



The University of Tokyo  
Global Leadership Program

# Trilingual Program 2023



# TLP Greetings



## To Row Out into a Sea of Diversity

**Teruo FUJII**

President  
The University of Tokyo

The world today is wavering. Many of you may be feeling just how fragile social order can be. Everything we took for granted is being questioned or in a state of flux. Taking a long-term view embracing both the past and the future, we must create a new society while sensible to the role that universities should play. The University of Tokyo is committed to developing exceptional individuals who can shape the future through dialogue with diverse peoples across the globe, as stated in the statement of its guiding principles, UTokyo Compass “Into a Sea of Diversity: Creating the Future through Dialogue.” The Trilingual Program is specifically designed to develop such individuals who will confidently row out into the global arena.



## Unlock the door to the world

**Kensuke FUKUSHI**

Director, Center for the Development of Global Leadership Education

The University of Tokyo offers a Global Leadership Program (GLP) to undergraduate students who wish to develop a keen global perspective. The Trilingual Program (TLP) is part of the GLP, specifically designed for Junior Division students in the College of Arts and Sciences. By learning at a university that possesses an expansive network extending beyond Japan to the world and gaining exposure to diverse material issues, students are likely to realize the importance of listening to others and conveying their thoughts effectively. TLP nurtures the high communication skills needed to engage in effective dialogues and places intensive focus on acquiring another foreign language alongside Japanese and English to help students unlock the door to the world.



## For a Deeper, More Balanced View of the World

**Yuichi MORII**

Director, Center for Global Communication Strategies

At The University of Tokyo, students are required to learn a new foreign language upon entering the university in addition to the Japanese and English languages they have already mastered. The Trilingual Program (TLP) enables students to study this new language intensively and attain a high level of proficiency in a short period. One of the main objectives is obviously to acquire communication skills. However, it is equally important to acquire knowledge of the society, culture, and history associated with the language and to be exposed to the complexity and diversity of the world. To be successful on the global stage, one needs to have the skills to understand complex issues broadly and deeply, and to perceive them with well-balanced perspectives from diverse angles. Therefore, it is my strong hope that by undergoing TLP's intensive courses, students will acquire a new foundation that will enable them to be active on the global stage.

# 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<sup>\*1</sup>, 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.<sup>\*2</sup>

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 2023 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 The German program has been held in Bonn and Cologne, the French program in Paris, Angers, Brussels and Lyon, the Russian program in Saint Petersburg and Yerevan (Armenia), the Korean program in Seoul, and the Spanish program in Mexico City, to date. The Chinese program has been held in Taiwan and Nanjing, and an advanced program for Senior Division students has been held in Beijing.

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

**Learn German to open a new world for yourself as a link between Japan and Europe!**

Ruben KUKLINSKI Center for Global Communication Strategies (CGCS)



**[Profile]**

I initially specialized in medieval German literature and came to Japan more than 20 years ago to do a comparative study on epic poems about wars and battles. I am now researching gender linguistics and the relationship between war, trauma, and literature.

TLP German is not simply about acquiring a new foreign language. It is about opening new horizons, exploring a new culture, and gaining a fresh perspective on one's own culture and living environment through a foreign language. German is the ideal language to achieve this goal, as it is the native language of the largest population in the EU, and its similarities with English makes it relatively easy to learn for beginners. Geographically, Germany has been at the center of Europe since ancient times and serves as a hub for transportation from east to west and south to north. No other European country shares borders with as many neighboring countries as Germany. Today, Germany is a country of migrants rich in social diversity, where active arguments abound regarding real-life issues such as wars, climate change, gender, and migration.

Social changes invariably bring linguistic changes, and students in the TLP program can experience these changes live. The most significant changes at the moment are related to grammatical

gender, as gender issues have become a frequent focus of social arguments, and social arguments are closely associated with German grammar. In TLP German, students will constantly update the basic grammar they learned in their German I and German II compulsory classes based on the latest materials and resources that are actually used in German-speaking regions.

