Arts and Sciences



[Profile]

I have studied various aspects of Mexico as my main field of study, including the issue of indigenous peoples, the informal economy, and agricultural development. I am interested in matters that cannot be thoroughly explained by economics.

The greatest joy of learning Spanish lies in gaining deep knowledge of the culture and history of various countries and regions and in being able to become friends with the diverse peoples who live there. Acquiring a good command of Spanish in addition to English would also be instrumental in gaining a deep understanding of the United States.

In the 2019 academic year, the TLP program started to offer Spanish. I intended to create a unique program based on the know-how that had been accumulated by other TLP courses, toward the ultimate goal of contributing to the development of free and open-minded leaders, which Japan has hitherto lacked.

Students of TLP Spanish will be required to acquire basic grammar and expressions using the common textbook "Brújula-Primer Curso de Español" in the Beginners' Spanish I and II prerequisite courses. In addition to these prerequisite courses, students will also be required to take a total of three periods a week of Practice and Intensive courses, which will be taught principally by native-speaking teachers from Spain and Latin America and will provide practical and advanced learning based on the area of specialty of each teacher,

be it in literature, history or other subject. During summer break, second-year students will have the opportunity to participate in a TLP overseas learning program, in which they will visit a Spanish-speaking country and immerse themselves in Spanish while also enjoying some tourist elements.

I myself have been in charge of a Global Praxis course every other year and have visited Mexico with students including those in the Senior Division, inducing them to interact with local university students, people in Japanese companies and Mayan farmers. I have also been a part of the project "Beginners' conversation with students of UNAM (Universidad Nacional Autónoma de México) via SKYPE" and "Spanish shabe-lunch" events where anyone is free to join and enjoy casual conversations with foreign students in Spanish over lunch. There are many other programs and activities related to Spanish at the University of Tokyo in addition to the above, such as the Latin American Music Performance Club, just to name but one. I believe TLP Spanish and these programs and activities will mutually stimulate each other and revitalize Spanish education at the university.



An agricultural community in the Andes



Mayan farmers preparing to cook food wrapped in banana leaves in an earth oven



A windmill in the La Mancha region of Spain

Required credits

(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester)

Course Name	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II*	4	2	—
Integrated Course, Seminar (For TLP)	2	2	2
Integrated Course, Introductory Intensive Class (For TLP)	4	4	4
Number of credits to be acquired	10	8	6

* These courses shall be taken with regular I and II students.



Senior Trilingual Program

The Senior Trilingual Program, established in the 2015 academic year, is only available in Chinese (it is a trilingual program of Japanese, English and Chinese). From the 2020 academic year, the program will be upgraded and reestablished as the “Trilingual East Asian Studies Program”. It is intended for students who have achieved an equivalent (or higher) level of skill in the language as students who have completed the Trilingual Program. This program will be conducted jointly with Peking University, and seeks to allow the development of a specifically East Asian form of liberal arts scholarship. Through an exchange program with Peking University, our aim is to create an academic environment in which students of differing linguistic backgrounds read the same texts and extend their questioning together.

The Trilingual East Asian Studies Program will exclusively conduct classes in English, Chinese and Japanese. Students will qualify for graduation from the program by obtaining the requisite number of credits. Advanced classes in conversation and subscription in Chinese will also be available to all students who have attained an equivalent or higher level of ability in the language as graduates of the Trilingual Program, and who wish to further hone their skills in Chinese.



TLP English

The English language is an essential part of our concept of trilingualism, and we offer English-language education in English I, English II, and Integrated Courses (Group L). We do not offer any English classes specifically tailored for the TLP, but TLP students receive classes conducted exclusively in English in English I.

English I (Required): English for Arts and Sciences

These classes are conducted using *English for Arts and Sciences: Reader I & II* compiled by the Department of English Language, College of Arts and Sciences, for English learners at The University of Tokyo, in addition to related listening materials. They are designed to cultivate the ability to comprehend high-level cross-disciplinary material written in English, which will be of intellectual interest to both liberal arts and sciences students. The classes are conducted based on proficiency. For TLP students, classes (restricted to about 20 students) seek to extend your linguistic ability, and do so entirely in English – in addition to simply following the content of *English for Arts and Sciences: Reader I & II*, you will be required to write short papers and participate in discussions using the language.

English II (Required): ALESS, ALESA, FLOW

ALESS, ALESA, and FLOW are subjects that place an emphasis on the ability to communicate. Class sizes are small (about 15 students), and the classes are held exclusively in English.

In the ALESS (Active Learning of English for Science Students) program, science students learn to write scientific reports in English based on the results of experiments that they design themselves. In the ALESA (Active Learning of English for Students of the Arts) program, liberal arts students learn to write persuasive liberal arts and social sciences-focused papers in English, using previously-published references in an appropriate manner.

The FLOW (Fluency-Oriented Workshop) is a class that focuses on developing the ability to speak English fluently, enabling students to make presentations concerning their research results and to conduct logical discussions in English. Classes are conducted on the basis of proficiency, as judged by the student.

Integrated Courses (Group L) (Required elective)

Intermediate and advanced classes can be taken in this course. Classes covering a variety of subjects can be chosen. The Advanced English classes (small classes of about 20 students) are focused on realizing a level of proficiency that would allow the student to attend lectures in a specialized subject at a university in an English-speaking country.





Trilingual Program

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Graduate School of Arts and Sciences
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