TLP German consists of three classes per week. Two are taught by a native German-language teacher and one by a Japanese-speaking teacher. Additionally, workshops and an overseas program provide students with opportunities to directly come into contact with the German language, culture, and people. COVID-19 had placed restrictions on extracurricular programs, so all the more so, it is a tremendous delight that the spring and summer programs in Germany will be resuming. Given the gradual lifting of COVID restrictions in Germany and Japan, I hope we can also see the return of our annual Christmas party and other social events.

**Required credits**

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

Course	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 & Intermediate Intensive (For TLP)	4	4	4
<b>Required credits</b>	<b>10</b>	<b>8</b>	<b>6</b>

\* These courses are attended with regular German I and German 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



Receiving a lecture in a law classroom at the University of Cologne



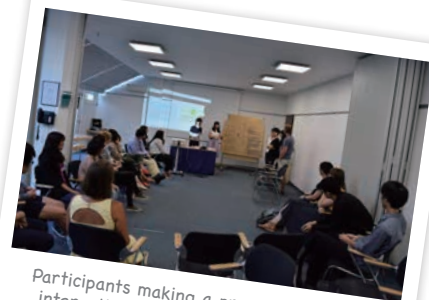
Holding an exchange with students of the University of Cologne



Joint seminar held in German with students from the University of Western Australia

Since the launch of TLP German in the 2016 academic year, overseas programs have been held in Germany twice a year, in summer and winter. An average of 15 students have participated on each occasion, so practically all students have taken the opportunity to participate. Once in Germany, the participants not only receive intensive lessons in the German language, but they also experience “learning in Germany” through a diversity of programs. This experience gives them a powerful boost to make the jump from “learning German” to “learning in German.” After the March 2020 Cologne program was canceled due to the sudden spreading of COVID-19, an alternative online program was offered in Japan twice every year, during the spring and summer breaks, to provide students with an opportunity to gain international experience at a time when holding face-to-face classes was difficult, much less traveling overseas. A short-term program in Hamburg was finally realized during the summer break of 2022 as the first overseas

program held in Germany in two and a half years. For the 2023 academic year and on, programs are slated to be offered in Cologne in March and in Munich in August, promising an enriching experience that will surely satisfy the expectations of all participants.



Participants making a presentation in an international exchange workshop with German students



At the residence of the Consul General of Japan in Hamburg



## A Student's View

My learning experiences in a proactive student environment have shaped my foundation for studying in general

**Kensuke SHIMIZU** Natural Sciences 1, second year (March 2023)

I was familiar with TLP before enrolling in UTokyo, and the program's intensive approach to learning a second foreign language appealed to me. I have always wanted to be able to speak the German language in particular because I thought it sounded cool, so I decided to join TLP out of curiosity. I can vividly recall how attending three TLP classes a week in addition to my prerequisite German courses proved to be much more challenging than I imagined. Especially during the 1S Semester, when I was still adjusting to college life, I felt overwhelmed with having to learn a new language from the beginning and experienced a difficult time. However, seeing my highly motivated TLP peers steadily improving their proficiency in German inspired me to do my best not to fall behind. My learning experiences in such an environment full of proactive students now

serve as my foundation not just for studying German but for studying in general.

One of the most memorable parts of TLP for me was participating in the learning program in Hamburg during the summer break in my second year. If it had not been for COVID-19, I would have had the chance to travel to Germany and visit a local university in the summer or spring of my first year, but I unfortunately did not have that chance. Nevertheless, I am grateful that, in the end, I fulfilled my wish to set foot in a German-speaking country. My roughly week-long stay in Hamburg was a parade of enriching experiences that only a UTokyo program could offer, such as attending a philharmonic concert and visiting the Japanese Consulate General. Although this overseas program marked the end of my TLP program and I have completed all my courses, my TLP peers and I recently took a language proficiency test together and formed a voluntary German language

study group, and our bonds of friendship remain strong.

TLP indeed provides a valuable opportunity, as I described above. However, students must remember also to concentrate on studying English. Although I did well in German, my grade in 1A Semester English I fell below the top 10 percent of my class, which meant I had to take an external test to meet the TLP requirements. Ultimately, I managed to complete the program by studying for the TOEFL by myself and scoring above 100, but my initial blunder made me aware of the importance of English. I am convinced that English proficiency is definitely an essential skill for anyone serious about acquiring a second foreign language.

These are my thoughts on TLP. I plan to use the German language skills I acquired in the program, not to mention my experience in itself of having studied German, to benefit my future studies!

# French

## Key point of TLP classes

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

Toshihiro FUJIOKA Department of Area Studies, Graduate School of Arts and Sciences



### [Profile]

I am currently working on the history of European thought, with a particular focus on modern French philosophy. When I first enrolled at university, I chose to study French without much thought, never imagining that it would become my future career. Today, I am grateful every day to be able to continue to learn while also teaching.

I have been teaching TLP French since the 2022 academic year. In TLP French, students learn French intensively in the TLP Seminar and Introductory Intensive classes, besides their French I and French II foundation courses. The workload might seem heavy, with five French classes per week during the S Semester of the first year, including three TLP French classes held mainly in French. However, judging from what I have seen throughout this year as a TLP teacher, everyone studies hard and dramatically improves their French proficiency in a relatively short period of time. Of course, this is the result of each student's daily efforts, but I believe that the characteristics of TLP courses also play a significant role.

TLP courses do not teach French beginning with grammar and moving on to its application. Instead, they have students use French right away. Starting in early April, students learn to understand various daily topics and express their thoughts entirely in French. Textbooks cover diverse subject matters that include movie and exhibition posters, cooking recipes, job employment ads, Internet sites, and social media. Moreover, as these are real-life materials, students can learn both the French language and about the culture and society of France and French-speaking regions today.

The TLP course content conforms to the DELF and DALF official French language qualifications certified by the French Ministry of National Education. Just as DELF/DALF exams assess not only reading and listening skills but also writing skills, TLP courses place emphasis on various types of writing through repeated assignments and corrections by the teacher. As the year progresses and students are more able to apply the grammatical knowledge they gained in French I and French II, they rapidly develop the skills to write correctly in French. In sum, TLP provides a comprehensive experience that covers listening, reading, speaking, and writing—all the necessary language skills.

Aside from the classes, there is also a program called "Shabe-lunch in French" (talking over lunch in French) organized by native-speaking teachers. Anyone is free to join and enjoy chatting in French while having lunch.

Learning a foreign language is like opening the door to a new world. Come and explore the French language and the new world beyond!

## Required credits

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

Course	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 & Intermediate Intensive (For TLP)	4	4	4
<b>Required credits</b>	<b>10</b>	<b>8</b>	<b>6</b>

\* These courses are attended with regular French I and French II students.



# Overseas Study Tour

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



Making friends with students from around the world in Angers



Visiting the Louvre



Engrossed in French table football!



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

### TLP was filled with the excitement of language learning



Reina KISHIDA Humanities and Social Sciences II, second year (March 2023)

Learning a foreign language arouses my interest in many ways. Because I love to travel, learning the local language means bringing myself a step closer to the history, culture, and ways of thinking of the people in the region.

I enrolled in TLP because I admire the beautiful sounds of the French language and wanted to study it in earnest if I were going to study it at all. Once the classes began, however, I was surprised to find myself immersed in French right from the start. The program was indeed intensive. Even so, I never felt I was being taught French. Instead, I have the strange sensation that I acquired the language before realizing it, by proactively using French as a tool for speaking and

writing. However poor my French may have been, I think that all the thinking I did to come up with the right word or expression helped me to improve my skills. Our teacher would often play French music before class, and our classes always proceeded at a good pace, sometimes in quiz and game formats. Furthermore, having classmates who are passionate about learning also boosted my motivation to continue studying French.

I was fortunate to have the opportunity to go to Angers during the summer of my second year. By studying French and going sightseeing with students who had assembled from around the world, I was able to establish deeper ties with them than I had imagined. The homestay was also a valuable experience that fully immersed me in an environment of daily French

where no English was spoken, much less Japanese. I also had to communicate entirely in French when I went out to explore the city, so I was inordinately happy when I reached my destination all on my own. Unlike an ordinary trip, the real excitement of this overseas program was the experience that could only be had by seriously studying the local language. As such, this experience has given me a good reason to continue learning French.

TLP exposed me to the French language and the beauty of the people and culture of France. The language skills and experience I gained through it will stay with me throughout my life.

# 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	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)* <sup>1</sup>	—	—	(2)	(2)	—	—
Integrated Course, Intermediate Intensive Class (For TLP)	—	—	—	—	4	4
Integrated Course, Intermediate Seminar (For TLP)* <sup>2</sup>	—	—	—	—	2	(2)
Global Praxis - Summer School* <sup>3</sup>	—	—	—	—	(2)	(2)
<b>Required credits*<sup>3</sup></b>	<b>10</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>4</b>

\*<sup>1</sup> 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.

\*<sup>2</sup> 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.

\*<sup>3</sup> Global Praxis and Summer School are optional.



# Overseas Study Tour

Nanjing Summer School has been held online over the past three years due to COVID-19. As it was a situation having no precedent (and probably never to be repeated), I wish to record and report on the specific discoveries derived from the online format and the efforts of the students and faculty.

First, the advantages of learning a language online were similar to those of attending any other class online. Compared to face-to-face classes, online classes allowed the students to hear the teacher

mornings, some students used their free time in the afternoons and evenings to engage in extracurricular activities or part-time work.

At the same time, there were many aspects in which online classes did not measure up to holding the program on-site. The foremost challenge was perhaps the difficulty in gathering participants. In 2021 and 2022, only 12 students participated, which was significantly fewer than the quota of 20. However, owing to the kind support of Nanjing University, classes were held by dividing the participants into two groups as in usual years. Personally, I thought that the extremely small classes of six were effective in enhancing the learning experience and that it also helped students maintain high levels of motivation throughout the three weeks of the program.

Other enhancements were also made to the program. In response to a request from students for more physical activities, Tai Chi classes were added to the curriculum in the afternoons in the 2021 academic year. Additionally, at their suggestion, students of Nanjing University live-streamed tours of their campus and the city of Nanjing. In the final 2022 academic year, changes were made to the afternoon schedule due in part to The University of Tokyo resuming face-to-face classes in April. The advanced Chinese language lectures that were given by an instructor at Nanjing University in usual years were replaced by activities initiated by UTokyo students. These included Chinese poetry reading, film viewing, and tours of Yushima Temple and other places related to China. They may not have been as effective as on-site activities, but they served the purpose of deepening exchanges and friendships among the students. In the meantime, several Zoom exchanges were held with students from Nanjing University and high school students throughout the year.

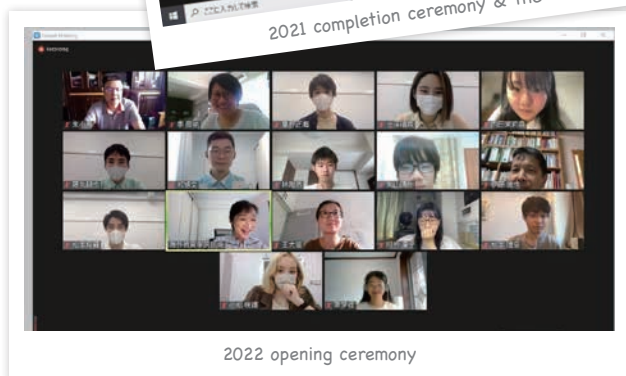
Next year, we are hoping to hold the program in Nanjing. Considering the rapid changes occurring all around us today, I believe that an on-site program where students physically travel overseas and gain first-hand experience is better suited to cultivating an acute perception and an awareness of problems.



A blackboard on campus at Nanjing University filled with scribbles of graduation messages



2021 completion ceremony & the "Hanyu-Xiu" program



2022 opening ceremony

and ask questions more easily. It also enabled teachers to share and use such resources as photos and websites more effortlessly. Additionally, since most of the classes were scheduled in the

## A Student's View

### Enjoying a fulfilling linguistic life with wonderful friends



Hello, my name is Shoryu Matsumoto, and I have been accepted to enroll in the Department of Civil Engineering in the Faculty of Engineering. I chose Chinese as my second foreign language because China is familiar to me. I have always wanted to be fluent in Japanese, Chinese, and English, so I decided to apply to TLP Chinese casually thinking that it is worth a try. I am glad I did because the many Chinese courses I took and the international exchange activities I participated in at Komaba proved to be stimulating experiences.

Chinese grammar is quite simple and similar to English, but I found it a challenge to learn kanji. I

often lamented my poor linguistic skills compared to my outstanding TLP classmates, but we helped each other with a feeling of friendly rivalry. Additionally, as I have always loved Western music, I connected well with TLP students who had abundant international experience. It was a blessing to be part of such an amazing environment.

Looking back, I can say that my linguistic life was truly fulfilling. I took advantage of our extended breaks to deepen my learning by participating in study programs in Taiwan and Nanjing, albeit online. These programs helped me to improve my power of expression and gave me a deeper insight into Chinese culture and history. In sum, learning Chinese was the predominant focus of my Junior Division education.

**Shoryu MATSUMOTO** Natural Sciences II, second year (March 2023)

My learning of Chinese has just begun. I will remember all I have learned so far, value my relationships with people I met in TLP Chinese, and continue to study the language. Due to COVID-19, my cohort could not travel to China, so I am eager to create an opportunity to one day visit the country and study the language locally.

Lastly, I wish to thank my teachers who devoted themselves daily to teaching us Chinese and organizing lectures and exchange meetings to maximize our TLP experience at a time when the COVID-19 situation had been a seesaw struggle. Thank you very much.

# 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.

Yusuke TORIYAMA Department of Language and Information Sciences, Graduate School of Arts and Sciences



### [Profile]

I am currently studying Russian literature and cultural history. I first began to take a serious interest in Russia right when Russia began to appear frequently in the news in association with the collapse of the Soviet Union. With each passing year, I realize more and more what a tremendously worthwhile topic this country is.

I have been teaching TLP courses every year since I arrived in Komaba. In Introductory Grammar, I use the same textbooks and cover the same content as other classes, but there is always a distinct feeling of tension in the air in my TLP classes, which is stimulating in a good way. TLP students attend courses based on a specific schedule planned for them (during the S Semester of the first year, liberal arts students attend five classes a week, and science students attend four; during the A Semester, liberal arts students attend four classes a week, and science students attend three). As a large portion of the classes is dedicated to learning conversation skills with native instructors, students must pursue a high level of reading, writing, and oral communication skills from the very beginning. In the S Semester of the second year, students take three classes to consolidate their knowledge of basic grammar and enhance their overall language skills, including conversation. In the A Semester of the second year, they reach a level where they can read technical papers, mass media articles,

and literary works with the aid of a dictionary, if necessary. Overseas learning, which had to take a different turn after COVID-19 and Russia's invasion of Ukraine, has resumed.

Knowing about the country of Russia and its people poses a long-term challenge to Japan and the world. Based on this awareness, knowledge of the Russian language will provide a valuable means for gaining a broad perspective on the world. In the future, it will surely be necessary to people living within and outside of Japanese society to have individuals who can apply their Russian proficiency to diverse fields of expertise, whether a humanities or science field, and assume active roles as members of society. However, this in no way means blindly trusting all information issued in the Russian language. TLP Russian seeks high abilities not only in Russian but also in English and urges students to make active use of both languages. This concept also holds great significance in today's age of the Internet in terms of proper media literacy.

## Required credits

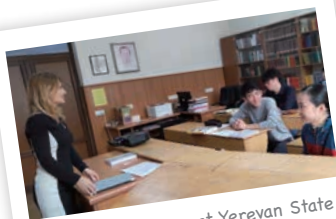
(This does not apply to newly transferring students who are regarded as having attained a specific level when substituting by semester.)

Course	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 & Intermediate Intensive (For TLP)	4	4	4
Integrated Course – Advanced Russian	—	—	2
<b>Required credits</b>	<b>10</b>	<b>8</b>	<b>6</b>

\* This course is optional for natural science students, so the total number of credits required of natural science students is 4 less than that required of other students.

# Overseas Study Tour

Yusuke TORIYAMA Department of Language and Information Sciences, Graduate School of Arts and Sciences



Summer program at Yerevan State University

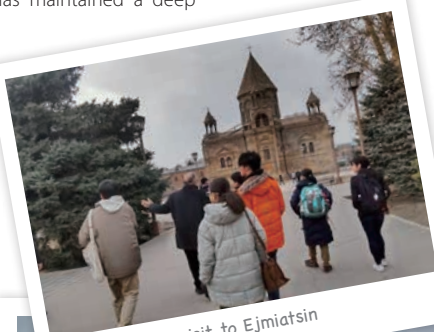
Due to Russia's invasion of Ukraine in February 2022, the annual overseas program could not be held in Saint Petersburg as in usual years, and TLP Russian had to seek a new destination. From among several options that satisfied the foremost requirement of having an established framework for Russian language education, Yerevan State University in the Republic of Armenia was chosen as the site of the overseas program for the 2022

relationship with Russia since modern times. As a result of this historical background, Russian is widely spoken in the country, while its unique culture and identity remain intact. Learning Russian in Armenia will give students a real sense of the complex relationship between a state and its languages and culture. In addition to Russian language classes, students will have opportunities to interact with local students, give presentations in Russian, and experience Armenian culture and nature. Another goal of the overseas program is to have students feel their world broadened by studying Russian.

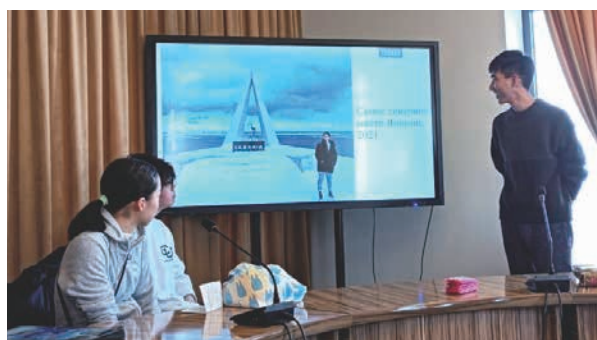
academic year. Located in the Caucasus, known as "the crossroads of civilizations," Armenia has maintained a deep



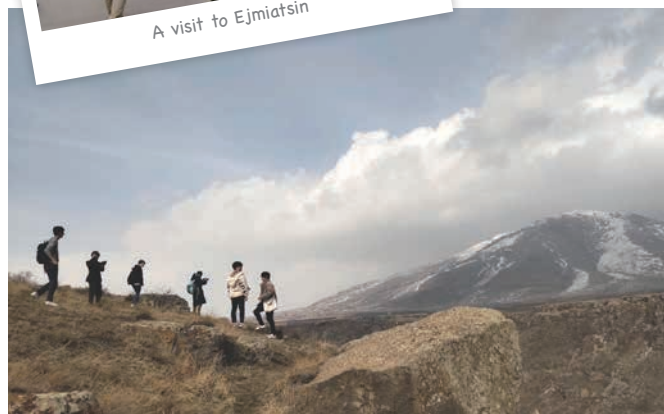
A visit to the Matenadaran archives



A visit to Ejmiatsin



Giving a presentation at Russian-Armenian University



Heading to Saghmsovank Monastery



## A Student's View

### TLP's thorough support was essential to learning a foreign language

Shunsuke ENAMI Natural Sciences I, second year (March 2023)

Now that I have completed my TLP program, reading about Russian music in Russian with a dictionary in hand has become one of my favorite pastimes.

The Russian language is characterized by numerous conjugations and irregular grammar rules, which can be confusing. I struggled through them, and I still find memorizing vocabulary difficult. However, TLP's comprehensive educational system provides speaking and writing lessons by native instructors and reading comprehension classes in the second year. I am convinced I was able to develop my skills step by step owing to this thorough system. Additionally,

the relatively small class size, with only about a dozen students, allowed for personalized attention from the teachers and motivated us to keep working together. The times I spent after classes discussing Russian politics and culture with my classmates while eating lunch are some of the most treasured memories of my Junior Division program in the College of Arts and Sciences.

The destination of our overseas program was switched to Armenia on account of Russia's invasion of Ukraine. The small country in the Caucasus in the former Soviet Union gained independence roughly 30 years ago, and its official language is Armenian. However, Russian is still widely used in academic institutions such as universities as well as in everyday life. Therefore, I accumulated intensive practice by attending Russian-only classes, conversing with local students, tour guides, and supermarket clerks, and otherwise thinking and speaking in Russian throughout

my two-week stay. It was also a precious experience to go on excursions after classes to learn about the difficult history and rich traditional culture of a country I had not known before and to gain a sense of the values and lifestyles of a different culture. I am deeply grateful to everyone concerned who has made the overseas program possible despite repeated obstacles such as the pandemic and military invasion.

TLP might be difficult at times, but for anyone interested in learning a foreign language, the one-and-a-half-year program will surely be a fulfilling experience. On a personal note, the joy of interacting with languages through TLP definitely played a significant role in my decision to transfer from Natural Sciences I to a humanities field in my second year and advance to the Senior Division program in the College of Arts and Sciences. I highly recommend TLP to anyone who is qualified and seeking an invaluable experience.



# 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 National University(SNU) during summer break. The overseas program comprises not only language classes, but also local experience such as in conducting fieldwork with SNU 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

Tomoya MURAKAMI Natural Sciences II, second year (March 2022)

As I continued to study the language, I became more fascinated with it and ultimately decided to transfer to TLP.

TLP courses provide a higher level of learning than regular prerequisite classes, so I had no difficulty with my prerequisite classes and did well on my tests. TLP was meaningful to me, as I had been aiming to achieve the high rating I needed to advance to the major of my choice. Aside from such a calculating thought, however,

I chose to study Korean, thinking how exciting it would be to be able to understand the words and songs of my favorite K-pop idols at the time.

I genuinely felt that TLP's high level of learning enabled me to gain a good command of Korean, which has given me a strong sense of achievement. It helped that the classes were small so we could all get along with each other and also establish a close relationship with our teachers. Small classes meant I would be called on frequently to speak up, so I remained attentive throughout my online classes, and it also allowed our teachers to check our assignments in greater detail. I doubt that any other foreign language class offers such an experience. As far as memorable experiences go, I still remember how our teacher made references to K-pop songs to teach us Korean language expressions.

In the S semester of the second year, TLP consists

of three classes per week. I hardly felt this to be a heavy load because there were fewer prerequisite natural sciences courses in 2S. Moreover, since we were not necessarily given an assignment in every class and our teachers meticulously checked each of our assignments, I was able to apply myself to my assignments with a sense of enthusiasm.

I am now in my third year and unfortunately unable to dedicate as much time to studying Korean as before. It was precisely because I had yet to choose a major during my first two years that I was able to devote a large portion of my time to studying my second foreign language. The opportunity to do so through TLP's enriching classes has been a valuable experience.



A cultural experience

## Required credits

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

Course	First year		Second year
	S semester	A semester	S semester
Foundation Course, I, II* <sup>1</sup>	4	2	—
Integrated Course, Seminar (For TLP)* <sup>2</sup>	2	2	2
Integrated Course – Introductory & Intermediate Intensive (For TLP)	4	4	4
<b>Required credits</b>	<b>10</b>	<b>8</b>	<b>6</b>

\*1 These courses are attended with regular Korean I and Korean II students.

\*2 This course is optional for natural science students, so the total number of credits required of natural science students is 6 less than that required of other students.

# Spanish

## Key point of TLP classes

TLP Spanish provides intensive and continuous learning that opens unexpected paths leading outside of Japan.

Azusa TANASE Department of Area Studies, Graduate School of Arts and Sciences



### [Profile]

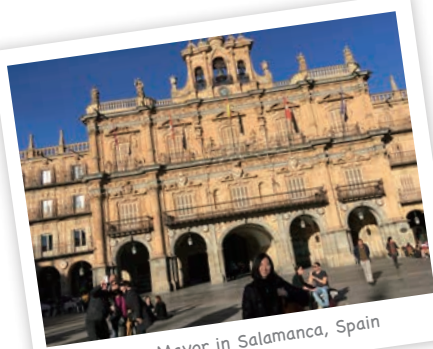
I studied in Madrid for five years and am now researching Latin American literature. I first became interested in Spanish-speaking regions after listening to Piazzolla when I was 14.

Spanish, which was newly added to TLP in 2019, initially spread throughout the New World as the “language of the conqueror” and is now the native language of more than 400 million people. Along with an increase in the population of people referred to as Hispanic and Latino in the United States, increasing numbers of popular songs incorporating Spanish lyrics are becoming global hits. A diversity of Spanish is used within the vast expanse of Spanish-speaking regions, differing in vocabulary, pronunciation, and even the conjugation of verbs in close relation to each regional culture. I invite you to expose yourself to this diversity of Spanish and experience the breadth of the world and the depth of cultures through TLP.

TLP students attend three TLP classes per week in addition to their prerequisite Spanish language classes. These are the TLP Seminar and TLP Intensive classes taught by native instructors as a rule. Prerequisite courses teach basic grammar and expression, and TLP courses provide advanced practical skills and in-depth knowledge of culture

and history. During the summer break of their second year, an optional overseas program (in Mexico up to now) provides an opportunity for students to interact directly with local students and immerse themselves in Spanish while absorbing the atmosphere of the country.

Some students may not feel they are particularly good with languages. I felt the same way. While I now teach Spanish at Komaba and use foreign languages daily for research, I never considered language my strong suit back when I was still a student at Komaba. Some people like to talk. Some people prefer writing or reading. There are many kinds of people. Through intensive and continuous learning, everyone will discover their own way of handling a foreign language, and an unexpected path will open in front of them that leads outside of Japan. I believe confronting a foreign language is fascinating in this way, and TLP is an excellent program that provides such an opportunity.



Plaza Mayor in Salamanca, Spain



The townscape of León, Nicaragua, characterized by colonial-era churches



2022 Mexico program

## Required credits

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

Course	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 & Intermediate Intensive (For TLP)	4	4	4
<b>Required credits</b>	<b>10</b>	<b>8</b>	<b>6</b>

\* These courses are attended with regular Spanish I and Spanish 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.

From the 2020 academic year, the East Asian Academy for New Liberal Arts (EAA) has taken over the management of the Senior Trilingual Program with an eye toward further enhancement of the program.





# 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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College of Arts and Sciences  
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